

ABC Nursery Class

Inspection report for early years provision

Unique Reference Number	251382
Inspection date	27 March 2007
Inspector	Moira Oliver
Setting Address	63 Orwell Road, Felixstowe, Suffolk, IP11 7PP
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Registered person	Eleonora Bloomer
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

ABC Nursery Class opened in 1985. It operates from a former convent, now a retirement home in Felixstowe. It has sole occupancy of two connected rooms with its own toilet facilities. A maximum of 14 children may attend the nursery at anyone time. The nursery is open each weekday during term time from 09:00 to 11:30 and 12.30 to 3.00 on Mondays Thursdays and 9.15 to 11.45 from Tuesday, Wednesday and Friday. The Nursery serves the local community and all children share access to an outdoor play area.

There are currently 39 children from two years to four years on roll. Of these 26 children receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with disabilities and also supports a number of children who speak English as an additional language

The nursery employs four part time staff to work with the children. All of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because practitioners follow current and appropriate health and hygiene guidelines and procedures. For example, tables are cleaned before snack and food is prepared and stored in a clean environment at the correct temperature. Staff who prepare the snacks hold up-to-date certificates in food hygiene and they wash their hands before handling the food. Children are cared for appropriately when they are ill or have an accident. Staff have up-to-date first aid training and record accidents ensuring parents sign the record. Details are in place to ensure parents can be contacted immediately if a child is unwell or in an emergency. Parents provide the staff with written permission and directions on how to administer medication items such as inhalers. Staff are aware and able to administer them appropriately. The inhalers are stored at the back of a cupboard to ensure all children's safety. However, there are several items in front of the inhalers making accessibility difficult, potentially delaying the administering of them.

Children understand simple good health and hygiene practices as they manage hand washing independently using soap and wipe their noses throwing the tissues in the toilet. However, a communal towel is used which does not reflect the group's health and safety policy and spreads infection. Children learn about healthy living through discussions, either with individual children or as a whole group at circle time. For example, they discuss caring for skin in the sun and the use of sun-creams.

Children are nourished with a variety of healthy foods at snack time. Children experience a range of tastes and enjoy trying out new foods from other countries, such as, exotic fruits and noodles. Children have a choice of drinks at snack time and there is a jug of water on the side throughout the session which children can request it at any time. However, it is out of the children's sight and reach and therefore not accessible to all children.

Children enjoy physical activity, fresh air and exercise daily as they pedal tricycles, throw balls, climb, slide and play ring games in the garden. Physical education lessons take place weekly and children learn to stretch, balance on forms and move to music, providing them with opportunities to move their bodies in a variety of ways. Children proudly show off their new skills of skipping as they call staff to make sure they are watching. Children are skilled at using tools such as scissors, paint brushes, rolling pins and cutters and can thread disks and beads onto cord, developing their fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure, child friendly environment. The room is bright and set up invitingly for play. The premises are secure and children cannot leave them unsupervised. Staff are vigilant as the children arrive and depart, for example, they ensure that the door is monitored when open and children are recorded as they arrive. If children leave early it is recorded and the entry signed by the parent. A chain is fitted once all the children have arrived and the main door is locked ensuring the children are safe. Clear policies and procedures ensure children do not leave with unauthorised adults and parents inform the staff of any changes in the collection of their child.

Children use suitable and safe toys and equipment which are checked daily and broken items are thrown away. Climbing frames are used in the summer months on grassed areas and children are well supervised when using any large equipment. Children learn to keep themselves safe as they take part in regular fire drills, they know that when the bell rings they must line up and leave the building with the staff. Children learn to use the slide safely, they make a line, wait for their turn and go up the steps one child at a time.

Children are cared for by adults who are vetted and have relevant experience, knowledge and skills. They ensure high adult to child ratios at all times and staff work directly with the children, supervising their play. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children display high levels of confidence as they happily enter the nursery greeting staff and choosing activities. Staff encourage and praise children's efforts which contributes to their self esteem, positive attitude to learning and relationships with staff and children. Children develop their independence, they are able to make choices from a variety of activities and resources. They are engaged in their chosen activity and will play alone or with others for some time. Children are aware of right and wrong and know their boundaries and expectations within the setting. They show kindness and understanding toward others and are making new friendships.

Children under three years of age enjoy the sessions and the activities which the staff adapt to suit all abilities. They are supported to settle and generally come in happily. Staff are using the 'Birth to three matters' framework for assessment and recording achievement, however, they are not familiar with the pack and are not using it for planning. On occasions staff demonstrate unrealistic expectations of this very young age group, for example, encouraging them to sit for periods of time during stories, circle time and when waiting to go outside.

Nursery education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. There is a busy and productive atmosphere where children are happy and relaxed. They are confident and build strong relationships with each other and the staff. Children are beginning to self discipline and are aware of boundaries and expectations within the setting as staff are consistent with their approach to behaviour management. Staff are caring and show a genuine interest in what the children do and respond appropriately to requests. Staff have a sound awareness of the Foundation Stage and an understanding of how children learn. They plan and provide a range of activities to stimulate the children's learning covering all areas of the curriculum. Staff clearly know the children very well and discuss the evaluation of activities and individuals progress. However, as the areas for progression are not recorded, assessments are not effectively used as a tool to identify and plan the child's next step of learning. This would allow staff to know when to challenge individual children to extend their learning.

Children are developing an awareness of self care by using their initiatives in washing their hands prior to eating, wiping their noses and accessing the toilet. They confidently leave their parents and involve the staff and other children in their play. Children take responsibility for themselves and a pride in their environment. For example, they sweep up spilt sand, put toys back into boxes at tidy-up time and pick up things that they accidentally knock off the table.

