



Shorncliffe Nursery

Inspection report for early years provision

Unique Reference Number	EY336391
Inspection date	19 December 2006
Inspector	Margaret, Ann Sandfield
Setting Address	Community Centre, MacKenzie Drive, Shorncliffe, Folkestone, Kent, CT20 3LN
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Registered person	MOD Sponsored (Shorncliffe Nursery)
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 satisfactory. 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?

Shorncliffe Nursery opened at its current location in 2006. The nursery operates from the Community Centre, Shorncliffe in Cheriton, which is a suburb of Folkestone. Children have access to two classrooms and their own toilet facilities. Disabled facilities are also accessible within the building. All children share access to a secure enclosed outdoor play area. There is a separate baby unit with feeding, sleeping and changing facilities. A maximum of 61 children may attend the nursery at any one time; of these nine may be under two years. The nursery is open each weekday from 08.00 to 18.00 throughout the year should it be needed. Otherwise it is 08:30 to 15:30 term time only. The nursery supports children who speak English as an additional language. The nursery employs 10 early years practitioners, all of whom are qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have regular breaks timetabled into the routine. Children are prevented from becoming thirsty as they have opportunities for drinks of water. They either independently pour themselves a drink of water from a water jug or turn on a tap to fill their mugs with water directly. Children are helped to understand what is expected of them by good use of dual labelled signs and laminated pictures of this routine. Both the jug of water and tap are easily accessible to young children at their height. A well planned snack time encourages children to try a variety of fresh fruit. Staff talked to children about the different fruit and children are given choices. As a consequence, eating represents a social time for children and adults and helps children to learn about healthy eating. Parents provide children with a packed lunch and staff reheat baby food. Snacks and drinks are provided in accordance with children's and babies dietary needs and parents' wishes. Several members of staff have attended a 'Basic Food and Personal Hygiene' course. They follow good practices of wearing disposable gloves when preparing food for the children. Staff also wear disposable gloves when feeding the babies. Generally hand washing routines help reduce the risk of cross-contamination and help children remain healthy. Children learn the importance of good hygiene and personal care. They independently wash their hands before lunch and snack times. They also wash them after using the toilet, messy play and playing outside. However, not all children use the soap provided when washing their hands before lunch and merely rinse their hands under the tap. This does not fully support their own good health or prevent the spread of infections to others. Staff follow sound hygienic routines when seeing to the needs of the babies and toddlers. They wear disposable gloves each time they change a child. Children are provided with their own bedding. All equipment is thoroughly washed and where necessary sterilised. These sound routines support toddlers and babies wellbeing.

Children enjoy a wide range of activities and generally follow healthy routines. These effectively contribute to children's good health. Each day children are offered a variety of energetic physical activities indoors and outdoors, weather permitting. All children enthusiastically and excitedly play with a wide range of outdoor resources. This includes ride on toys, bats and balls and balancing equipment. This helps children to develop control of their bodies and learn about how exercise has a positive effect on their health. Staff also ensure babies and toddlers have time outside in the fresh air as staff take them outside to watch the older children play.

Children's health is further supported as there is a clear policy and procedure to follow. In the case of sick children, the procedures would help prevent the spread of infections. Most staff employed to work with children hold a current first aid certificate. There is a suitable, easily accessible first aid kit. All accidents are recorded and shared with parents. As a result, children's welfare is being adequately safeguarded.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All children are cared for in two classrooms and a baby unit in a self contained section of a community centre. There is a secure and safe entrance system via the vestibule. The premises are warm, welcoming and clean. There is plenty of natural light and good ventilation. There is a secure outdoor play area for children. This is accessed via the emergency exit doors. There are a few concrete slabs forming a path which is surrounded by a grassed area. This tends to get rather muddy in the wet weather. The staff monitor and supervise children sufficiently to prevent any incidents/accidents. Children and babies in the nursery are able to move around freely and independently, as staff complete written risk assessments before each session. Children can use the toilet independently once they are competent. However, the nappy changing area does not allow for dignity or privacy. Children self-select activities from a suitable range of equipment and resources, which meet safety standards. These are checked regularly for safety and maintained so that children do not come to any harm. These routines provide all children with a safe environment in which to relax and play confidently and safely.

The provider has all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted. For example, the staff follow clear, sound procedures to ensure children are kept safe when being collected from the setting. The records of information on individual children include a record of the names of persons who can collect the children. This record also includes the passport number of that person. Staff examine the persons passport and checks that the numbers coincide, before releasing the children to their care. Parents are also invited to nominate named person to care for their children if they have not been collected. They have a concise lost child procedure. Staff and children regularly practise the fire drills and record the event. Staff have a satisfactory knowledge and understanding of how to recognise and deal with child protection issues. They have yet to update their knowledge and understanding in line with the new procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children appear settled and confident. They happily play by themselves, in small groups or all together in group games. Younger children are given much more adult support and encouragement. Children are enthusiastic and enjoy choosing activities from the wide range provided. Toys and resources are easily accessible for children to self-select the activities of their choice, which meets their needs and interests. However, not all of these containers are pictured/word labelled to encourage children to make informed choices. Children are learning from the word labels on display and picture that these symbols have meaning.

Children are supported by the staff who are beginning to know their individual likes and dislikes. There is a Nepalese speaking staff in each classroom for the morning session. They help support children and ensure their needs are being met appropriately. They are in the process of implementing planning of activities and resources to meet the needs of the older children currently attending. This has been delayed due to the high percentage of new children starting the nursery at the same time. This required an extended settling in period particularly as many of the children had little or no English.

Staff have a very good understanding of the babies needs as they have been cared for in the nursery over a longer period of time. There is clear evidence on how babies have their needs met according to parents' wishes. Together with knowledge and understanding acquired on the Birth to three matters training, they plan for individual children's needs. This is clearly documented and evaluated. The staff in the baby room use the Birth to three planning well. Together with high ratios of staff, this enables babies and younger children's good progress, supporting their care and development very effectively. Planning is shared with parents and there are displays of art work and photographs of children at play. This enables parents of babies and toddlers to see how their children's needs are planned for and how they are being met.

Sessions are organised so that children experience mainly free play, both indoors and outdoors. Babies and children have an adult-led, small group activity each day consisting of mainly art and craft with messy play for the babies. This contributes to their creativity. High ratio of staff to children provides lots of time and opportunities for staff to interact and play with the children, encouraging their development and learning effectively.

Nursery Education

The quality of teaching and learning is satisfactory. It meets the needs of all the children currently attending and is beginning to impact positively on the way children respond, learn and progress. Staff are clear about what is expected of them and work well as a team. Staff have a sound understanding of the Foundation Stage and their roles and responsibilities. Staff use their knowledge to present children with new experiences and information to suitably challenge them. They plan to cover the contents of the early learning goals. Due to the need for an elongated settling in period, they are providing predominantly child led free play sessions at the moment. Children are happily involved in the organised free choice sessions, with opportunities to fully focus on an activity for as long as they wish. As a result children are able to gain the most from the resource or activity. These free play sessions allow children to be in control of their own learning, initiate their own play and explore and discover things for themselves. Children are all encouraged to participate in all types of play regardless of gender or culture.

Staff are effectively delivering these sessions to observe children and build on children's understanding and use of the English language. They are also recording what they observe children already know and can do. These observations are being used to plan for next term in order to meet the individual and group needs and enable children's progress. Planning also includes what children are intended to learn and evaluates how well it met individual children's needs. They also record what they could do to extend the activity. Staff provide routine plans and labelled art and craft displays for parents information. However, they do not fully inform many of the parents, who have English as an additional language. These should be available in a format that parents would be able to fully understand.

Children enjoy a variety of opportunities for different types of art and craft work and role play opportunities, which contribute to their creative development. Less thought is given to the organisation of the role play resources, which does not entice children to play with this resource. Overall children's imaginations are being appropriately stimulated. This is supported by the

provision of a range of musical instruments. Children would benefit from an increased range of multi-cultural resources to help them learn about equality and diversity through play. However, they enjoy playing with the range of multi-cultural resources that is available. There are several books and alphabet displays in the children's native language. Children are encouraged to choose a book. They look through them with interest. As a consequence, children develop an enjoyment of books and develop reading skills in both English and Nepalese. Children are actively encouraged to recognise their own names through imaginative practical routines. At snack time they are given their own laminated piece of art work with their English written name label printed on it. Children would benefit further from dual language name labels, which recognises their bi-lingual abilities.

Children are developing their communication and language skills, during both snack and lunch times and again in circle times. Staff ask children open-ended questions throughout the session. They are encouraging children to speak English and ask children to name the large coloured 'felt tips'. One child did this confidently and accurately. They encourage children to think for themselves, make decisions and use their imagination. This was particularly noticeable in the inviting well used kitchen style area, with staff encouraging them to extend their play. Some children were pretending to cook, clean and shop. Staff ask children what they are buying or doing and praise their domestic attempts. This builds on children's confidence and self-esteem, giving them a feeling of self-worth.

Their physical development is encouraged during the many opportunities for vigorous physical play both inside and outdoors. Indoors the children have an energetic junior aerobics session with staff joining in. As a result, they are beginning to understand the expectations of the peripatetic teacher. The outdoor area provides a good range of both large apparatus and smaller resources that are of a good quality. This gives the children lots of choices, although this is not planned and does not cover all areas of learning. Both indoor and outdoor activities promote children's fine and gross motor skills. All activities help children to develop and progress.

Helping children make a positive contribution

The provision is satisfactory.

Children generally behave well. They show care and concern for each other, sharing and taking turns and playing well together. Many of the children are Nepalese and chat happily and confidently during activities in their own language. Children are developing good self-esteem through opportunities to voice their opinions, take decisions and make choices. Children are given lots of praise and encouragement and are beginning to follow English spoken instructions. This is often supported by a staff member who is fluent in Nepalese.

Partnership with parents is satisfactory. The manager encourages the parents to visit with their children and share personal information on their child prior to them attending. As a result, children settle easily. Children's needs are met well through on-going discussion and personal details held at the setting. This contributes to children's continuity of care. Parents are also encouraged to visit at any time as the nursery has an 'open door policy'. Many are present for the children's Christmas party happily chatting together and joining in. They encourage their children to collect presents from 'Father Christmas'. Communication between staff and parents appears relaxed and friendly. However, much of the written information is not in the parent's

native language of Nepalese. Therefore, not all parents have equal access to the information contained in the policies and procedures. There are displays of children's activities and routines, however these are also only in English. There is a complaints procedure. It does not state that parents are notified of the outcome within the required time limits. All records are kept safe and secure in a lockable filing cabinet and remain confidential.

Staff are good role models, which encourages children to learn and remember to use good manners. Children are given consistent messages by staff and reminders about what is expected of them. Children are beginning to follow staff when its time to tidy up. Generally the atmosphere remains calm and provides children with an ideal learning environment. Children and adults are beginning to have warm relationships. Staff provide a meaningful range of activities and resources so that children have both times to relax as well as be active. All children are valued and respected as individuals. They celebrate a range of festivals. This would help make all families feel welcome and ensure children's positive attitudes towards others are further established in these early years. Overall children learn about equality and justice through their play. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Staff effectively monitor how well the children are making progress towards the early learning goals and this information is shared with parents. The setting is committed to improving the care and education for all its children and knows what most needs improving. This includes equipment, resources and further staff training. The setting does assess its own teaching skills strength and weaknesses. This is undertaken both formally and informally and includes evidence of reflective practice. There is a section in the planning for critically analysing how well the activity and methods meets children's needs. They also comment on how best to extend or improve the presentation of the activity. They demonstrate how they plan and provide for the inclusion of children from diverse ethnic backgrounds. They have a clear vision on how they want the setting to run.

The registered person ensures that the required adult to child ratios is consistently met. They ensure that there are a minimum of two adults on duty at all times. The leader and deputy are qualified and experienced. They strive to keep abreast of current childcare practice and, as a result, provide quality care for children. Several staff have been able to access the 'Birth to three matters' training and implement it well. As a result, they support children's needs effectively and safeguard their well-being. They delegate duties, for example, they have appointed two special educational needs co-ordinators and behaviour management co-ordinator.

All required documentation is in place. It is currently being reviewed and updated to reflect current practice. Comprehensive policies and procedures are provided. These impact positively on the quality of care children receive, because adults working with the children know what is expected of them. The registration certificate is displayed in a way that makes it easy for parents to see. However, they do not follow robust recruitment procedures to ensure people working with children are thoroughly vetted. This they are addressing retrospectively. Suitable organisation of activities, space and resources result in all children receiving effective care. The

setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being promoted.

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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The quality and standards of the nursery education are satisfactory.

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 recruitment procedures are robust in order to safeguard children's welfare
- ensure parent's have equal access to the information contained in the policies and procedures and are able to understand the daily routines so that they can share in their children's day
- ensure hand washing procedures are understood by children and consistently followed by all children in order to safeguard their own health and prevent the spread of infections
- develop an outside play area that provides children with an all weather facility and offers them a range of activities covering all areas/aspects of learning

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):

- provide suitable information on boxes of toys and resources to enable children to make informed choices

- develop an inviting dressing up resource area to encourage children to use these resources to promote their creativity

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