



Jays Day Nursery

Inspection report for early years provision

Unique Reference Number	106144
Inspection date	02 February 2007
Inspector	Sally Hall
Setting Address	Children's Centre, Moorhaven Village, Ivybridge, Devon, PL21 0EX
Telephone number	01752 894437
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Registered person	Jacqueline Aldridge
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 good.

WHAT SORT OF SETTING IS IT?

The Jays Day Care Nursery School is a privately owned nursery situated in rural surroundings in Moorhaven Village on the edge of the town of Ivybridge, Devon. It has been open since 1995 and is held in a building that was formerly a nurses' social club in the grounds of the former Moorhaven Hospital, which is enclosed by extensive grounds. The accommodation consists of an office, staff room, kitchen, and four children's areas with the addition of a further area during school holidays. This area is mainly used by a separately run playgroup during term time. The children are divided into three groups; baby room, up to 18 months; toddler room, 18 months to three years and pre-school room three years to school entry.

There are currently 67 children on roll aged from babies to five years of whom 27 are funded children. The group is able to support children with learning difficulties and/or disabilities and children with English is an additional language.

The proprietor is actively involved in the daily running of the nursery. There are 15 members of staff who work directly with the children, all except one have a recognised childcare qualification and a cook and cleaner are employed. The nursery is open from 08.00 to 18.00 throughout the year. A holiday club runs during school holidays. The group has support from the Foundation Stage Advisory Teacher and the Early Years Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are familiar with the importance of good hand washing procedures, they know to wash their hands after toileting and before meals. Younger children are supported well and good procedures are followed when changing nappies. For example, the staff are vigilant in wearing aprons and disposable gloves. Children are cared for well in the event of an accident and systems in place to ensure staff keep their first aid training up-to-date. There is a clear sickness policy for parents to refer to including exclusion periods for when a child has been unwell.

Children's awareness to the importance of healthy eating is promoted very well through themes and discussion on what is healthy to eat. Their dietary needs and allergies are recorded. They have regular healthy snacks and a well-balanced cooked lunch. The menu is displayed for parents to see, it is varied to provide variety and introduce children to new foods. Meal times are social occasions and children eat heartily, they are able to have seconds which they readily ask for. Older children have their meals served in bowls on the table to help themselves to, this is completed very effectively teaching children to be independent and learn good social skills. Children have a choice of drinks at meal times and are able to access drinks independently at all times. Younger children's food intake is recorded to share with parents to ensure they are kept fully informed.

Children have fresh air daily in the secure outside play area where they can run freely using resources, for example, a variety of ride on bikes. They have use of a large room inside where they move to music, for example, to the 'sticky kids' tape. They develop their small muscles effectively manipulating dough and using scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in three separate areas depending on their age. Staff are vigilant in supervising children very well at all times. The main entrance door is secure and staff are vigilant during arrivals and departures. The outside area is monitored by CCTV. There are good procedures in place to ensure younger children are safe and they are checked regularly when sleeping. Visitors are recorded and regular risk assessments and fire drill procedures conducted. Staff are familiar with the fire drill procedure and exits are clearly marked from all rooms. However, the daily registers do not show clearly in the event of an emergency, who is exactly in the building, as they do not show accurately children's times of arrival and departure on the registers that would be used in an emergency recall.

Children have use of a range of resources and equipment to support their play that provides variety, challenge and stimulation. Children enjoy looking at books and are encouraged to value them, however, the books are worn and the book corner is not inviting and encouraging for children.

Children are further supported by the staff's secure knowledge of how to deal with any child protection concerns. They have a comprehensive policy to refer to which is also shared with parents and have completed training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and secure and enter the setting confidently. The staff know the children they are caring for well and ensure their individual needs are met. Babies and younger children are cared for in two separate areas and have a good routine to the day. The staff are using the Birth to three matters framework to support their care and plan activities. However, not all the staff working with these age groups is fully confident in using it in practice. Children are kind and thoughtful to each other, they listen well to instructions. The older children are particularly familiar with the routine to the day, which is marked on a chart on the wall with a pointer that is moved. They are quick to tell the staff if they have not moved the mark when they change activities, for example, after registration time.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress along the stepping stones towards the early learning goals. The staff are confident and have a secure knowledge of the Foundation Stage. Staff interact well with the children and engage them well in their play and are skilful in asking questions to develop their language. They ensure each child has the opportunity to express themselves and remind children of the importance to listen to what each other has to say. Children's assessment records are recorded to meet the early learning goals and staff set realistic targets to extend individual children's progress and plan accordingly to meet these. Planning is displayed on the notice board for parents to see and gives staff easy access to refer to during the day and plan sessions accordingly. However, children's records and progress are not fully shared with parents to give them a secure knowledge of the progress their child is making. Children have opportunities to freely express themselves and have a varied range of craft activities. They are encouraged to use their own ideas and imagination. They learn about the world around them and their local community. They have daily discussions on the weather, days of the week and the seasons. They use simple technology, toys and the computer confidently, have good mouse control and gain knowledge on understanding computer programmes. Children are confident to introduce themselves and share home news, they take a pride in their work and are keen to show and talk about what they have been doing. Children recognise sounds and letters and have regular access to writing materials to make marks for a variety of purposes. They enjoy stories and look at books in the home corner. Children count for a variety of purposes and enjoy action songs and do simple calculations. They learn about size and volume and use language to describe, as they play with construction toys, for example, bigger and smaller. Children enjoy role-play and staff have sought advice from the Pre-School Advisory Teacher to extend this play area to make it a

valuable learning resource for children. It is varied to give children a range of play opportunities, for example, a fish and chip shop. Children took delight in role-play cooking chips and serving, discussing quantities. Children experiment with sand, learn about volume, and use their own ideas, for example, filling a cone with sand, which led to a discussion on their favourite ice cream flavours and the beach.

Helping children make a positive contribution

The provision is good.

Children are happy secure and confident. They learn to share and take turns and to listen to each other. They learn about diversity through themes that are planned throughout the year. They have resources to support their play. For example, dressing up clothes from around the world and the home corner is changed, for example, Chinese Take Away when they learn about Chinese New Year. Children learn about their own community through outings, share home news and celebrate each other's birthday. Their spiritual, moral, and cultural development is fostered.

Children with learning difficulties and/or disabilities can be supported. The staff have a good understanding of inclusion and the importance to liaise with parents to ensure consistency of care. Children behave well and positive behaviour is encouraged. The children take delight in receiving stickers, for example, when they have listened well at story time. The 'Golden Rules' are displayed which the children are familiar with and know to listen when the triangle is rung.

Partnership with parents is good. They receive a regular exchange of information on a daily basis. Younger children's parents are kept very well informed on how their child has been and their routine for the day. There is clear information for parents to see on arrival, for example, what the children have been doing and the policies are displayed for them to refer to on the wall in the entrance. They are invited into parent's evenings to show the play environment and photographs of themes that have been followed. Ideas are displayed on the notice board for parents to see and extend the themes the children have been doing at home.

Organisation

The organisation is good.

Children are cared for by very caring staff who work well together and are clear of their roles and responsibilities. They are interested in what the children are doing and confident in meeting their needs. They have regular staff meetings, which are recorded. They evaluate their own good practice and highlight areas that they want to improve. Information is shared well when children move rooms, they have a gentle introduction and the move is dictated by when the child is ready. Documentation is in place to meet the standards and regulations, regularly reviewed and shared with parents. Policies are displayed for parents to easily refer and they have an informative prospectus.

Leadership and management is good. The staff are clear of their roles and allocated to work with specific age groups of children to ensure continuity of care for the children. Children's

progress is shared well between staff. They seek advice from outside agencies to support them in their work, for example, the Foundation Stage Advisory Teacher.

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

Improvements since the last inspection

At the previous inspection, recommendations were made under the care inspection to ensure good hand washing and drying facilities and the first aid kit to be appropriately stocked. To develop children's independence at meal times and conduct regular risk assessment. Improvements have been made in these areas, which has improved the care and safety of the children and their independence.

A recommendation was made under the nursery education to develop systems to ensure information is gained from parents on what their child knows and develop system to show how children will progress to the next stage of learning. Systems are now in place for parents to share information on their child at registration. Records are transferred between age groups within the nursery. This ensures all staff are fully informed of each child's individual needs and ability.

Complaints since the last inspection

Since the last inspection, Ofsted received one concern regarding an incident relating to Standard 1: Suitable Person and Standard: 11 Behaviour Management regarding inappropriate behaviour management with a child. An unannounced visit was made on the 12/09/2006 and staff were interviewed. Following this visit, a compliance notice was issued to ensure adults are able to manage a wide range of behaviour that promotes children's welfare and development. An action was also set to ensure adults do not use any form of physical intervention, unless it is necessary to prevent personal injury to a child, the incident is recorded and parent informed on the day. A monitoring visit was conducted on the 10/10/2006 and we found that the compliance notice and action had been met. Ofsted was satisfied that the provider was meeting the National Standards and remained qualified for registration.

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):

- ensure children's times of arrival and departure are recorded.
- improve the quality of books and book corner.
- continue to increase staff's knowledge of the Birth to three matters framework.

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):

- ensure parents are fully informed of the progress their child is making towards the early learning goals.

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