



## East Teign Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY225275
<b>Inspection date</b>	04 December 2006
<b>Inspector</b>	Sally Hall
<b>Setting Address</b>	Teignmouth United Reformed Church, Dawlish street, Teignmouth, Devon, TQ14 8TB
<b>Telephone number</b>	01626 770066
<b>E-mail</b>	
<b>Registered person</b>	Teignmouth United Reformed Church Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

East Teign Nursery opened in 2002 and operates from the Teignmouth United Reformed Church in Teignmouth, Devon. It is owned and managed by a charitable trust run by the Teignmouth United Reformed Church. The nursery has use of rooms on the ground and first floor as well as kitchen and toilet facilities. There is no outside play area, however, children may use the church for physical play, and are taken on local walking outings.

The nursery is open for five days a week Monday to Friday from 08:00 to 18:00 all year round. A maximum of 35 children may attend the nursery at any one time. The nursery takes children from babyhood to five years old. There are currently 45 children enrolled of whom 25 children attending are in receipt of nursery education funding. The nursery can support children with learning difficulties/and or children with disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. All of the staff hold appropriate early years qualifications. The setting receives support from outside agencies including the Pre-School Advisory Teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean environment where good standards of hygiene are promoted. Staff are particularly vigilant in ensuring standards are maintained throughout the nursery. The cook has a daily and weekly routine to ensure a good standard of cleanliness is maintained in the kitchen and clean laundry is readily available. Children are familiar with the routine to wash their hands before meals and after toileting. They have their own flannels and clean their teeth after lunch. Good procedures are followed when caring for babies' they have separate linen. Staff are vigilant to minimise the risk of infection by sterilizing nappy changing facilities and wearing disposal gloves when changing nappies. Children receive appropriate care in the event of an accident; and the accident book is completed and countersigned. However, the entries do not include the time of an accident; this could have an impact on children needing further medical treatment.

The children enjoy a healthy, nutritious, balanced diet. Meals are cooked on the premises and are very well-presented. Children's individual diets are recorded and met. Children have a variety of fresh fruits at snack time and a well-balanced cooked lunch with fresh vegetables. Children eat heartily and ask for seconds. The meals are varied to ensure variety and the menu is displayed so it is clear to parents what their child has had. Parents supply bottles for babies and staff gradually introduces them to new flavours and textures, in consultation with their parents. Children can help themselves to drinks throughout the day and have a choice of drinks at snack time. Staff encourages children to drink throughout the day particularly during physical activities.

Children use a range of equipment to exercise and develop their large muscle skills, for example, using a variety of wheeled toys. They enjoy action songs and develop their small muscles by manipulating clay and play dough including using scissors. They have regular visits to local amenities including walking to the beach and park

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in an environment that ensures they are safe as they rest and play. They are accommodated in two separate areas depending on their ages. Staff are vigilant in recording visitors to the setting and all visitors and parents have to ring the doorbell to gain entry. Children learn to keep themselves safe. For example, when moving on the stairs and using scissors, initially using learner scissors with a member of staff.

Children are able to access a good range of toys and resources that are rotated to provide variety and challenge. Resources are easily accessible and labelled. Children are confident to ask for games to play with that are not on display. When moving between rooms they are quick

to play with the younger children's equipment that they are familiar with giving them a sense of security that they are welcomed in all areas.

Children's safety and welfare is given a high priority. The staff are vigilant in completing regular risk assessments and have a clear understanding of child protection issues. They have completed child protection training and have information and a comprehensive policy to refer in the event of any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enter the setting happily and quickly, they engage in their play selecting from a good variety of activities. They are familiar with the routine of the day. Circle time is organised very well, the children are encouraged to talk about the weather, and the day of the week. The staff informs them of the activities that they will be able to participate in both individually and in groups. During each session there is time for free play as well as times that children are grouped together. For example, at story time. Babies and young children are cared for very well the staff respond appropriately to their needs. Staff are using the Birth to three matters framework to help plan activities and support their individual stage of development. They liaise well with parents to ensure consistency of care. Staff knows all the children well, which makes the transition from one age group to the other run smoothly.

### **Nursery Education:**

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals in all areas. However, children do not always receive sufficient challenge in all areas of learning. Overall, the staff have a good understanding of the Foundation Stage, however, on occasions lack confidence in their own ability and the knowledge they do have in practice. They support children enthusiastically giving them praise, encouragement and valuing their work and achievements. They record children's assessments and set realistic targets for each child. They are very aware of each child's stage of development. Children are keen to talk, ask questions and share their home news. They enjoy whole group story time, listen intently and often predict the outcome of the story. Children recognise sounds of letters and enjoy making puzzles particularly the puzzle of the alphabet. There is a variety of materials made available for them to make marks and write in their free play. Children are encouraged to count at snack time and know that four children sit to the table for some activities. Children enjoy singing and will ask to sing favourite songs particularly action songs and songs that encourage their counting. They enjoy a variety of crafts and have access to a range of materials and paints. They make their own play dough, experiment with spaghetti and use their own ideas manipulating clay. Children learn about their local community and their awareness of diversity is encouraged through celebrating festivals throughout the year. Children enjoy water play and are eager to help the staff fill the tray with water. The use of the computer is encouraged and staff ensures that children all have the same opportunities. The staff are skilful in engaging children in their play and giving plenty of support, whilst allowing children to experiment and resolve situations for themselves. Some children have formed particularly strong links with their friends, which is excellent to observe. The staff sensitively engages the

