



The Children's Room Day Nursery Wendover

Inspection report for early years provision

Unique Reference Number	140900
Inspection date	16 January 2007
Inspector	Helen Ann Woods
Setting Address	Bacombe Lodge, 7-9 South Street, Wendover, Aylesbury, Buckinghamshire, HP22 6EF
Telephone number	01296 624889
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Registered person	Wallington Childcare Ltd
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?

The Children's Room Day Nursery Wendover opened in 1998. It operates from a large extended period house with purpose built annex in the village of Wendover. The nursery serves the local area. There are five nursery rooms, office, kitchen, toilets and staff facilities. There are four separate enclosed outside areas used for children's outside play.

There are currently 118 children from three months to five years on roll. This includes 39 children in receipt of education funding. Children attend for a variety of sessions. The nursery has systems in place to support children with learning difficulties and/or disabilities and English as an additional language.

The nursery is open from 08:00 to 18:30, Monday to Friday, for 51 weeks of the year closing for one week at Christmas.

Over half of the 24 staff who work with the children have a recognised early years qualification to level 2 or 3. Three staff are currently working towards a recognised early years qualification at level 2 or 3.

The nursery follows some of the Montessori teaching methods and receives support from a local Montessori teacher. The nursery maintains links with the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good personal hygiene through daily routines such as regular washing of hands. Key staff take children under three to the cloakroom to meet personal needs especially washing their hands before eating and after using the toilet. Older children independently follow good personal hygiene routines as they take themselves to the cloakroom, use their own wash bags containing flannels, tooth brush and tooth paste. They learn how to care for their teeth by regularly brushing after lunch with their own individual tooth brushes. Children are becoming independent as they put on their own coats, hats and shoes as they go out to play.

Efficient routines such as removing outdoor footwear before entering the baby room and using disposable gloves when nappy changing protect the children from cross infection. All staff have relevant first aid training and implement procedures such as the recording of accidents and administration of medication.

The staff follow the Birth to three matters framework, to promote the younger children's health and well being. The children have the opportunity to develop control over their bodies by learning how to jump, pedal tricycles and dance to music. However, younger children are not always given time to practise manipulative skills such as cutting out. Every day children take part in energetic play activities in the garden pedalling wheeled toys, climbing and swinging competently on the climbing frame.

Children benefit from a healthy diet that takes account of individual dietary needs. All meals are cooked fresh on the premises and staff know the children's individual appetites. Meals are taken together as a social occasion and children pour their own drinks from small jugs placed on each table. Children are able to access drinks regularly throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery building is well maintained and organised so the children have sufficient room to move around easily and in safety. An extensive range of good quality toys and learning resources ensures there is sufficient for all the children to engage fully in their play.

Implementation of effective systems, such as the collection of children, recording of visitors and more than sufficient staff contribute to ensuring children's safety. Risk of accidental injuries

to children are minimised because staff reduce potential hazards through regular risk assessments and consistent supervision. Children use good quality equipment that is appropriate to their age and stage of development.

Children and staff talk confidently about procedures to follow if there was a need to evacuate the building in an emergency. Access to the nursery is protected by coded key pad, intercom and visual monitoring. Children are well protected because practitioners have a clear understanding of their role with regard to child protection issues and know how to implement local procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happily engaged in their play throughout the nursery. The environment is calm and organised so that children become happily engrossed in their play. Babies are well nurtured by close interaction with key adults who anticipate their needs by listening and responding to tone of cries and gestures. They are enthralled by the bubbles that are floating past them as they reach out their arms to catch them. Children interact well with practitioners and their peers, building positive relationships with them.

Staff work together to plan activities which give all children opportunities to develop their skills. Planned documents show how activities are successfully linked to the Foundation Stage curriculum and Birth to three matters framework. Young children are busy with the activities provided and are interested to learn as they seek out and retrieve toys within the playroom such as soft toys from the toy box, dressing baby dolls, explore paint when hand painting and using large crayons when drawing. They show pleasure feeling the texture of the play dough as they squeeze it through their fingers. Practitioners encourage pre-verbal children to develop language skills by talking about different colours, textures and characters from books that they read with them.

Nursery education

Children make choices with confidence and their interest is captivated when making their kites, decorating them and counting how many tails they have put on them. The children are calm, confident and very well behaved because the staff offer lots of praise and encouragement. The nursery uses some activities based on the Montessori method where children take part in specific experiences such as independently using the graded equipment to understand concepts of number, sequence and memorise basic facts. Some children make very creditable attempts at writing their own names and many children enjoy mark making during organised activities. However, there is little opportunity for spontaneous writing in imaginative role play. Children's attitude to learning is positive as they make their own choices about their play. They concentrate well during routine activities, such as large group time, and ask questions about why things happen and how they work. For example, a discussion takes place about what would happen if children flew their kites today in the very strong wind.

Children negotiate well with one another making their own suggestions and using good vocabulary to describe their imagined ideas. They talk confidently about going outside to play

in the rain and how they are going to keep themselves dry using their umbrellas and putting on their boots.

The quality of teaching and learning is good. Teaching methods aim to promote the children's independence, perseverance and concentration. Practitioners make good use of planned activities, and are familiar with the curriculum, know the children's needs and stage of development. Children are confident in the use of numbers and are able to count to 10 and beyond. They recognise numerals, shapes, and are able to match these when operating computer programs. Children recognise the numbers and place in the correct sequence when using graded Montessori equipment. Practitioners plan a colourful, interesting environment which encourages the children to engage in activities as soon as they enter the room. Children enjoy a range of activities and experiences that cover the areas of learning because practitioners have a sound knowledge of the Foundation Stage curriculum.

Children have opportunities to build and construct with a range of objects and materials. They enjoy using the computer and all are able to perform simple functions, such as clicking and dragging. They work well individually or in small groups and organise their time well letting staff know when they have completed a task before moving on to another. Children's observation skills are good and they notice the changes in the weather during the day and how the environment is affected.

Children's individual progress is observed and information gained from these assessments is used to plan the next stages of their development. Children with learning difficulties and/or disabilities are well supported and practitioners are effective in the way they manage behaviour, working together with parents and relevant professionals to ensure children are well supported and make good progress.

Helping children make a positive contribution

The provision is good.

The nursery is very welcoming to families and children. Children are valued, included and have their individual needs met. A well established settling in process ensures the children's security when starting the nursery. Children are encouraged to develop independence by pouring their own drinks and dressing themselves appropriately when going out to play.

Children have very good relationships with practitioners and each other. They show care and consideration to others during the day such as helping to put away equipment at the end of a session even if they were not necessarily playing with it. They share resources and are patient, for example, as they wait their turn for the fruit to be passed around at snack-time.

The nursery is pro-active in ensuring there are appropriate support systems in place for children with learning difficulties and/or disabilities. Staff liaise with parents and outside agencies to ensure children receive very good levels of support to develop their knowledge and skills. Children's behaviour is very good; they know what is expected of them and are clear about what is right and wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children receiving nursery education is good. Children's care is set out in clear policies, procedures and in the operational plan which are accessible in the entrance foyer. Parents receive useful information about the nursery and activities their child is involved in through regular discussion with their child's key worker, notice board and informal discussions. Older children benefit as records of their achievements are shared between practitioners and parents. The nursery values parents' input and invites comments and suggestions encouraging them to be involved in the nursery.

Organisation

The organisation is good.

Children are well settled and enjoy their time in the nursery. Practitioners have a clear understanding of their roles and responsibilities within the nursery and the deployment of staff is good, ensuring all children are secure and happily engaged in activities. There are effective systems for ensuring the suitability and competence of the staff.

The leadership and management is good. Practitioners work well as a team, and children's learning is promoted through established routines. Staff are efficient, professional and organise a stimulating environment in which children focus on learning through well supported, purposeful play. They have a good understanding of how children learn and update their skills by regularly attending external training.

Documentation to support all areas of practice is well maintained, and policies and procedures promote children's health, safety, enjoyment and achievement. Children develop a secure sense of belonging because the nursery is well organised and practitioners work with parents to ensure they have a good knowledge of children's individual home and family circumstances.

Practitioners are supported by management through regular meetings and appraisals. They plan the curriculum together and discuss how activities went. Systems are in place to monitor and evaluate the effectiveness of the curriculum as well as the impact on children's individual progress. The nursery meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure that children cannot access nappy disposal systems, that sleeping babies are safe whilst asleep in chairs and that outings are managed safely. Nappy disposal systems have been moved and are no longer situated near the children, sleeping babies are within sight of the staff and staff ratios for outings has been increased. As a result, children's safety has been enhanced.

In addition the nursery were also asked to ensure that staff are deployed so that meal times for babies are more manageable, that the operational plan sets out how the setting works in practice and ensure there is a good range of interesting activities for younger children. At meal times the children are now managed in their key worker groups ensuring the children enjoy social interaction at meal times, the operational plan sets out how the nursery operates and there is an extensive range of interesting activities for younger children. This has ensured an improvement in children's health and wellbeing.

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):

- provide opportunity for children to practise manipulative skills.

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 materials for children to initiate writing in their imaginative play.

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