



Glebe House Nursery

Inspection report for early years provision

Unique Reference Number	127202
Inspection date	24 November 2006
Inspector	Susan Jennifer Scott
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Registered person	Ann Dean
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 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?

Glebe House Nursery opened in 1995. It operates from two floors of a large house in Larkfield on the outskirts of the Maidstone area. The nursery comprises eight rooms for use by the children and a kitchen, hallway and staff room as well as an office. There is a large enclosed outdoor play area. Children attending come from the wider community.

The nursery is registered to take 65 children under five years; of these, not more than 39 may be under two years, and of these, not more than 12 may be under one year at any one time. There are 89 children on roll, including 17 funded children. Children attend a variety of sessions each week.

The nursery opens five days a week during the year from 08:00 to 18:00.

A total of 12 full and part time staff work with the children. The majority have early years qualifications or are currently attending training. The setting receives support from a variety of local authority support staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a spacious, clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. Children participate in routines, activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff encourage hand washing before and after eating and when children use the toilets. As a result children's skill in managing their personal hygiene is good.

The children are protected from infection by the appropriate practice of staff. The record keeping and documentation ensures parents are informed of accidents and illness so that children's health is protected. Children are also safeguarded by the training that staff have in first aid skills so that in the event of an accident staff can deal appropriately with injuries.

Children benefit from a choice of healthy food and drink at snack times when they enjoy a variety of fruits or crackers. They also enjoy the social opportunities offered to them at meal and snack times when the two oldest groups of children sit and eat together. Children can independently pour themselves a drink of water when they feel thirsty. This encourages them to develop healthy habits and promotes their independence. Staff ensure that all food and drink complies with parental instructions and children's preferences, enabling them to have confidence in the choices offered.

Children move confidently and in a variety of ways. They are competent when using the large play equipment such as cars and show good co-ordination when steering and pedalling. They enjoy opportunities to use a climbing frame and enthusiastically explore the interesting play opportunities in the outdoor environment. This provides them with excellent access to fresh air and vigorous physical play on a regular basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle very well. They enjoy their play in a warm and welcoming environment with attractive displays of their work showing that staff value children's contributions. Children are unable to leave the premises without a suitable adult as security of the premises is very good.

Children and babies benefit from playing in a spacious, organised environment. This allows them to move around and play safely. They have easy and safe access to a varied range of toys and resources appropriate for their age. Toys and resources are carefully selected to ensure they are suitable for children.

Staff are effectively deployed to ensure the safety of the children and are vigilant at all times, they supervise the babies and children effectively and ensure they check the sleeping babies frequently. Resources are used to enable the children to initiate their own play and most children are interested in the resources and equipment and are well occupied because staff support their play well. There are sufficient numbers of child sized chairs and tables to allow children to play in flexible groups.

Children enjoy their play in a safe environment. Regular risk assessments ensure children's safety. Children are not fully protected in the pre-school room where one radiator operates at a very hot temperature, although staff endeavour to reduce the risk to them by covering this. Staff and children have an understanding of the procedures to follow in the event of a fire because these are regularly practised, although these procedures do not ensure all new children experience an evacuation soon after arrival.

Staff have an understanding of child protection and know what action to take if they have concerns about a child in their care. This enables them to safeguard the welfare of children and to implement the written policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children who attend the setting are confident and secure. They arrive happy and eager to participate. Those babies who are new to the environment are helped to settle by the staff who are sensitive to their individual needs and routines. Staff are successful at building warm relationships with babies and toddlers, they get to know the child well through discussion with parents and help them settle into the setting well by encouraging parental visits.

Children have good conversations with staff, who ask open ended questions and encourage them to talk about their experiences and ideas; this is effective because staff know the children well and understand their needs. Staff support children well and encourage them to play together and share. However, the staff are not all confident in the using systems, such as the Birth to three framework, to plan for the development of the babies and toddlers.

Children make good progress because the staff develop close and caring relationships which increase children's sense of trust and help them develop a strong sense of self. Staff work together effectively, they plan for children to enjoy using the attractive outdoor facilities to explore and engage in vigorous play.

The quality of teaching and learning is good.

Children's assessments are regular and frequent and cover their progress in all areas of the curriculum. Staff ensure the planned activities cover all aspects of learning. Children make good progress because the staff use planned and spontaneous opportunities to encourage their learning. Staff are adept at using child initiated play to extend learning opportunities although occasionally there are inconsistencies, such as when they do not warn children of impending changes in the routine. For example, they do not always say how long children have to finish an activity before tidying up.

Resources are used to enable the children to initiate their own play; for example, there is a successful system to encourage the children to plan and evaluate their own play experiences through discussion. However, there is no systematic rotation of resources each session or on a daily basis. This means that although children are interested they do not fully extend their play as it can be repetitive, such as in their use of the role play.

