



MAPS Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY269441
Inspection date	04 October 2006
Inspector	Michele Anne Villiers
Setting Address	Matthew Arnold School, Dingle Lane, Liverpool, Merseyside, L8 9UB
Telephone number	0151 726 0475
E-mail	
Registered person	Matthew Arnold Primary School
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Matthew Arnold Neighbourhood Nursery opened in 2004. It operates from three rooms in a purpose built building. It is situated next to Matthew Arnold School in the Dingle district of south Liverpool. The nursery has close links with the school and other agencies. A maximum of 42 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 for 50 weeks of the year. All children have access to a secure enclosed outdoor play area, plus the school hall, sensory room and soft play area.

There are currently 59 children aged from birth to under five years on roll. All children in receipt of funding for nursery education attend the school. The nursery supports children with additional needs and those who speak English as an additional language.

The nursery employs nine staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff use positive methods to help prevent the spread of infection and protect children's health. The premises are clean and well maintained, and staff wear protective clothing when changing nappies. There are comprehensive health and sickness policies for staff to follow, and children are further protected as staff effectively record and monitor the administration of medication. Some staff hold a current first aid certificate in order to deal with minor accidents. Children learn about personal hygiene throughout the daily routine and older children have their own toothbrush, toothpaste and flannel. Staff reinforce the children's learning of dental care through planned activities, teaching them how to correctly clean their teeth using toy teeth and a large toothbrush.

Children benefit as healthy eating options have recently been successfully introduced into the nursery. Children enjoy bowls of porridge with raisins for breakfast, followed by a choice of different fruit. Meals include home made soup, egg sandwiches, salad and yogurt. All dietary needs are met, in consultation with parents. Children are regularly offered drinks of water and older children have their own water bottles to freely access. Meals are social occasions where children sit together and appropriate utensils are provided to help children foster independence.

Children develop a positive attitude to fresh air and physical activity. Outside play is incorporated into the daily routine. Children enjoy running around and accessing wheeled toys and a climbing frame, developing their strength and stamina. Indoors, children have music and movement, and participate in organised team games whilst playing in the school hall. All children have access to a well equipped soft play area in the adjoining school, where they learn to competently climb, balance and manoeuvre in, out, over and under large plastic shapes and objects. Babies and young children receive good attention and staff form close and caring relationships with them, helping to foster their emotional well-being. Mobile babies make choices and independently move around the room to access various toys and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment that is welcoming for children and parents. Good procedures are in place to protect children from unknown persons entering the premises and all visitors are monitored. Play space is suitably organised for children's safety. Toys and resources meet safety standards and furniture has been purchased to provide comfort for all children with chairs varying in size, plus comfortable cushions for rest and relaxation.

Staff take positive steps to help minimise hazards and to protect children. Risk assessment is conducted each day and there is a nominated staff member to oversee health and safety within the setting. Children learn about safety throughout the daily routine and staff constantly remind them to be careful when running around. On outings children know to hold hands and stay close to staff to keep safe. Babies and young children are safely strapped into double buggies when taken out for walks. Staff practise the fire evacuation procedure with children, helping

them to develop an awareness of what to do in the event of an emergency. An evacuation cot is used to safely and quickly evacuate the babies from the premises.

The children's welfare is further safeguarded as staff have a good understanding of child protection issues. There is a nominated staff member to oversee child protection and staff follow comprehensive policies and procedures. Children are well supervised and staff closely monitor sleeping babies, recording their observations at frequent intervals. Staff have received training on sudden infant death syndrome and have a whistle blowing system in place to help further protect babies.

Helping children achieve well and enjoy what they do

The provision is good.

Staff plan and provide a wide range of stimulating and interesting activities, helping children to make good progress in their all round development. Staff working with babies and young children have started to effectively introduce the 'Birth to three matters' framework, and those working with older children focus on their progress towards the early learning goals. Staff use observation and record the children's development in individual report books. However, staff do not use the evaluation of activities and the children's progress reports to inform future activity plans. Written plans do not identify the learning intentions and progress reports do not effectively measure the children's stages of development.

