



## West Street Neighbourhood Nursery (Bexley)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY287827
<b>Inspection date</b>	26 October 2006
<b>Inspector</b>	Judith Harris
<b>Setting Address</b>	1 Maxim Road, West Street, Erith, Kent, DA8 1FA
<b>Telephone number</b>	01322 446845
<b>E-mail</b>	
<b>Registered person</b>	Pre-School Learning Alliance
<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?

West Street Neighbourhood Nursery is a Pre-school Learning Alliance nursery. It opened in 2005 and operates from a purpose-built building in Erith in Kent. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children have access to a secure enclosed outdoor play areas.

There are currently 64 children aged from six months to under five years on roll. Of these, 24 children receive funding for early education. Children come from the local and wider area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff. Of these, 14 hold appropriate early years qualifications

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The nursery has an excellent range of health and hygiene policies and procedures which are effectively used and clearly follow environmental health and hygiene guidelines. Children and adults have effective hand washing routines. Pre-school children take themselves to the toilet and staff reminded them to wash hands. Before eating all pre-school and toddlers go to the bathroom and staff check that hands are washed. In the baby room children's hands and faces are cleaned. There are very good nappy changing routines and staff use anti-bacterial spray to clean surfaces in all areas.

Children have a mid-morning snack of fruit and they have drinking water available throughout the session. Snacks are varied to ensure they are healthy and balanced. Children are offered different sorts of fruit and water or milk to drink. They sit at the table and choose what they want to eat or drink; older children pour their drinks. All children's records show information about any dietary restrictions which are closely followed. Parents bring packed lunch at present and a cooked snack is provided for tea which is prepared and served by staff. Tea menus are displayed for parents.

Each room has access to its own outdoor area and for physical play. Children can go out and come in freely as doors are open and the rooms lead directly into the gardens. Each garden can be viewed from the room and adults are always present with children in the garden. Pre-school children build a course in the garden supported by adults. They have up-turned milk crates which they walk on and a track of balancing bricks on the ground. Babies and toddlers have clear floor space indoors and in the garden to practise their physical skills and solid furniture to pull themselves up on.

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

The provision is outstanding.

The nursery is a new purpose built building and is a clean and tidy environment. There are three group rooms for babies, toddlers and pre-school. There is a staff room, a training room, a kitchen and an office. All group rooms have clear play space with areas for different types of play which children have safe access to. The only entrance is the front door with a bell which is answered by senior staff who ask for ID and all visitors must sign in and out. There is another entrance which allows access to the rooms and parents must press the bell for staff to answer.

Risk assessments are excellent, exceptionally comprehensive and frequently updated. All accident records are collated to check if a particular area or piece of equipment is presenting a risk. Health and safety policies and risk assessments cover every area of the nursery, every possible incident and every activity both in the nursery and on outings. On a daily basis rooms and outdoor areas are checked and each room keeps a record of any problems that arise.

The nursery has exceptional levels of supervision that ensures that children are safe and making appropriate choices from resources. Children have very good levels of independence suitable

to their ages and abilities. The staff have systems to check that toys and equipment are clean and safe, and all toys and equipment seen are safe, suitable and clean.

Staff talk to children about being careful when moving around, the children know that they must be careful of each other on the climbing frame. Staff talk to children; asking them to wait and take turns on the climbing frame, and talk about how they use equipment.

The child protection policy is extensive and comprehensive. The clarity of the procedures and the effective use of them means that staff understand their roles and are able to put appropriate procedures into practice for the protection of children.

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

The provision is good.

Children are provided with a very wide range of well planned activities. Planning uses the Birth to three matters framework or the Foundation Stage and involves long, medium and short term plans. The effective use of planning allows children to have access to age appropriate activities and a range of experiences throughout the day. There is a calm relaxed atmosphere in all rooms. In the baby and toddler rooms staff are flexible about routines and daily planning allowing children to lead activities and to have time and space to develop play. Children have access to a good variety of books and readily ask for stories to be read. Pre-school children have a suitable balance of child and adult led activities and are able to develop play and good skills for problem solving. Children are using a wide range of spoken language to organise games and for social conversation. Adults talk to children about what they are eating and the interaction extends children's language. There is a graphics area with pencils for writing but not many other opportunities for children to practise writing. There are labels around the room with different types of texts and children are able to identify letters; some can spell their own names. Children are provided with an extensive range of creative activities and their work is displayed around the room. There is a good balance of free and themed art activities. Children use their imagination to develop play. Children play a maths game on the computer, they are playing a counting game in the garden. Most children count with confidence; they play with construction and talk about the shapes of the pieces they use and how they fit together. Children take part in a broad range of activities that clearly support them to gain an understanding of the wider and natural world. Children have looked at different types of fruit and vegetables and how they grow. There are displays in different languages and the children have looked at how Diwali is celebrated and have made lanterns as part of their celebrations. Children have good levels of independence with the time and space to explore and investigate. At tidy-up-time the children all take part helping; they have a clear understanding of the routine. Circle time is mid-morning and children sit and sing and talk about the weather. Children are confident and happy in the setting. They are very well occupied; playing well together organising their own games and organising sharing and taking turns.

The quality of teaching and learning is good and staff show a clear understanding of the Foundation Stage and how to use this to plan and provide a wide range of activities and experiences for the children. Planning uses long, medium and short term plans, the long term show the themes that will be used; medium term show detail of what activities will be provided and how these relate to the early learning goals. Short term plans show what will happen each

week. There are comprehensive observations of the children which clearly show how the children are progressing and include next steps. The adult child ratio children is excellent and allow children to have individual one to one support if this is needed. Children are encouraged to take part in activities by the enthusiasm of the staff. There is an art activity and the adult shows the children the tooth brushes they can use for painting. At the construction adults talk to the children about what they are making and the different shapes of the pieces. The play is mostly child led and the adults join in with the children's play supporting them to extend and develop play. There is a circle time where children sing songs and talk about their play. After circle children are split into two groups; some play outside and others have a direct teaching session. The groups change after a short time. This session has some useful content but is not clear how valuable this session is to the children.

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

The provision is outstanding.

There is an excellent policy that addresses diversity and inclusion for all children. This is clearly effectively used to ensure that all children in the provision are treated with equal concern. At admission and as an ongoing exercise a wide range of consistently used information is taken from parents. This allows staff to successfully meet children's individual needs and to have an accurate understanding of their cultural, religious and family backgrounds. A wide range of resources is provided in each room that clearly promote positive images of different people in society.

There is an excellent policy for behaviour management. All staff have had training to ensure they are able to effectively use strategies that positively meet the individual needs of each child. The special needs co-ordinator (SENCO) is directly involved in supporting staff to develop appropriate strategies and to investigate any underlying causes that may affect children's behaviour. Strategies are consistently used and obviously support children to develop good skills for self control.

The nursery's SENCO is an additional member of staff who is not room based and is therefore able to offer flexible support in each room. The SENCO has developed exceptional systems for supporting children with learning difficulties and disabilities. The systems clearly support the inclusion of all children. They provide staff with the tools that enable them to ensure children can access all activities. The SENCO works directly with the children and works to support staff in the rooms. The nursery has extensive links with a wide range of other professionals involved in children's care. The SENCO works with parents and key-workers to draw up individual plans for each child and has highly effective systems for monitoring the children's ongoing care and education.

Partnership with parents is outstanding. Each parent is greeted individually when they arrive. Throughout the nursery there are displays with an excellent range of accessible information. Parents are provided with a handbook, which gives an outline of policies and procedures. The full range of policies and procedures are set out in the entrance for parents to view. There are comprehensive support systems for parents which include links with Sure Start and other family support organisations. There are regular key-worker meetings and ongoing progress reports and records are shared with parents. For younger children there is daily written information

and staff speak to each parent at arrival and collection times. Each parent is greeted by staff and there is a settling policy, for new children and for children changing rooms. Parents are welcomed and encouraged to use the training room where there is lots of information.

Spiritual, moral, social and cultural development is fostered

### **Organisation**

The organisation is outstanding.

The nursery has excellent systems for checking and vetting staff and excellent child to adult ratios. There are comprehensive policies and procedures for volunteers and students. The range of policies and procedures are extensive, comprehensive and highly effective in ensuring the provision is safely and efficiently managed.

The space is resourcefully and imaginatively organised. The deployment of staff is flexible and effectively supports the children's needs. All required records are present, up to date, exceptionally well organised and stored to maintain a very high level of confidentiality.

Leadership and management is outstanding. This is a close knit team of people supported by a highly committed manager and deputy and the Pre-school Learning Alliance. The management team have worked extensively since registration to put in place an exceptional operational plan which contains all required policies and procedures. They have made effective use of the services of the advisory teacher. They have undertaken an ongoing self assessment process which has provided them with the tools for examining their practice and for looking at ways in which to make changes to improve. The manager has a clear vision for provision in which she is effectively supported by the deputy and staff team. There is an ongoing programme of training to ensure the personal and professional development of the staff. The staff are highly motivated and clearly well supported by systems for team meetings and individual supervision. For all members of the team the care and education of the children is unquestionably paramount. This is supported by the highly effective systems for evaluating all activities and using next steps to inform individual plans to support children's learning.

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

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

Not applicable

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

Since 1 April 2004 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 records 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):

#### **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 the range of opportunities for children to practise hand writing skills and review the daily routine.

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)