

Watcombe Children's Centre Nursery

Inspection report for early years provision

Unique Reference Number	EY341775
Inspection date	26 February 2007
Inspector	Sally Hall
Setting Address	Watcombe Primary School, Moor Lane, TORQUAY, TQ2 8NU
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Registered person	WPS Childrens Centre CIC
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?

Watcombe Children's Centre Nursery was registered in 2006 and occupies a purpose built children's centre located in the grounds of Watcombe Primary School, in Torquay. The nursery comprises of an open plan room for children up to the age of three years, as well as sleeping and quiet areas. There is a community room and other facilities including a variety of securely fenced outdoor play areas. Children from three to five years receive care and early year's education in the Foundation Unit, situated in the primary school and wrap around care in the nursery. They open from 8:00 to 18:00 on weekdays for 51 weeks of the year. They are registered to care for 54 children from under the age of eight years. There are currently 31 children enrolled. The setting can support children with learning difficulties and/or children with disabilities and children with English as an additional language. The centre is managed by a community interest company who employ seven staff of whom three are currently working towards NVQ Level 4 and two members are working towards their Foundation Degree in Early Years Care and Education. They receive support from the Torbay Local Authority and SureStart and link closely with the school.

The children's centre offers a range of additional services, which include a Free Internet Café, and a range of parent-craft sessions and Stay and Play. Weekly groups include Baby Massage

Course and Social, Music, Rhythm and Rhyme, Treasure Basket, Juno Team Midwives Parent Craft, and the local Childminder's Group meet regularly.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an extremely clean environment where good procedures are in place to protect children from infection. For example, staff follow good practice at all times when changing nappies using aprons and disposable gloves ensuring the nappy changing mat is kept clean after each use. Children learn routines for washing their hands from a young age and staff sing songs as reminders. For example, before snack time. Staff are vigilant in ensuring tables are cleaned before meals. Children are cared for appropriately in the event of being unwell or accidents as staff have valid first aid qualifications. There is a clear sickness policy, which is shared with parents. Accidents and existing injuries are recorded and countersigned by parents to keep them well informed. However, existing injuries are not always recorded on children's arrival ensuring it is clear where the accident has happened.

Children have a well-balanced healthy diet. The nursery actively promotes healthy eating with the children. They raise their awareness at meal times and through themes. Children who opt to bring a packed lunch are encouraged to eat their savoury items first. Other children have a cooked lunch supplied by the school. This includes a well-balanced diet with fresh vegetables. Children have fruit at snack time. They are encouraged to take home a piece of fruit at the end of their session; a variety of fruit is displayed in the foyer for them to choose. Dietary needs are known, clearly recorded in children's records and in the kitchen for staff to refer to easily when serving meals. Children eat heartily and ask for seconds. They are encouraged to be independent as soon as they are able. They help themselves to meals from serving bowls on the table with guidance from staff who sit with them at meal times and encourage good social skills. Staff are vigilant that children are not put at risk if they have a food allergy and avoid them coming into contact with items. For example, dairy products, moving children if necessary to play elsewhere when these items are served. Children have regular drinks and older children can access drinking water at any time. Babies' individual routines are met very well. Staff are vigilant in recording their routine for the day and sharing this with parents, this ensures good continuity of care.

Children enjoy fresh air daily and play in the secure garden. They move easily during free play between the outside play area and indoors. They have use of a range of equipment and run freely outside as they explore the activities that are set up; for example, sand and water play. They have regular walks to local amenities encouraging their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a very safe and caring environment, which is maintained to a high standard. They are supervised very well at all times. Children are cared for in two areas depending on their age. They have opportunities to be together during the day, for example, at meal times. Their safety is ensured through the good procedures followed by the staff. For example, the rooms are checked daily to ensure there are no hazards and regular risk assessments are completed. Fire drills are routinely carried out and recorded. Staff are vigilant in recording visitors to the building. Children's attendance is clearly recorded on arrival and departure

showing exactly who is in the building in the event of an emergency. Children learn to keep themselves safe. For example, they are reminded not to run indoors where they could trip and hurt themselves on equipment. Babies sleeping are checked regularly. The staff are very vigilant; checking them every ten minutes using a timer as a reminder and a baby monitor.

Children have access to a very good range of toys and resources that are displayed well and easily accessible. They have plenty of choice of creative materials, natural materials, and heuristic play. The toys are checked regularly and disinfected to ensure they are safe for children. Children's safety and welfare is given high priority. They are further protected by the staff having a secure knowledge of how to deal with child protection issues. They have a comprehensive child protection policy and information to refer to should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very secure and happy. They have a very good rapport with all the staff and each child has a keyworker giving them a sense of security with a main carer. Children have a range of planned activities to provide challenge and stimulation as well as opportunities to play freely to express themselves and explore their own ideas. For example, they have an art board where they can select paints and use their own imagination painting and hand painting. The role-play area is set up very well as a campsite with tent, sleeping bag, cooking equipment and note taking materials giving children the opportunity to use their imagination. Babies and young children have excellent opportunities to explore and experience a wide range of natural materials that develop their sensory awareness. For example, through heuristic play and sensory books. Children listen intently to stories and they select books independently from a young age and approach staff to read to them. They are encouraged to express themselves and become skilful communicators. Their progress is observed and assessments recorded to plan for their next stage of development. The staff are confident in using the Birth to three matters framework to support the daily activities and monitor children's progress as well as using Schemas. Children recognise their names at lunchtime through their place names on the tables. Children explore and investigate with water and sand during outside play and enjoy cooking. For example, making bread where they smell and experience different textures, and use rolling pins and cutters.

Helping children make a positive contribution

The provision is good.

Children are happy, secure, and confident. New children are reassured and given the support, they need to settle them into the routine. The children warmly welcome children who attend the school for funded sessions at lunchtime and eagerly call out their name with delight to their school friends. The staff encourage the children who have been in school to share how their morning has been. Children are keen to say what they have been doing to the staff and their peers. Children's individual needs, likes, and dislikes are known very well by the staff. Children with English as an additional language are supported and the staff are confident in supporting children with learning difficulties and/or disabilities. They have a nominated person who has completed recent training to support these children. The staff are able to seek advice and support, from outside agencies as necessary. Children's language is encouraged and they talk about their families and events in their lives. Younger children have photographs of family members displayed that they eagerly observe and point to as they play.

Children behave very well, they learn to share, and take turns. The staff give the children plenty of praise and encouragement and provide a very calm, caring environment. They are consistent in dealing with behaviour management, promote positive behaviour well, and use stickers as rewards and encouragement. Children relate well to each other, they value the resources and learn to help tidy up and handle books with care.

Partnership with parents and carers is excellent. They are introduced to their child's keyworker who makes a home visit prior to their child starting. This opportunity is used to share how the nursery operates and to complete documentation to support children's placements. Parents are informed of the practice that will be followed with their child and the systems used to support their development. For example, Birth to three matters framework, Foundation Stage Curriculum and Schemas. The staff use these frameworks to plan and encourage children's development. Parents have daily opportunities to discuss how their child has been, and an informative daily diary with photographs showing their child at play. They have a prospectus and well documented notice board in the entrance hall. There are clear systems in place should a parent have a concern or wish to make a complaint. Parents are very positive about the care their child receives. They hold open days and parents evenings to share children's progress. The staff are very committed to keep parents well informed and respect their wishes.

Organisation

The organisation is good.

Children are cared for by well-qualified and experienced staff. They have a secure knowledge of child development; promote good quality childcare and are committed to attending further training. There are good procedures in place to ensure staff have all the relevant information on children's individual needs prior to them starting. They inform parents of how their child has been and their daily routine and progress very well. They provide children with a very caring and calm environment enabling them to be secure and confident as they learn. They have good links with the school providing wrap around care for children who are in receipt of funding.

Children's play areas are planned to maximise the space and give children a varied range of play opportunities enabling them to move freely and safely. Comprehensive documentation ensures they have all the information they need to support children this is also made available for parents. The regulations are met and comprehensive policies in place. There is a clear induction programme for new staff. They have regular staff appraisals, evaluate their own good practice, review their planning, and work well as a team. They are extremely committed to providing a caring environment for children.

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

The children's centre offers a wide range of additional services to families in the locality and to parents of those who attend the nursery. These groups give parents and children a wide range of experiences and new opportunities where they are made very welcome and have a positive impact on extending their knowledge. There are good links between the nursery and the additional services with children from the nursery joining in some of the sessions with their keyworker.

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.

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):

- ensure existing injuries on children are recorded on arrival.

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