Children eagerly enter the provision and happily settle to activities. They confidently explore their environment and participate in all play opportunities, initiating interaction with staff and other children. Babies and young children learn through a wide range of sensory activities. They learn to make connections when pushing buttons on activity centres to create sound and visual effects. They learn about cause and effect when pressing the top of spinning toys, watching in awe as the shapes inside spin around. Young children explore different textures when playing with sand and water, and have fun using glue and glitter to make pictures. Staff sit on the floor with young children to support their play. They use eye contact, voice intonation and facial expression to gain babies' attention and to foster their communication skills. Each week children access a large, well equipped sensory room where they explore all of their senses in a vibrant environment, watching various shapes and colours, touching textured objects and listening to music.

Young children enjoy group circle games, developing good concentration. They play games, such as rolling a ball across the floor to another child, saying the child's name and listening for their name. Older children enjoy story time and staff use good questioning to encourage children to use language to express themselves and retell the story. Staff make up interesting story sacks, that children may take home and use props to reinforce the children's learning, such as teddy bears, animal hand puppets and dolls. Children develop good mathematical skills and staff organise activities to help children learn about shape, colour and sequence. Staff develop activities to challenge older more able children. For example, children name the shapes displayed on the table. Staff then group the shapes and introduce an odd one out for children to identify.

The children's imagination is fostered well and they enjoy dressing up and playing in the home corner. They express their own ideas and thoughts during art and craft, and practise mark-making

and writing with free access to pencils, crayons, chalk and paper. They learn about the natural world and discuss seasons and the weather, making kites to fly in 'windy weather'. The children's independence is very much encouraged throughout the day. Older, more able children help to give out cups and cutlery at lunch time, and young children are encouraged to dress themselves for outdoor play, self-selecting their coats from low level pegs.

Helping children make a positive contribution

The provision is good.

Children confidently contribute to the life of the nursery. Many photographs are displayed of the children playing, providing them with a strong sense of belonging. Children learn about diversity and the world in which they live through planned activities and from staff who contribute information about their own cultural and religious backgrounds. Children access some multi-cultural toys and resources that reflecting positive images. However, many resources are shared throughout the play rooms. Positive images of race and culture are displayed in the entrance hall and the manager's office, but there are few posters and pictures displayed in play rooms to fully contribute to the children's learning of race, culture, gender and disability.

Staff use good strategies to manage the children's behaviour and act as good role models. Children are well behaved, polite and considerate towards each other, learning to share and take turns. All children are respected as individuals and staff take positive steps to ensure that all children are integrated. Staff work closely with parents and outside agents to support those children with additional needs, accessing extra training when necessary, such as basic sign language.

Parents are welcomed into the nursery at any time and parental involvement is encouraged. Information is shared through informal daily discussion and parents are encouraged to contribute items for specific activities, such as wooden objects for the babies treasure baskets. They may take home story sacks to help their children's language and literacy skills, and receive regular newsletters about events taking place in the nursery. Parents may express their own ideas, thoughts and comments by completing slips for the suggestion box and questionnaires. Parents are also kept well informed about additional services that take place within the local area and the adjoining school.

Organisation

The organisation is good.

Children are settled and well cared for by qualified staff who use their skills and experience to provide stimulating play opportunities. There are effective procedures in place for the recruitment and vetting of staff. Good staffing ratios are maintained with efficient contingency arrangements to cover staff absence. Regular staff meetings identify any training needs and in-house training is conducted during the staff's induction period.

Comprehensive written policies and procedures are in place for staff to follow in order to promote the welfare, care and learning of children. All documentation is safely stored and made available for inspection. Children's records are shared with parents and there is a written

complaints procedure. The operational plan is freely available for parents to access. However, some documentation is not always kept up to date, such as information about staff and students. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that the nursery: increase the proportion of fresh fruit and vegetables into the children's diets; maintain a written record of fire drills; and update the uncollected children's policy to include a procedure for when a child becomes lost. The nursery has implemented a healthy eating menu and children now have a variety of fresh fruit each day and many meals are home made using fresh vegetables, benefiting the children's health. The fire drill is regularly practised with children and staff record the information, documenting the date, number of children present and time taken to successfully evacuate. Staff have devised a written policy on the procedure to follow should a child become lost, helping to protect children.

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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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):

- continue to develop the evaluation of activities, and the children's assessment records, and use them to inform future activity plans
- continue to increase resources reflecting positive images of race, culture, gender and disability
- ensure the operational plan is regularly kept up to date with information about staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk