



Blagdon Nursery School & Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY331079
Inspection date	12 October 2006
Inspector	Joanne Graham
Setting Address	Blagdon Road, Whitley, Reading, Berkshire, RG2 7NT
Telephone number	0118 901 5425
E-mail	head.blagdon@reading.gov.uk
Registered person	Blagdon Nursery School & Childrens Centre Governing Body
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Blagdon Nursery School & Children's Centre day care was registered in 2004. It is managed by a board of governors and is situated in Whitley, South Reading. The Children's Centre is registered to provide Full Day Care, in Willows Day Nursery, and out of nursery hours and holiday care in the Nursery School. Blagdon Nursery School and Children's Centre may care for up to 40 children at any one time, and Willows Day Nursery may care for up to 24 children at any one time. Willows Day Nursery is open Mondays to Fridays from 08.00 to 18.00 all year round, except for five training days, public holidays and the period between Christmas and New Year. Blagdon Nursery School and Children's Centre wrap around care is available for all children living in South Reading. The Breakfast Club opens 08.00 to 09.15 and the Tea Club opens from 15.30 to 17.45 term time, and the Holiday Club opens from 08.30 to 17.30 during school holidays. Blagdon Nursery School and Children's Centre wrap around care is closed for five training days, public holidays and the period between Christmas and New Year. There are fully enclosed

outside areas available for outside play and children from both settings can access the grounds of the Children's Centre.

There are currently 39 children on roll, including two children in receipt of nursery funding in Willows Day Nursery. There are currently 15 children on roll in the Breakfast and Tea Clubs in Blagdon Nursery School and Children's Centre wrap around care and 28 children on roll for the Holiday Club. Children have access to a variety of rooms with provision for rest, cloakroom and kitchen facilities in place. The setting has provision to care for children with special needs and for whom English is an additional language.

In Willows Day Nursery, ten staff work with the children and all hold relevant childcare qualifications. Seven staff work in Blagdon Nursery School and Children's Centre wrap around care during the extended nursery school hours, four of whom hold suitable childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating and living because staff promote this well and are good role models. They ensure the children play in a clean environment and follow good hygiene procedures themselves, such as wearing aprons and gloves when changing nappies, wiping the changing mat after using and making sure children access clean equipment and furniture. Children learn good hygiene procedures. They use individual flannels to wipe their hands and faces after eating and good facilities and sensitive staff support increases children's independence with their self-care skills, for example, child-sized sinks and toilets, and easily accessible liquid soap and paper towel dispensers. Children are protected from infection and are well taken care of if they have an accident or become ill because staff follow appropriate policies and procedures and have a good knowledge and understanding how to promote children's welfare. They ensure children who have contagious ailments do not attend nursery; all staff hold first aid training and first aid boxes are easily accessible. Staff record accidents and medication administered thoroughly and make sure parents read and sign these. This promotes children's wellbeing.

Children are well nourished and staff are aware of their dietary needs when preparing and serving meals and snacks. Children enjoy healthy, nutritious and varied food and drink, which are freshly prepared on the premises. Mealtimes are a lovely sociable event and babies enjoy meals and bottle-feeds within their routines. Children take part in physical activity both indoors and outdoors, boosting their development adequately. The babies access the secure garden and enjoy hiding in the cardboard boxes and dancing to music, following actions. The older children have planned garden activities, but these are not always followed, as well as some dancing games inside. For example, some children miss opportunities to develop their throwing and catching skills with beanbags.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment, where staff assess and minimise potential risks. There is sufficient space for children to move around and play comfortably and the surroundings are bright, light and child-friendly. Staff display the children's work attractively, although some of these displays are very high for the children to utilise and view successfully. Good procedures in place safeguard children's safety. Staff monitor access to the premises, check the identity of visitors and ensure their presence is recorded in the visitor's book. Children benefit from good safety measures such as socket and radiator covers and stair gates preventing access to the kitchen and laundry areas. Children have easy and safe access to toys and resources that are fun and suitable for their age and stage of development. Staff make sure these are cleaned regularly and broken equipment is not accessible to the children. Staff deployment is good and provides the children with opportunities to explore and play independently but ensuring they stay out of harms way. Children learn to keep themselves safe through good supervision and sensitive reminders. They know they do not run inside, enter the kitchen or go in the garden without staff. Staff have a good understanding of the procedures to follow in the event of a fire and these are regularly practised to make sure children are fully aware of these procedures. This benefits children's welfare.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse and some staff have received additional child protection training, which they share with the team. This supports children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, contented and comfortable. They settle well to pre-selected activities on arrival as staff welcome them. Children access good quality toys and equipment, which are suitable for their age and stage of development. Staff sit with the children and encourage them to engage in activities. The babies enjoy accessing self-rewarding, colourful toys, such as rattles, and they are able to explore their surroundings safely as staff are vigilant and supportive. For example, one baby crawls to the storage pot and removes the material lid and proceeds to place it on and off her head. Staff supervise her, allowing her the freedom to explore and try something new. Children respond to adults who are interested in what they do and say. Some staff ask questions to help children think, but this is not consistent to support all children's learning needs. Most children are beginning to achieve because staff have a satisfactory understanding of early years guidance, such as Birth to three matters, and they recognise most children's needs on an individual basis. However, staff are not effectively recognising opportunities to extend learning for older and more able children and some staff have a nominal knowledge of the Curriculum guidance for the Foundation Stage. This often results in the children's behaviour deteriorating, in particular during routine changes.