children to be independent, and to decide for themselves what they want to do without having an impact on their friendship and the security they enjoy in each other's company.

### **Helping children make a positive contribution**

The provision is good.

Children are extremely happy and confident; they are sensitive and caring to each other and have favourite friends who they are delighted to see on arrival. The staff knows all the children well and are very aware of their individual needs. Children are encouraged to develop their own self-esteem and have a keyworker that enables them to make personal attachment to a key carer. Children behave very well, they listen well to instructions and are familiar with the routine of the day. They know to line up when moving between rooms and to share and take turns. Children receive praise and encouragement, which they enjoy. They are delighted to show what they have been doing and to talk about their families.

Children with learning difficulties and /or disabilities are supported through the sensitive understanding of staff who have completed training and seek support from outside agencies. They are very aware of the importance of liaising with parents to ensure consistency of care. Their sensitive and caring manner towards all children is demonstrated by how confidently the children leave their carers and settle into the routine of the day whether they attend for a session or daily. Their spiritual, social, moral and cultural development is fostered.

Partnership with parents is good. Parents are warmly welcomed on arrival. There is a good exchange of information to ensure staff are fully informed of how their child is on arrival, who will be collecting their child, and due to the flexibility they offer what time it is likely to be. Parents have an informative prospectus as well as contact books to share how their child has been and for younger children their daily routine. Parents have the opportunity to attend parent's evenings. This supports the sharing of information with all parents who are able to view their child's work and children who are in receipt of funding discuss with staff the progress they are making.

### **Organisation**

The organisation is good.

Children are cared for by a committed group of staff who are supported by a confident manager who ensures that they are all valued and work as a team. The staff are clear of their roles and a commitment to on-going training to enhance their knowledge. They relate extremely well with each other and have a good rapport with the children who are confident to turn to them for help and encouragement. Children are familiar with the routine of the day, which is organised well to give a range of play opportunities. Movement between rooms, and meal times are organised effectively with minimal disruption. For example, after lunch children have a story whilst children's individual needs with toileting and cleaning teeth is managed smoothly. Children's documentation procedures and policies are well recorded to ensure the staff have all the relevant information to refer to and all the regulations are met. They are vigilant in respecting confidentiality with children's records.

Leadership and management of the nursery is good. It is managed by a charitable trust. The committee take an active interest and supports the staff whilst giving the manager and the staff the responsibility for the daily running of the nursery. They have regular meetings to ensure a good exchange of information to ensure that they are kept fully informed. The staff know they are contactable and committee members participate fully in the recruitment of new staff and on-going support for all the staff.

The setting meets the needs of the range of children for whom it provides care.

### **Improvements since the last inspection**

At the last inspection, recommendations were made under care to ensure risk assessments of all outings and the use of the church hall are recorded. To improve children's safety on the stairs by installing a handrail on the wall. Staff are now vigilant in conducting regular risk assessments and a handrail rail has been fitted. This has improved the safety for the children. A further recommendation was made to improve routines and procedure for nappy changing, staff hand drying, storage of medication and first aid training. These have been improved ensuring the good hygiene for children and staff on a daily basis. Staff have completed first aid training ensuring children can be cared for appropriately in the event of an accident.

Further recommendations were made under education to review the use of assessments to inform written curriculum planning and to meet the needs of all children in all areas. Assessments have been reviewed and are now linked to targets for individual children. A recommendation was also made for children to use maths and number solving in daily routines. Children now count in every day situations, for example, counting at snack time and how many children sitting at the table for group activities.

### **Complaints since the last inspection**

Since the last inspection, Ofsted received one complaint in April 2004 relating to National Standard 2: Organisation. This involved a concern that a suitable qualified member of staff was not left in charge at all times. An action was set to ensure a suitable qualified member of staff is always in charge. The provider acted immediately ensuring this was implemented. Ofsted was satisfied that by taking these steps the provider remained qualified for registration.

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 that accidents recorded include the time of the accident.

### **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):

- extend opportunities to provide the more able children with challenge and stimulation in all areas of learning.
- continue to increase all staff members confidence and understanding of the Foundation Stage to support children in their learning.

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](http://www.ofsted.gov.uk)