



The Nook Nursery

Inspection report for early years provision

Unique Reference Number	113775
Inspection date	04 December 2006
Inspector	Jill Steer
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Registered person	D Liley
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. 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?

The Nook Nursery is privately run and was registered in 1999. It operates from converted residential premises in Worthing. The nursery is open each weekday from 09.00 to 16.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 25 children aged from two to under five years on roll. Of these 14 children receive funding for early education. Children attend from a wide catchment area. The nursery currently supports one child with learning difficulties.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about the importance of good personal hygiene practices through everyday routines and activities. They know when to wash their hands, for example after using the toilet, painting and playing outside, and before eating. However, children do not generally wash again after eating which leaves them sticky as they continue to play. A clear sickness policy is shared with parents so they know when to keep their children at home, protecting other's from infectious illness. Staff attend suitable first aid training to ensure they are able to treat children's minor injuries, and to care for them if they become unwell.

A healthy selection of fresh fruit and vegetables are available for the children's snacks, and parents provide a packed lunch for those children who stay to eat at midday. The staff liaise with the parents regarding any specific dietary requirements, and offer advice on providing healthy options in the lunch boxes. Drinking water is always available so children remain hydrated, particularly in warm weather.

Children enjoy many opportunities to develop their physical skills and control of their movements. They go for walks in the local vicinity and play in the large, well equipped garden. They are able to run and climb, showing good co-ordination as they move with confidence. Children derive great pleasure from the many music sessions as they gyrate their bodies rhythmically to music, or participate in action rhymes. For example, as they rehearse the Christmas play, they all confidently join in with the movements and actions to the songs. A range of tools are available for children to develop hand and eye co-ordination and dexterity. For example when using malleable materials. They roll the dough with both the rolling pin and their hands, shaping it so they can then cut shapes with cutters and scissors skilfully.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a very warm and welcoming physical environment. They arrive happily and settle extremely well, needing little support from their parents and the staff who are on hand ready to greet and talk to them. The well organised environment is arranged into specific areas of activity which the children can move between freely to enjoy their chosen activity. For example in one room they may choose to play in the popular role play area and then go to the next room for crafts and messy activities. Staff have a clear understanding of child protection procedures, and know what action to take if they have concerns about a child in their care, which ensures they act in the children's best interest.

There are effective procedures in place for the safe arrival and collection of the children. They find their name card to self register, putting it on a list for drinks at snack time. Children learn how to keep themselves and each other safe, for instance picking things up from the floor and always pushing their chair back under the table when they move away. This prevents anyone tripping and stops the pathways becoming obstructed.

Risk assessments are carried out to ensure children play safely indoors and on outings. However, the garden has several areas where ivy is growing in abundance, which is a dangerous plant for children. The garden is therefore unsuitable for children's activities until it has been cleared. Procedures are monitored and adapted to ensure children play safely indoors, such as ensuring staff do not have their hot drinks around the children to avoid the risk of scalding.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled within the setting and benefit from stable relationships with the established staff members. Children arrive, separate from their parents confidently and quickly settle as they make independent choices about their play. They are keen to learn and are encouraged to try out new skills, which foster their emotional wellbeing and help them to achieve well. Younger children learn from a range of activities that interest them. For example, constructing the railway track for the trains. Staff support children extremely well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests. They ask questions which encourage children to find things out for themselves, developing their inquisitiveness in how things work and why.

Nursery Education

The quality of teaching is good. Staff have a sound understanding of the Foundation Stage and support children's progress through the stepping stones. They plan and provide a wide range of meaningful topics and experiences which interest children and which cover all areas of learning. Children enjoy getting fully involved in themed activities which are well planned and presented, with positive learning intentions and which arouse their natural curiosity. For example, looking through magnifying glasses to study the fir cones, leaves and tree bark they collected on a local walk and making rubbings of the bark with paper and crayons to observe the pattern. Observations inform staff of children's progress, enabling them to plan the next stage in learning and development.