Children develop their personal, social and emotional development when they are encouraged to help tidy up and take themselves to the toilet, developing a sense of responsibility. The staff encourage them to discuss their experiences during free play routines, which enables them to develop their confidence and articulate their preferences and ideas.

Children have free access to mark making facilities and many of the older and more able children are beginning to recognise and write their names. Staff make frequent use of books, reading stories and asking good questions to support children's understanding of vocabulary and development of sound and letter recognition.

Children confidently participate in mathematical activities. They benefit from encouragement to use counting activities, developing their familiarity with numbers. For example, staff ask how many leaves they counted in the garden, and they share a joke when a child replies '71!'.

Children experience interesting opportunities to celebrate varied festivals such as Halloween and Chinese New Year. Children have very good access to a varied and attractive natural environment when they play in the garden and they receive good staff support to extend their understanding of wildlife through varied activities.

Children develop their dexterity when they use a variety of construction resources and equipment, making their own designs. For example, two children collaborate when making a pretend mouse trap. Children's fine motor skills are developing well. They benefit from using a selection of varied sizes of pens, crayons, felt tips and paintbrushes in everyday activities.

Children experience stimulating opportunities to draw and paint and their pictures are displayed to support topic work, making them feel valued. They experience frequent opportunities for imaginative play in the role play area, extending their imagination using a variety of resources such as the cooking utensils, play cooker and dolls.

Helping children make a positive contribution

The provision is good.

Children's individual needs and background are valued and respected by the staff who use their knowledge of each child to guide their care. Children have access to resources that reflect positive images. They are learning to respect each other and different lifestyles through the celebration of various festivals. This ensures good relationships and harmony. Staff are developing practice in acknowledging and increasing children's experience of diversity which develops their self esteem.

Children with special needs or disabilities receive sensitive care. Their needs are carefully assessed and Individual Education Plans (IEPs) are constructed. These are clear and appropriate

and note the next steps in learning which effectively promotes the welfare and development of the child within the setting, in partnership with parents and other relevant parties.

Children are well motivated and concentrate well at self-chosen activities. They successfully manage their personal needs such as dressing for outdoor play, visiting the toilet and washing their hands. They are developing good relationships with staff and get on well with their peers. These skills enable them to understand the need to share and take turns when playing together and enjoy the opportunities to sit with friends and chat at meals and snack times. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Parents receive good information in newsletters and on the Foundation Stage curriculum. The two teddies which children can take home support the development of good home and nursery links. A two way flow of information ensures staff and parents are aware of children's achievements and any concerns; these are discussed privately and referrals are sought from appropriate agencies only with consent. Information is shared regularly between keyworkers and parents and when completing records of transfer to school. Liaison with parents about the individual needs of children is good. Staff welcome all parents and share any relevant information which benefits the children's confidence and development.

Organisation

The organisation is good.

Children are safeguarded by staff who have been checked and any students who are not fully checked are not left unsupervised with children. The staff working in the nursery ensure children are safeguarded through good supervision throughout the day.

Children benefit from the good ratios of staff who use their skills and knowledge to support them well. Children enjoy the benefits of effective organisation of space and resources in a secure and attractive environment.

The setting meets the needs of the range of children for whom it provides. Children's welfare is promoted through the use of well organised records, policies and procedures. For example, there are registers for children, staff and visitors, and a secure system to ensure that records are confidential but can be used by staff to guide their care.

Management and Leadership are good: -

The owner shares a clear vision for the setting with staff. There is a strong focus on the personal development and achievement of all children, indicated by the good understanding of how to support child initiated learning. The nursery owner and staff have made continual improvements and improved facilities for all children.

All staff promote the integration of care and nursery education to enhance children's learning: many staff have trained in Birth to three or the Curriculum for the Foundation Stage as well as care. The provision is managed in a systematic manner as all staff are encouraged to evaluate the curriculum to identify strengths and areas for improvement in consultation with the local authority specialist staff.

Improvements since the last inspection

At the last care inspection there were four recommendations made. Changes have been implemented to address these successfully. The dressing up clothes are now available to children all the time, and children access various appropriate furniture and bedding to sleep comfortably.

Information for parents is clearly displayed in the hall and in individual rooms so that parents can access this, and they receive regular newsletters. The staff's knowledge and understanding of equal opportunities issues has been extended through attending training and they are keen to offer children opportunities to experience diversity within the curriculum.

At the previous nursery education inspection four actions were identified and have now been addressed successfully. There are increased opportunities to provide children with multi-cultural and community experiences through local visits and visitors to the nursery. Play plans now identify the next steps in learning for all funded children. Staff make good use of everyday routines and activities to further children's learning and provide opportunities for children to involve themselves in writing and number operations.

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 can be seen 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 that all radiators do not pose risks to children
- continue developing use of the Birth to three framework so that observations underpin plans and support plans for babies and young children
- continue to develop practice in acknowledging and increasing children's experience of diversity

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):

- plan to vary children's access to toys, resources and equipment frequently so that they are stimulated and extend their experiences and learning (Also applies to care)

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