



Friends Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY225524
Inspection date	12 December 2006
Inspector	Joanne Lindsey Caswell
Setting Address	Gomshall Lane, Shere, Surrey, GU5 9HE
Telephone number	01483 202715 or 01932 589987
E-mail	lesleyfriend@supanet.com
Registered person	Friends Private Day Nursery 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?

Friends Private Day Nursery has been registered since 2002. It is privately owned and operates from purpose-designed premises in the village of Shere, Surrey. The nursery serves a wide geographical area. A maximum of 54 children may attend the nursery at any one time. The nursery is open, Monday to Friday, throughout the year, from 08:00 to 18:00. All children share access to a secure outside play area.

There are currently 54 children, aged from three months to six years, on roll. This includes seven children who receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. After school care is provided for children who attend Shere Infant School.

A team of 13 staff work with the children. Of these, seven staff hold recognised early years qualifications. One staff member is currently working towards a qualification. The nursery receives support from the local authority. Teaching methods combine traditional early learning methods with Montessori principles.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The nursery is very clean and well-maintained and staff are extremely vigilant in helping to keep children healthy. All rooms are of a comfortable temperature and have plenty of natural light and ventilation, helping to create a healthy environment for children. Staff implement stringent hygiene procedures to prevent the spread of illness and infection. For example, all babies' and children's feeding cups and water bottles are carefully labelled to prevent cross-infection. Staff ensure that all bedding and cloth toys are laundered frequently to ensure they are fresh and clean for children's use. Effective systems are in place to ensure that staff fully protect children against cross-infection during nappy change routines. For example, staff wear gloves and disposable aprons and clean the changing mat thoroughly between nappy changes.

There are stringent procedures in place to protect children from illness. Staff are vigilant in monitoring children's health and welfare and identifying when children are poorly. Nursery policy clearly informs parents that children will be excluded from the nursery when suffering from infectious illness and staff implement this when a child is observed to be unwell. This helps to safeguard all children and prevents the spread of infection. Comprehensive written records are in place to ensure that all medication administered to children is carried out correctly and in accordance with the child's needs.

Children clearly understand how to keep themselves healthy. They recognise what clothes they need to wear in different weather to keep them cool, warm and dry and fully understand the importance of having fresh air and exercise. There are excellent opportunities for children to learn how to take care of their own needs. Toddlers and pre-school children become increasingly independent in washing their hands and blowing their noses, fully understanding that this helps them to be healthy.

Children benefit from excellent opportunities to develop their physical skills. There are very good resources in the baby area, helping children to develop balance and mobility. For example, young babies are encouraged to roll over and reach out for toys. They are supported in sitting and helped to develop the balance to stand and walk unaided. Toddlers enjoy many physical activities. They take part in Music and Movement sessions and have very good opportunities to move in a variety of ways. They run around in the garden and use resources for climbing, crawling, balancing and jumping, helping them to develop muscle control and co-ordination. Pre-school children have weekly Physical Education (PE) sessions in the village school, enabling them to use a range of apparatus. All children enjoy extensive activities outside. They undertake walks in the village and benefit from plenty of fresh air. This contributes towards children's health and well-being.

Children's dietary needs are met extremely well. All children have ample drinks and there are stringent procedures in place to ensure that staff are fully aware of children who have specific needs. For example, a coloured place mat system is in place clearly identifying a child who has special dietary requirements. This ensures that staff address this accordingly. There is a comprehensive weaning programme in place which is implemented in accordance with parents' wishes. All meals are freshly prepared on the premises by the nursery chef, using healthy and wholesome ingredients. The nursery menu consists of highly nutritious, well-balanced meals, which contribute towards children's healthy development. Meal times are extremely relaxed and sociable. Staff and children sit together to share meals, helping to create a very homely atmosphere.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are bright and welcoming and offer a safe and secure environment for children. Effective procedures are in place to keep children safe. For example, non-mobile babies are cared for in a separate area from older children. Safety gates prevent children's access to potentially hazardous areas, such as the kitchen. All toilets and sleep areas are fully integrated into children's group rooms to ensure children can be closely supervised at all times. Access to the premises is closely monitored, preventing unauthorised visitors from gaining access and protecting children's security. In addition to this, staff ensure that parents give full information of all authorised people who can collect children on their behalf, together with photographs and a nominated password. This helps to promote children's security as staff ensure that children are collected from the setting by approved and known people.

Children play with toys and play materials which are of good quality and provide appropriate and safe developmental challenge. Staff check all toys, equipment and furniture regularly to ensure all materials remain safe for children's use.

Children are protected well in the event of an emergency. Staff organise monthly unannounced emergency evacuation drills, to enable children to learn how to keep themselves safe. Additional resources, such as a fire bag containing items to promote children's welfare, such as blankets, are used. There are clearly identified 'places of safety', such as the village hall and nearby school, to ensure that children's safety is promoted in the event of a permanent evacuation from the nursery premises.

