



Pomfrett Cottage Nursery

Inspection report for early years provision

Unique Reference Number	EY335997
Inspection date	06 December 2006
Inspector	Patricia Jane Daniels
Setting Address	Chennestone County Middle School, Manor Lane, SUNBURY-ON-THAMES, Middlesex, TW16 5ED
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Registered person	Sonia Jane Maddams
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 satisfactory.

WHAT SORT OF SETTING IS IT?

The current owner has run Pomfrett Cottage Nursery since 2005. It operates from a classroom in Chennestone County Middle School, Sunbury on Thames, Middlesex and is close to local transport links. All children share access to a secure enclosed outdoor play area.

The nursery is open each weekday during school term time from 09:00 to 13:00. Children attend for a variety of sessions. There are currently 18 funded children attending, and 31 children on roll.

The nursery employs five staff, three of whom hold appropriate early years qualifications. A further staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The group has high standards of hygiene to prevent the spread of infection and promote children's good health. Children are taught to wash their hands before they eat or if they are messy. They are gently reminded to cover their mouths when they cough. Children know where to find tissues to wipe their noses, and they throw the tissues away after use. These measures help children to understand good hygiene practices.

A suitable policy is in place to exclude children who are ill or contagious, so that they are not a source of infection to others. Staff inform all parents of any relevant information about illness within the setting, so that they can watch for any symptoms. Children have access to appropriate treatment if they have an accident, because there is always a member of staff trained in first aid on site.

Children receive a drink and snack during the session. They can ask for a drink at other times, if they feel thirsty. On alternate days, fruit is given as a snack, which encourages children to eat a healthy diet. Some children stay for lunch and bring a packed lunch, or have the option of a school dinner.

Children have daily opportunities for physical play. When the weather is poor they dance and move to music in their group room, or make use of the school hall. On fine days, the children play outside and have choices about what they can do. Some choose to pedal bikes and ride scooters, or push toy buggies along. Others prefer to paint the walls and fence using water and paintbrushes, or draw with chalks. The children enjoy their chosen activities outside, and some jump up and down with enthusiasm when they are told about the painting activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

A welcoming and safe environment is provided for children. The room is set out to offer different activity areas, with displays of posters and children's artwork creating a bright appearance. The toilet facilities are shared with the school. Staff escort children to the toilet, to ensure their safety.

Staff undertake a daily risk assessment before each session to ensure that all areas are safe for children. The premises are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain access. Fire drills are held in conjunction with the school schedule, but these are not frequent enough for all staff and children to experience. Staff raise children's awareness of safety. For example, staff tell children that "only Mummies should use sharp knives, children have special knives" and "we don't want the bikes here because they can run over your toes".

Staff have a good understanding of their roles in safeguarding children. They know the possible signs of concern and the procedures to take, if required. This promotes the welfare of the children within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a warm and friendly approach towards the children and support them in their play and learning. Children approach staff freely, indicating that a sense of trust and positive relationships have developed. These close relationships help the youngest children to feel confident and become skilful communicators.

A balance of activities is offered so that children have active and quieter times. Children have choices about how to spend their time. For example, a child chooses to come indoors during the outside play session and she keenly helps the member of staff prepare for snack time.

Nursery Education

The quality of teaching and learning is satisfactory. Staff plan activities to support all areas of the Foundation Stage Curriculum and make some recorded observations of the children's abilities. However, they do not use these observations to plan the next stages of the children's learning. Staff present activities in an enthusiastic way to encourage the children, and ask open-ended questions to prompt their thinking.

Children are settled in the group and explore the activities with interest. They spend time playing purposefully and some are developing good relationships with their peers. They are encouraged to welcome new children and consider the feelings of others. Children enjoy listening to stories and staff use the books to promote discussions about experiences at home. Some children trace over dots to write their names, others can form and recognise the letters in their names. All children have the opportunity to find their name cards at snack time.

Children count objects during their play and some can count confidently up to 20. They use their fingers to represent numbers and mathematical language to describe positions of objects. They enjoy construction activities and can use simple programs on the computer. They use their imagination during their play and enjoy moving their bodies in response to music.

Helping children make a positive contribution

The provision is good.

New children are welcomed to the group, introduced to the existing children, and given extra support by staff. Parents provide staff with written relevant information about needs and preferences, and are welcome to stay if they wish. These measures help the children to settle and develop a sense of belonging from the start. Staff make sure that all children are included and able to participate in the activities, and make adaptations to enable the children if needed. Children's understanding of diversity is promoted through activities and resources, and some children answer with hola and bonjour at registration time.

Staff are good role models for behaviour because they speak gently and respectfully to the children. Children have choices about how to spend their time. For example, some children's behaviour becomes a little boisterous and staff ask them if they would prefer to play outside, which they do. In this way, the children's behaviour is managed positively and effectively.

Children's spiritual, moral, social and cultural development is fostered.

New parents receive a brochure containing the group's policies and routines. The group provides a newsletter with information about the term's themes and an annual report about children's progress. Staff chat with parents at the beginning and end of the sessions and parents feel welcome at the group. The exchange of information helps to promote continuity of care for the children.

The partnership with parents and carers is satisfactory. Information about the Foundation Stage Curriculum and plans for the week is displayed on a notice board in the group. However, parents generally do not use this to gain insight into their children's learning, so that they can offer support at home.

Organisation

The organisation is good.

The group room is organised to be interesting and offer a variety of activities for the children. The owner recruits staff locally and makes sure that all required checks are in place, to ensure suitability to work with children. The induction process for new staff ensures that they understand their roles regarding health and safety and safeguarding children. All staff are offered training to update their knowledge of childcare practice, but there is no formal appraisal system in place. Staff work well together as a team, and the sessions at the group flow well.

Regulatory requirements are met and the documentation relating to the health, safety and welfare of the children is in place and generally well maintained. The group has a range of policies and procedures in place, but sometimes these do not accurately reflect the practice and procedures within the group. The group meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. The manager has evaluated her group's provision of nursery education, and has identified its strengths and weaknesses. Staff have regular discussions about the activities provided. However, there is no system in place to record the information and use it to identify areas for improvement. Staff are encouraged to attend training, to help them teach the children effectively.

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):

- improve the range of policies and procedures so that it fully reflects the group's practices.

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):

- improve the systems for sharing information about the Foundation Stage Curriculum with parents, so that they can be more involved in their children's learning
- use observations of children's abilities to plan the next steps in their learning (also applies to care).

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