Children count confidently in a variety of situations during everyday activities. For example, they count out the correct number of coins to 'pay' for their snack and join in with the many number rhymes and songs they sing. Many opportunities are available for children to experience and enjoy music as they enthusiastically sing along to the accompaniment of the guitar. They recognise the introduction to songs which are familiar to them and join in eagerly. However, there are limited opportunities for children to express themselves creatively through other mediums and resources such as sand, water and malleable materials, on a regular basis.

Children become aware of their environment and the world around them through a wide range of interesting activities planned to arouse their interest and curiosity and staff take advantage of every opportunity for children to learn. For example as they watch the sun shining on the dew on the grass, creating a layer of mist which the children identify as smoke. However, the availability of resources to familiarise children with modern technology are few.

Children see and identify words around the setting such as notices, displays and their names and can identify the sound of the letters. For example, they use phonetics to sound out the

letters of their names displayed on the wall and to identify which day of the week it is. Story sessions engage children's interest as they are read with enthusiasm and interest and they learn about the people involved in creating each book. For example, they know the person who wrote it is called the author and the person who drew the pictures is the illustrator.

Helping children make a positive contribution

The provision is good.

Children are introduced to other cultural traditions than their own through themed work, which helps to develop a positive attitude and respect for others. The selection of resources available such as books, puzzles and small world figures, provide children with a positive view of a variety of people in everyday situations. Children are treated with respect, helping them to feel good about themselves and become confident young people. They show a strong sense of belonging, developing their self-esteem as achievements are celebrated by a display of children's work on a table for all to see. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good and a very friendly atmosphere welcomes children and their families to the nursery. They are visited in their own homes prior to children starting so staff see children in their familiar environment which reassures children as they meet for the first time. Staff keep parents well informed about their children's progress and development through newsletters and daily discussions, although parents do not meet with the children's key staff when they collect the children. During each day, photographs are taken of all aspects of the days routine, play and activities, which can then be shared with parents to help them see first hand how the children have spent their time. All of which provide parents with clear details of forthcoming events and Foundation Stage activities.

Children behave very well, they share and take turns, playing together harmoniously. Staff are calm and consistent, reinforcing and praising children's good behaviour, encouraging their feelings of self-worth. Children with additional needs are welcomed into the inclusive environment and staff provide appropriate levels of additional support as necessary, including working with outside agencies as required. Systems are in place to ensure children are fully supported and their needs met through co-operation between staff, parents and outside agencies.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff, who have been appropriately vetted, due to effective recruitment procedures. However, not all students have been vetted and are not suitably supervised at all times. Induction training, policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. However, some policies lack the required detail to comply with current guidance. Staff have a good knowledge and understanding of child development, which enables them to meet children's individual needs well.

Leadership and management is good. The management have a high regard for the staff who work together very well as an established team, and clear communication systems enable them to provide a well-balanced programme of activities. Individual staff training needs are identified, and staff attend various courses when available which provide them with a wide range of expertise and knowledge, demonstrating their commitment to providing good quality care and teaching. Management and staff evaluate the service provided and there is a strong commitment to creating a rich learning environment for children. Staff are competent within their roles and have good knowledge and understanding of the Foundation Stage curriculum, which enables them to plan a well-balanced range of activities in a well organised environment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to review and update the medication recording, the complaints procedure, and the child protection policy.

The medication records now clearly include the date and signature of the child's parent, and the complaints procedure includes the regulator's contact details.

However, the child protection policy does not include full details of the procedure in the event of an allegation against a member of staff.

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.

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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 all students working with children are suitably vetted and supervised
- ensure children's safety by minimising risks both indoors and in the garden

- update and maintain all documentation in line with current guidance

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):

- further develop opportunities for children to use a range of resources which enable them to gain an understanding of technology
- increase opportunities for children to benefit from a wide range of creative resources

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