Staff have a full understanding of their responsibilities regarding child protection. They attend training regularly to ensure their knowledge of safeguarding children is updated. This ensures that staff are familiar with the appropriate procedures to follow, should they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in the nursery. They enjoy an interesting and stimulating routine, enabling them to be busily engaged in all activities. All children enjoy very close

relationships with staff. Babies are held closely for feeding and all children enjoy plenty of cuddles and physical affection. Distressed babies are quickly soothed and comforted.

Babies have very good opportunities to explore and investigate their surroundings. They enjoy heuristic play where they excitedly explore a range of materials, such as wooden curtain rings, cardboard tubes, smooth-edged tin cans and wooden 'dolly' pegs. Babies actively explore the items and delight in the noise they hear, when they bang the tins with the wooden pegs. Babies gaze at themselves in low level mirrors and explore a range of textures displayed at their level. This encourages babies to explore their environment and develop an awareness of space. Staff organise interesting and fun activities for the babies. For example, one baby squealed with delight when he saw staff putting paints on the table and quickly helped himself to a piece of paper, clearly understanding what was going to happen.

Toddlers develop good social skills. They learn to share with one another, take turns and play co-operatively. Staff utilise play opportunities to develop children's understanding of number, colour and shape. For example, whilst playing with coloured hoops, children talk about the different colours. The current topic of Christmas Patterns and Colour helps children to learn about basic mathematical concepts. Toddlers undertake a wide range of creative activities. For example, they ice cakes and make many Christmas decorations, which clearly reflect their own creativity. Toddlers enjoy many activities for imaginative play. For example, they use the 'magic carpet' to take them on journeys, such as 'to the moon'. This helps to develop children's interests and creative ideas.

All staff have a very good understanding of children's developmental needs. Children's progress is closely monitored using the Birth to Three Matters framework. Staff carry out regular observations and assessments on children's development to ensure that all activities challenge children appropriately.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage curriculum and all planning records cover all areas of learning. All activities have clear learning intentions and children's individual learning needs are carefully planned for. Staff use innovative teaching methods which make learning fun for children. For example, staff use puppets to convey messages to children. Imaginative methods, such as role play, gain children's attention and encourage good participation. For example, in preparation for singing, children pretend to eat 'singing sweets' which help their singing voices. This results in a very positive and happy learning environment for children.

Children are very happy and confident. They develop very good levels of independence through the Montessori principles. For example, children learn to hang their coats up, wash their plates and cutlery after lunch, change their shoes, tuck their chairs in and wipe their own noses. Children enjoy having responsibility and are proud when they are chosen to be the daily 'star helpers'. They have very good self-esteem as staff celebrate their achievements and these are freely displayed on the 'Achievement Tree'.

Children engage in fluent conversation with staff and their friends. They enjoy lengthy discussions and extend their vocabulary through topic work. There are very good opportunities for children to develop mark making and pencil control. They use books for writing their news and show good progression with their writing skills.

There are many opportunities for children to count and develop an understanding of numbers. For example, children make number snakes and understand how to order numbers correctly from one to ten. There are many resources to develop children's understanding of mathematical concepts. For example, children use the Montessori Pink Tower and make comparisons between size. Children sing number rhymes, such as 'Five Little Men in a Flying Saucer', enabling them to add numbers and take away, reflecting their simple calculation skills.

Children develop a strong sense of community. They regularly visit the village school for PE sessions and undertake walks in the village, helping children to learn about the local area. The vicar visits the nursery to talk to children and recently visited to celebrate Harvest Festival. This helps children to learn about the role of others. Children have many opportunities to explore and investigate. They handle natural materials and observe seasonal change. Children are very competent in using the computer and confidently use electronic resources, such as a CD player.

Children develop their dexterity and manipulative skills as they use Montessori resources. For example, they undertake many activities involving pouring, transferring, undoing lids and managing buckles, catches and latches. They use the dressing boards to manage fastenings, such as zips and buttons and handle tools such as tweezers and tongs. These activities help children to explore using their senses and improve their hand/eye co-ordination. Children confidently handle items such as cutlery at lunchtime. They hold pencils and paintbrushes correctly and with good control.

There are some opportunities for children to play creatively. They use their imagination in their play and use puppets, role play resources and dressing up clothes to recreate stories. Children draw and paint and express themselves freely to make their own pictures. The provision for sand and water play is slightly restricted due to the shallow trays children use, as this limits children's opportunities for digging and enjoying a wider range of sensory play activities.

Helping children make a positive contribution

The provision is good.

Children develop a very strong sense of belonging within the nursery. They celebrate their birthdays, and those of the staff and their friends, and staff make every effort to make these celebrations special. For example, when babies celebrate their first birthdays, staff take photographs and make these into keepsakes for parents. Staff and children celebrate their own achievements together and happily clap one another when they have done well or learnt something new. This helps children to feel good about themselves and promotes their self-esteem.

Children learn about different cultures and festivals. Planning records reflect that children celebrate festivals such as Hanukah and learn how Christmas is celebrated in different countries.

Children see many examples of diversity reflected within the nursery, helping them to develop positive attitudes towards others. As a result of this, children's social, moral, spiritual and cultural development is fostered.