They manage the dressing-up clothes helping each other to put them on. Children readily interact with others understanding turn taking especially when participating in story or circle time.

Children are skilful communicators using intonation as well as gestures in their speech, this is evident in their role play which demonstrates their ability to mimic others such as mum or dad. Children confidently access the range of materials to make marks with and they skilfully write their own and other's names on their work. They recognise their names on their pegs and on cards used for snack time. Children enjoy sharing books and understand that print carries meaning, they turn pages one at a time and listen well, involved in the stories.

Children are very capable in their mathematical development. Staff provide a range of fun, practical activities such as games, songs involving adding and subtracting and puzzles. The staff spend time with individual children on planned mathematical activities where children compare height and quantity. Children confidently use proportional language during their free play such as big and little and demonstrate their counting skills confidently.

Children take part in a range of topics throughout the year which include seasons and festivals. They observe growth and change through gardening and planting activities and have opportunities to observe and handle pets such as rabbits and lizards. Staff listen as children excitedly retell events and experiences from home, they talk happily about birthdays and outings. Children make connections with their local community as they listen to the church bell chime and have opportunities to meet people such as the nuns, fire officers and dental nurses who visit to talk to them about their work. Children learn about the wider world and their place in it through themes and topics as they celebrate a range of festivals such as Chinese new year, Easter and Diwali. Children confidently use technology, they use the computer to enhance their mathematical learning and are becoming skilled in using a mouse.

Children happily use their imagination in role play; they dress-up, use the play kitchen items and feed their 'babies'. They enjoy music as they play along with instruments and sing familiar songs and rhymes. Children paint and stick with a variety of media, however, opportunities to explore and to be creative through art and craft activities are limited. Displays and planned craft activities are adult directed which hinders children's ability to express themselves fully.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work with the parents to meet their individual needs. They employ extra staff when necessary to ensure all children can take part and are fully included in the setting. Children receive a lot of support from staff who know them and their families very well. Children settle well, they confidently make choices and decisions as they come into the nursery and choose their activities from the range set out. They build strong relationships with the staff and other children, chatting freely to them and involving them in their play. Children take responsibility and pride in their nursery environment as they willingly help to put the toys away. For example, when a child accidentally knocked the 'fuzzy-felt' on the floor she immediately picked up all the pieces and returned them to the table.

Children work harmoniously with others, sharing out the play-dough cakes and sharing books together. They understand reasonable behaviour, behave well and know what is expected of them. Children support each other showing kindness to those who are upset or hurt and staff use simple explanations to help them to understand right from wrong.

Partnership with parents and carers is good. Children benefit from the sharing of information between parents and staff which enhances their learning and provides consistency of care. For example, detailed records are sent home each term informing parents of how their child is progressing through the stepping stones. Parents receive information about the Foundation Stage curriculum guidance when their child starts nursery and staff are available to talk to the parents when they bring and collect their children. The parents are very happy with the care and education their children receive at the nursery. They find the staff friendly and approachable. They speak very highly of the provision and the individual attention their children receive. There is a complaints procedure available, however, the address of the regulator is not correct and the nursery do not keep a complaints log.

Children's spiritual, moral, social and emotional development is fostered. Staff praise children's achievements and share them with the parents. They support the children to understand each other's needs and encourage them to be kind to each other.

Organisation

The organisation is satisfactory.

Children are cared for by vetted, qualified and experienced staff who have a high regard for the well-being of all children. They ensure the provision is safe and they know the children and families very well. The adult to child ratio and staff deployment positively supports the children, contributing to their good health, safety, enjoyment and achievement and ability to take an active part in the setting. They receive individual attention when necessary.

Policies and procedures are in place to ensure appropriate care for children, however, some need reviewing to ensure they are up-to-date and reflect their practice and legislation changes. Staff recruitment and induction procedures are sound ensuring children are cared for by suitable, qualified and experienced adults.

The quality of leadership and management is satisfactory. Effective leadership and management of the nursery education contributes to the children's progress towards the early learning goals. The manager has a good awareness of her role and communicates well with the staff on a daily basis. Staff work well as a team and share their knowledge and experience with each other. They are supported to attend training and to improve their knowledge and understanding in child care. Monitoring and evaluating the provision is carried out informally through staff discussions at the end of each session. However, key issues from the last inspection have not been fully understood and therefore not addressed effectively. The manager and staff work closely with other professionals and the parents to ensure children's needs are met. They understand the benefits of working together and are willing to make changes to enhance the children's learning.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the staff were asked to ensure children can access drinking water independently at all times. They addressed this by putting a jug and a cup on the side, however, it is out of sight and reach of the children and therefore is not accessible to children who are thirsty.

The nursery has developed their range of resources to include a variety of books, posters, dolls and kitchen utensils ensuring positive images of culture, ethnicity, gender and disability are promoted in children.

In the nursery education report staff were asked to identify opportunities to develop children's thinking skills through the provision of open ended questioning and to provide opportunities for children to express and communicate their ideas through creative activities and imaginative play. Staff did not fully understand these key issues and therefore have not addressed them sufficiently. Therefore they have been brought through in this report as recommendations.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hygiene practices prevent the spread of infection, this is with regard to the communal towel
- ensure that drinking water is accessible to children at all times
- improve outcomes for children under three by implementing an approach in line with the 'Birth to three matters' framework
- comply with recommendations made by the fire safety officer with regard to the keeping of a fire blanket in the kitchen when the hot plates are used
- review policies to ensure they reflect practice and are up to date
- review the storage of medicines to ensure they are easily accessible to adults

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to express and communicated their ideas through creative activities

- review planning to highlight the child's next step in learning and identify opportunities to challenge and extend children's learning through open ended questions.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk