

Mrs Bonds Village Nursery

Inspection report for early years provision

Unique Reference Number	EY335177
Inspection date	05 October 2006
Inspector	Claire, Alexandra Parnell
Setting Address	St Mary Cray Village Hall Annex, High Street, St Mary Cray, Kent, BR5 4AX
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Registered person	Karen Irene Bond
Type of inspection	Integrated
Type of care	Full day care, Sessional care, Out of School 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?

Mrs Bond's Village Nursery was registered in 2006.

It operates from a hall and rooms within community premises on St. Mary Cray High Street in the London Borough of Bromley. The nursery serves the local community. Children have access to the main hall, a small activity room, toilets and a secure outside area.

A maximum of 40 children from two years to eight years may attend the nursery at any one time, although the nursery does care for children who are over eight years of age. There are currently 62 children on role. Of these 35 children receive nursery education funding. The nursery supports children with special needs and those who speak English as an additional language.

The nursery is open Monday to Friday from 08.00 to 18.00 for 50 weeks of the year.

The before and after school group operate a walking bus to and from the local primary school. Pre-school sessions are from 09.00 to 11.45 and 12.45 to 15.30. A luncheon club also operates for the pre-school group.

The nursery employs 10 members of staff of whom four have appropriate early years qualifications and an additional three staff are currently completing qualifications to level two and three.

The nursery receives support from the local authority and a group of trustees.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from good hygiene practices that promote children's understanding of personal hygiene. Children are constantly reminded to wash their hands well, with soap and running water when they have been to the toilet, played with the rabbit and before eating snacks and meals. Children independently go to the toilet where most equipment to promote hygiene is accessible. However, sometimes children can only access a communal towel for drying hands. This practice does not prevent cross-infection. Effective procedures are in place for nappy changing where staff wear gloves and dispose of nappies appropriately. Children are encouraged to wash their hands as well as the staff afterwards.

Efficient documentation and procedures are in place to promote children's on going health needs. Accidents are recorded comprehensively and consistently with a precise system in place for recording and sharing information regarding head injuries. Relevant staff are on duty who hold qualifications to deal with accidents and injuries sufficiently. Medication is administered safely and in accordance to children's needs. When children are not feeling well in the setting, their needs take priority and they are given reassurance and isolated from other children whilst their parents are contacted.

Children learn about healthy eating and the importance of a balanced diet. They receive a varied range of healthy choices at snack time, mostly fruit and those who stay all day or return from school have a freshly cooked meal available for them. These meals and snacks promote children's preferences, allergies and restrictions. Children who stay for lunch bring a packed lunch. Parents receive information about providing a healthy range of foods for their packed lunch to further enhance children's healthy diet. Children have access to drinks throughout the day, either their own from home or a choice of milk and water. The staff that prepare the food for children hold relevant certificates in food hygiene to promote hygienically prepared and healthy foods.

Children have plentiful opportunities to take fresh air and exercise. They have free flow access to the indoor and outdoor area where planned and spontaneous activities take place that promote children's physical development. Equipment is always available to children to extend their skills such as bats and balls, ribbons for twirling, bike riding, slides, climbing frames and golf sets. Children also benefit from regularly planned sessions of music and movement and free space to run, jump and express themselves freely. Staff constantly give children challenges by extending their skills such as learning to pedal, hitting a ball, throwing and catching as well as negotiating space and fixed equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment where their safety is constantly assessed and promoted. Clear procedures are in place to regularly check the environment and equipment for

potential hazards. This is formally carried out on a six monthly basis as well as informally on a daily basis and action is taken immediately to enhance children's safety. The robust security systems that are in place and effectively implemented to ensure children cannot leave the premises unaccompanied.

All equipment is relevant to the size of the children who attend. They are reminded to use equipment safely and learn about the impact their actions have on themselves and other people's safety.

Effective systems are in place to ensure children can be evacuated from the premises safely in the event of an emergency. Fire drills are carried out regularly and recorded to show their effectiveness. Older children who walk to school benefit from rigorous safety rules regarding the walking bus to promote their safety outside the setting. Children are expected to follow certain rules and learn about crossing roads and road safety as they walk along.

Children's welfare is consistently promoted by all staff due to their knowledge of child protection procedures. Staff have access to written procedures for all eventualities and are aware of the support systems in place within the setting and the local authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a calm and welcoming atmosphere where staff respond sensitively to children's needs, particularly when they are settling. They receive reassuring cuddles and staff instill confidence by allowing children to settle at their own rate and have time to feel confident in their new setting. Young and new children slowly learn the routine and are allowed to wander around the activities to decide what to play with. Staff promote decision making by engaging children's interest in all activities, talking to them about what others are doing. Children's ongoing development is promoted through plans that incorporate both the Birth to three matters framework and the Foundation Stage curriculum. Children's development is recognised and provided for by stage and not age therefore allowing children to flourish to their own potential. The setting uses an effective key worker system to enhance continuity and consistency for children. All children can choose from a vast range of pre-selected activities and equipment that promotes children's development and learning in all areas. Children receive positive and effective interaction from staff who show interest in children's play and use their observations to assess children's progress. Older children are given sufficient support to enable homework to be completed in quiet areas of the setting.

Nursery Education

The quality of teaching and learning is good.

Children are progressing well due to the staff's knowledge and understanding of how to use the foundation stage effectively. Children's development is carefully assessed when they initially start at the setting to determine how to plan for their future achievements. Children's progress is carefully observed through written recordings, although few observations are made of children's difficulties. These observations are carefully linked to areas and aspects of the Foundation Stage, however these are not currently linked to the stepping stones to show an accurate assessment of children's current levels of development.

Children's activities are planned according to the stepping stones, however not all children attending are at the same level of development, therefore these planned activities do not reflect the challenges or simplification needed for less and more able children. Most staff have the ability to recognise children's stages of development and expertly differentiate activities in practice.

Children with Special Educational Needs are competently supported by experienced staff, with effective systems and links to other professionals. Resources such as pictorial aids and books are effectively used to support children with speech difficulties and those with English as an additional language.

All staff use their initiative to use effective questions to extend children's interest and learning in most activities, therefore children's interest and enthusiasm to participate and learn is enhanced.

Children benefit from a good range of resources that promote children's understanding of mathematical concepts. Children learn to count and represent amounts with objects. They sort and organise objects into colours and shape. Some children can use resources to compare shape, size and colour. Most children's mathematical progress is enhanced through adult directed pre-selected activities. Children have some limited mathematical practical experiences through everyday situations such as snack time and registration.

Children demonstrate their love for stories and books. They confidently retell stories using props and books using expression and gestures to communicate the story line well. Children listen well to instructions and carry them out confidently showing their understanding for verbal and pictorial communication from others. Children make marks mainly in pre-selected activities such as the drawing table, however they have some limited opportunities to use marks for a purpose such as labelling and in role play.

Children show intrigue and interest in malleable and tactile activities such as paint, water and growing plants in the garden. They use their senses well to investigate smells, taste and touch. Children are aware of time and place and can describe where they have been and who with. They show interest in the outside world through discussion and exploration of conkers and the weather. They are aware of the effects that weather has on their environment such as leaves falling in the autumn. Children learn about technology through play experiences such as doctors' stethoscopes, tills and by using the computer. Some children are very advanced in their understanding of how to make things work and confidently show others how to do it.

Children freely represent using a range of materials and media which are pre-selected for them. They show their enthusiasm for music sessions by all actively participating. They confidently make music by clapping and using instruments. Some carefully follow a rhythm, demonstrating their expertise at recognising pitch and volume. Children confidently act out roles known to them, using the props accessible to them such as cooking implements and doctors' kits.

Children demonstrate their developing dexterity by using both pincer and palmer grip for painting and drawing. They carefully use skills such as balancing and pouring to show their progressing fine motor skills.

Helping children make a positive contribution

The provision is good.

Children are respected for their individuality and are given the relevant care according to their individual needs. They have access to a good range of resources that portray positive images of today's society, therefore enhancing their understanding and respect for people's differences. Staff effectively use information gained from parents regarding children's backgrounds, languages spoken at home and cultural and religious beliefs, to reflect positive care for each child.

Children with learning difficulties and disabilities are supported well through effective systems and knowledgeable staff. Activities are carefully and sensitively adapted to ensure all children are able to participate in the whole session.

Children benefit from excellent staff role models. They learn how to respect other people and know the difference between right and wrong. Children's achievements are celebrated together, however small they may be and support is given to aspects of learning that are challenging. Therefore children receive praise for their efforts and develop a good sense of self esteem. Children respond to instructions regarding acceptable behaviour and can demonstrate their understanding of nursery rules, such as not running, sharing with others, saying please and thank you and being kind to their friends.

Children are confident learners who engage in interesting and fulfilling activities due to staff's enthusiasm, therefore developing children's concentration in different experiences. Children make independent choices where to play and who with. They build solid and trusting relationships with both adults and other children, learning to share, take turns and negotiate in their play. They care about each other, showing an understanding for each other's feelings and experiences. Children attempt to carry out self help skills by choosing activities, accessing resources such as pegs to hold paper at the painting easel and hanging up their coats. Children show a great respect for each other, listening to and sharing their experiences of home life. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. Parents have access to comprehensive information about the setting, the care offered to their children and the curriculum for funded children. Staff ensure that parents receive information about their child's day at the setting by giving positive verbal feedback and written information regarding achievements and progress within a contact book. Parents are also encouraged to contribute to the contact book to promote continuity of care. Parents have access to written policies and procedures, including details of whom to make concerns known to. Therefore they are aware of the type of provision available to them and their families. Staff liaise closely with parents regarding children's particular needs and also promote relationships with professionals within the community. Funded children are given activities to do at home to enhance parents' understanding and participation in children's learning. However, some parents do not receive information on how to extend children's learning through play in the home setting. Children who attend school and then the out of school club also have contact books that relay messages from school to home to extend continuity further.

Organisation

The organisation is good.

Children are appropriately cared for by a team of professional staff who hold relevant checks, qualifications and experiences. Effective recruitment procedures are followed to ensure suitable

staff are employed to work with children. Good contingency plans are in place to ensure correct child to staff ratios are met throughout the day.

The staff, environment and routine are efficiently organised to give children, parents and staff consistency and continuity in the setting, therefore the children are constantly occupied, content and settled in their play environment. Staff receive regular appraisals to ensure they are continuing to develop to raise standards and achieve a high quality of care and education.

Most documentation is effectively recorded, stored safely, securely and confidentially, therefore promoting children's welfare. However, children's attendance is not accurately recorded at all times. The system does not effectively show when children are in the setting's care and when they have left, particularly those children cared for before and after school.

The leadership and management is good. The staff team regularly assess and evaluate the effectiveness of the education system and make changes when weaknesses are identified, such as planning systems to incorporate Birth to three matters framework and the Foundation stage. All staff have an input into the planning of activities and use children's observations to link their future learning opportunities to group activities. The management of the setting has close links to community projects where support and initiatives can be discussed to enhance the care and education offered to the children. Staff are equally valued for their knowledge, experiences and qualifications promoting their responsibility and position within the setting.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 children's attendance is accurately recorded

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):

- ensure the learning intention of activities are flexible enough to promote children's differing abilities in practice

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