Children are beginning to form relationships with their peers and staff and enjoy participating in activities together. They welcome staff interaction and often invite them into their play.

They enjoy social occasions such as group and meal times, where they are confident to share their news to their friends. Staff promote opportunities to increase children's independence skills, such as with their self-care and accessing the bathroom area.

Nursery Education

The quality of teaching and learning is satisfactory. Children are eager, confident and keen to participate in the pre-selected activities. Some staff ask questions to help the children think and children engage easily in conversations in small and large groups. Children listen well to stories and some are beginning to take an interest in the illustrations and text. Most children are able to name simple shapes, colours and numbers and some are beginning to notice and match patterns, for example, they select an object and match it to the same colour. However, staff miss opportunities to extend learning for the older and more able children, resulting in them often becoming distracted and their behaviour deteriorating. The children take part in the musical bumps game, although the area to dance in is insufficient for the numbers of children, hindering their physical developmental needs.

Children enjoy accessing and exploring different media, such as paint, making shakers with the pasta and drawing. Staff value their creative efforts, although these are often adult-oriented and the displays are well above children's eye line. Most children are able to use small tools and equipment with confidence and with increasing control. They access pens, pencils, paintbrushes, cutlery, construction toys and scissors regularly. Staff offer appropriate support to ensure all children have opportunities to develop skills to use these types of equipment, particularly at mealtimes using the knives and forks. Some staff are not aware of expectations regarding planned activities or how to support and extend learning effectively for all children. This is because the planning lacks all necessary information.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the setting. Their individual needs and differences are valued and respected and staff treat all children with equal concern and compassion, contributing to the children feeling secure. They feel settled, happy and comfortable. Staff follow babies' routines well and all staff ensure children have sufficient time to eat, play and rest. Children feel good about themselves and learn to show respect for others. They are forming strong relationships with adults and each other and are beginning to develop confidence and self-esteem through positive praise and encouragement. Staff have a very good knowledge of children's family context, each child has their own peg to hang their possessions and the older children store their own work in their individual drawers. This promotes children's feelings of belonging. Children learn important social skills such as sharing, turn taking and sitting down to eat and drink. Their behaviour is good, although during routine changes, this behaviour can deteriorate when children are not sufficiently occupied. Staff are consistent in managing boundaries and children respond positively to their sensitive support. Staff increase the children's understanding of right from wrong; they respond to gentle reminders to care for the environment, the nursery's resources and one another, for example, tidying away the toys and equipment before mealtimes.

The children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities and celebrating different festivals. Children access a wide range of resources, which depict positive images of race, culture, disability and gender. This positive approach fosters children's spiritual, moral, social and cultural development well.

The partnership with parents and carers is good and this contributes notably to children's wellbeing in the nursery. Parents have regular opportunities to speak with their child's keyworker to exchange and share information regarding their child's achievements at home and nursery, promoting continuity of care. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing through daily verbal exchanges, regular newsletters, extensive notice boards containing useful information and parents' evenings. In addition, the parents with children under two years old receive written day charts, which inform parents of their child's routine and what they like to play with.

Organisation

The organisation is good.

Children are well protected and cared for by staff who have an adequate knowledge and understanding of child development. They receive good care and attention from staff and are never left unattended by persons not vetted. This contributes to them feeling settled and secure. Staff are aware of their roles, maintain ratios at all times and notify one another when leaving the room, ensuring staff deployment supports children's play and enjoyment. Good vetting and recruitment procedures support children's welfare. Staff work well as a team, attend regular planning meetings and the manager and person in charge of the baby room, hold relevant childcare qualifications.

Leadership and management are satisfactory. They support staff training, carry out regular supervision meetings and hold annual appraisals. Although staff have a good knowledge of the Birth to three framework and plan activities well within this outline, they are less knowledgeable about the Foundation Stage. Staff are not evaluating activities effectively to inform future planning and not effectively considering children's individual learning needs. All legally required documentation, which contributes to children's health, safety and wellbeing is in place and is regularly reviewed, although some policies lack necessary detail and children's attendance is not accurately recorded. The provision 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 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.

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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):

- make sure the older children's creative work is more child oriented and that displays of their work are more at their level
- develop the routine to make sure children's behaviour does not deteriorate during changes and that planned activities meet all the children's needs
- ensure children's arrival and departure times are accurately recorded and policies include necessary detail.

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 children's opportunities to develop physical play inside, particularly in bad weather
- make sure planned activities include how to extend learning for the older and more able children and support the younger and less able children to move learning forward
- develop and implement systems to evaluate activities to effectively inform future planning, considering children's individual learning needs.

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