There is good support in place for children with learning difficulties and/or disabilities. Staff have a secure understanding of the Special Educational Needs Code of Practice and have experience in working in partnership with both parents and external agencies to support all children's care needs.

Children behave well. They clearly understand staff's expectations and enjoy very close, warm and positive relationships with staff. There is a very happy atmosphere within the nursery and all children clearly understand acceptable behaviour levels. Pre-school children recognise unacceptable behaviour. For example, during a story, when a character jumped on a chair, pre-school children immediately stated that this was unacceptable behaviour. This reflects children's clear understanding of right and wrong.

The partnership with parents and carers is outstanding. Parents receive extensive written information on the nursery and its policies and procedures. Staff photographs are clearly displayed and labelled, enabling parents to be fully informed about who is caring for their children. Comprehensive planning records are displayed for parents' reference enabling parents to understand the Foundation Stage curriculum and the nursery routine and activities. Parents are fully involved in their children's assessments. This enables parents to share their own knowledge of their children's progress and developmental needs, helping staff to identify children's starting points. Regular parents' meetings are held, enabling staff and parents to discuss children's progress. Staff welcome and value parents' feedback and offer discrete and confidential methods for parents to share any concerns or compliments. All staff take many photographs of the children and create individual photographs of children at nursery, enabling parents to see children playing with their friends and enjoying their time spent at nursery. The feedback session for parents at the end of each nursery session is comprehensive and all staff offer extensive information on each child's time at nursery. This helps parents to fully understand what children have done each day and helps to build strong partnerships between staff and parents.

Organisation

The organisation is good.

All appropriate vetting procedures are carried out on all staff and adults who come into contact with children. For example, staff ensure the visiting hairdresser has appropriate CRB clearance. This ensures that children's safety is promoted at all times. Staff regularly attend training workshops to ensure that their knowledge and skills are regularly updated.

The staff team consists of professionally qualified, dedicated early years practitioners, all of whom are committed to providing high standards of care. The nursery manager and her deputy work very well together and offer strong leadership to the staff team. As a result, the leadership and management of the nursery is good. The nursery manager oversees the delivery of the Foundation Stage curriculum and is approachable to staff for advice and support. This helps to create the strong and cohesive staff team. Strong links have been established between the

nursery and Shere Infant School, assisting the smooth transition for those children who move onto the school after nursery. An effective staff appraisal system promotes staff development and staff training is given high priority. All staff are encouraged to identify their further training needs and celebrate their particular strengths and the contribution they make to the team.

The daily routine is organised effectively to meet the needs of the children. Each day is planned well to offer sufficient times for child-initiated play, outside activities, visits/outings, meal times and rest periods. The after school routine for the older children, who are collected from the infant school, is very relaxed and offers a very homely environment for children to unwind after their busy day at school.

All regulatory documentation is maintained and most contains necessary detail. However, some accident records are quite brief and do not always contain sufficient information. Children's records are stored securely and confidentially. An accurate record of children's attendance is maintained with times of arrival and departure. This ensures that it presents an accurate reflection of which children are present at all times.

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

Improvements since the last inspection

At the last Children Act inspection, five recommendations were raised. These related to staff's understanding of appropriate behaviour management strategies, children's individual needs and equal opportunities; the complaints procedure and safety in the outside area. Staff have addressed all these issues. Training has been completed on behaviour management and planning records have been reviewed to ensure children's individual learning needs are identified and planned for. The complaints procedure has been reviewed and updated and now includes all relevant details. Staff have reviewed the organisation of activities in the outside area, to ensure that all activities are now age-appropriate and provide sufficient and safe challenge for all children.

At the last nursery education inspection, three key issues were raised. These related to staff's understanding of the Foundation Stage curriculum and planning records for children's individual learning needs. Since the last nursery education inspection, there has been a change in staff delivering the Foundation Stage curriculum. Staff have a secure understanding of the curriculum and this is overseen by the nursery manager. Planning records have been reviewed and adapted and now stringent procedures are in place to ensure that children's individual learning needs and personal targets are clearly recorded. This ensures that all children are sufficiently challenged appropriately.

Complaints since the last inspection

Since April 2004, one complaint has been made which required Ofsted and the provider to take action in which to meet the National Standards. A complaint was made to Ofsted in October 2006 relating to National Standard 2 - Organisation, concerning staffing ratios; National Standard 11 - Behaviour, relating to management of children's behaviour and National Standard 12 - Working in Partnership with Parents and Carers, relating to the relationships with parents.

Ofsted carried out an unannounced visit to the nursery on the 25th October 2006. The inspectors made observations of nursery practice, inspected documentation and discussed the concerns raised with staff and the provider. As a result of the visit, two actions were raised relating to National Standard 2, concerning attendance records and National Standard 12, concerning the recording of complaints. The provider has responded to the actions raised and remains 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.

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The quality and standards of the nursery education are good.

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 the documentation used for recording accidents contains sufficient information

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):

- increase the opportunities for children to play more freely with sand and water

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