



Kneehigh Nursery

Inspection report for early years provision

Unique Reference Number	EY221987
Inspection date	16 November 2006
Inspector	Sara Jane Frost
Setting Address	Tretherras Road, Newquay, Cornwall, TR7 2RE
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Registered person	Sarah Jane Rendell
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?

Kneehigh Nursery opened in 1991 and moved to its current premises in 2003. It is privately owned. The nursery operates from one room within a purpose built provision. A maximum of 26 children may attend the setting at any one time. The group is open everyday from 08.00 until 18.00 for 51 weeks of the year excluding bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from two to under five years on roll. Of these, 22 children receive funding for nursery education.

The nursery employs nine staff, of whom three including the play leader, hold a level 3 qualification, and three level 2 qualifications. Three of the staff are currently working towards an early years qualification.

The setting is currently working towards the quality assurance scheme 'for one child and all'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted by staff. The majority of staff hold suitable paediatric first aid, accident records are maintained and shared with parents, thus keeping them well informed. Children who fall ill at the nursery are appropriately cared for. Staff handle the situation competently; procedures are put into swift action ensuring the child is reassured and well cared for, whilst waiting collection by parents. Children understand the reasoning behind washing their hands and are confident in routinely doing this. However, they are at risk of cross contamination as some share a communal bowl of water to wash their hands before snack.

Children at snack-time line up on mass to access a choice of drinks and food, this at times causes long delays. Children enjoy a range of nutritional foods such as, fresh fruit, cheese and crackers. Parents are provided with a choice of menus at lunch time, or provide packed lunches. Good hygiene practices are not always promoted for example, when a plate fell on floor it was placed back in the pile instead of being washed. The use of inappropriate utensils by staff when eating meals with the children does not promote good practice. Children are able to access drinks throughout the day. This helps to ensure their fluid levels are maintained.

Children are able to recognise changes of their bodies for example that their heart beats faster after physical exertion. There are daily opportunities for children to engage in physical activities either indoors or outdoors depending on the weather. Children confidently use scooters, wheeled bikes and trampolines. However, the outdoor activities for the older children have no direction or purpose in play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter a welcoming environment where their work is displayed and activities are set out in readiness for them. This shows they are valued. Although space is limited, staff ensure children have access to a range of safe and suitable equipment. Providing child height trays and trolleys around the room and the 'resource catalogue' for children to access, ensures they are given choices in their play.

The risk of accidental injury to children is minimised as staff have a sound knowledge of safety issues both inside and outdoors. Fire evacuations are conducted and risk assessments are undertaken as well as visual daily checks. A book is maintained which effectively shows who is on the premises at any one time. Visitors cannot gain access without staff knowledge. This helps provide a safe environment for children.

Children's welfare is promoted as staff have sound knowledge of child protection. They are aware of signs and symptoms of abuse and the process to follow in line with the current guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a very good understanding of child development. They incorporate Birth to three matters and sound learning when planning activities for the younger children. The two year old children have an area sectioned off from the older children, which is regularly used. They also have the opportunity throughout the day to mix with the older children. By doing this, the older children show responsibility and care for each other and the younger children experience the opportunity to learn from others. Younger children have the flexibility of not having to join in with the older children and therefore are able to gain confidence and competency in play. Children are allowed to explore, for example, through individual self choice children are able to experience and experiment with paints, printing of one hand then with two. By staff introducing bubble bath into the water play, children were able to make their own bubbles and watch with delight and amazement the changes to the water.

Nursery Education

Teaching and learning is good. Staff have a good understanding of the Foundation Stage. They are for example, aware of how children learn and what they are expected to gain from the activities. The planning covers all six areas of learning and clearly identifies the stepping stones. There is a very good balance of adult led and child initiated activities inside the nursery although this does not regularly occur when using the outdoor facilities. Some staff have a good perception of how to take play further, by introducing additional resources for example at 'the party' children's interest and attention was held for over 20 minutes. However, during the music session for example, children were not given great opportunities to be expressive or learn about the names of instruments used.

Assessments and regular observations are conducted. These are used to ensure the planned activities are applicable to each individual child.

All children are welcomed into the nursery. The allocated member of staff responsible for Special Educational Needs (SENCO) has attended numerous courses.

Children eagerly enter the building; they are very sociable, confident and have formed friendship groups. They are learning to be independent as they put on their coats, take themselves to the toilet and wash their hands.

Resources such as number lines promote number recognition for children. They are able to recognise different objects around the nursery which depict a specific shape. For example, children found various circle shapes around the room such as, the smoke detector, 'Mr Funny', planets and pumpkins. However, opportunities to use problem solving and calculations are not used during everyday activities such as at snack time. Children are very confident when using the computer and are able to complete simple programs such as snap and pairs. They have access to, and regularly use alternative programmable resources.

Children play in an environment where everything is labelled. When writing party invitations some children are able to write their own names, others need assistance either by referring to

named cards or with staff helping them to hold the pencils. Good use was made of this activity to help children recognise sounds of letters. All children have a positive approach to story time, which is further developed by staff inviting visitors from the library services to read stories. Children clearly enjoyed being part of 'the jolly postman' story and delivering the letters.

Helping children make a positive contribution

The provision is good.

Children have developed sound relationships with staff and are happy and settled at the nursery. Children's individual needs are known and respected, staff support children well. Children have access to resources which reflect positive images. The planned programme and wall displays also show children learn about the wider environment. Visitors to the setting help develop children's understanding of the local community.

The appointed SENCO for the setting ensures all staff are made aware of roles and responsibilities. The nursery's own forward planning and working relationship with parents prior to any child attending the provision ensures it provides an all inclusive setting.

Staff have a calm approach and have a good understanding of behaviour management. Children's behaviour is good they respond well to staff's positive approach and clearly know right from wrong. Children regularly receive praise and encouragement and consequently their behaviour is good. Children's self esteem is well promoted for example, by being nominated as 'star of week'. Children's spiritual, moral, social and cultural development fostered

Partnership with parents and carers is good. Clear information is gained from parents such as routines, likes and dislikes, this helps to ensure appropriate care is given. Parents and carers receive good information about their child's progress within the nursery by using a play plan. The plan is developed by the child's key worker and is shared with each parent every eight weeks, followed by a six month review. Daily contact books are used for the two-year-olds. This helps forge good links between home and the nursery.

Organisation

The organisation is good.

Children are cared for by suitably qualified staff and there is a strong commitment to staff training. This ensures they keep up to date with legislation and practices. The organisation of staff allows children to receive time and attention making them feel valued and listened too. Although the nursery is small, the available space is well organised and children are happy and confident in the setting. Children are suitably grouped and benefit from the well organised environment. All the required documentation is in place, this assists the smooth running of the nursery.

Leadership and management is good this has a positive impact on the care and education provided for children. The registered person has the vision of providing a good provision for the children and parents. The evaluation by management of the annual review conducted through parental questionnaires helps towards achieving this. Staff meetings and appraisals are used to evaluate and monitor practices, address any issues and improve standards. Staff

and students are suitably guided in areas of teaching, as the registered person ensures all are aware of the learning objectives of each activity. The provider meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The previous Children Act inspection recommended that the nursery should develop staff's awareness of the latest guidance on child protection and ensure their child protection policy is written in line with the National Standards. Good improvement has been made to ensure children's welfare is promoted. The nursery's child protection policy has been rewritten in line with the National Standards. Staff have developed their awareness of child protection processes by ensuring they are familiar with the current guidelines and updating their knowledge and practice by attending training courses.

The previous nursery education inspection recommended that the nursery develop monitoring and assessments on all children across all areas of development; improve the provision for children to practise their writing skills as part of their daily routine; develop the planning of opportunities to promote children's balancing and climbing skills and support the development of information and communication technology awareness. The nursery has made good improvements in all areas; by introducing an eight week play plan for every child and developing their own system of monitoring and assessments ensures all areas are now covered. Children regularly have opportunities to develop their writing skills throughout the day. Planning and resources used show children are provided with opportunities to develop their balancing, climbing and technology skills. Children ably demonstrate how competent they are when using the computer, the mouse and following simple programmable programs.

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 the 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 health and hygiene standards are consistently maintained at all times by promoting good practices and providing suitable arrangements for children when washing hands
- further develop snack time to reduce the time of queuing and to promote children's mathematical thinking, especially in terms of calculation (also applies to nursery education).

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 children's physical education programme to provide a balance of adult led and child initiated activities especially when using the outdoor facilities.

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