



Woodentots Nursery

Inspection report for early years provision

Unique Reference Number	EY254930
Inspection date	08 February 2007
Inspector	Lisa Ellis
Setting Address	Newgate Lane, Fareham, Hampshire, PO14 1AS
Telephone number	01329 332532
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Registered person	Charlies Little Angels
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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Woodentots Nursery is a privately run establishment situated in HMS Collingwood Naval Base, Fareham, Hampshire. The nursery is registered to care for 90 children aged under five years and is open each week day from 07:30 to 18:00 for 51 weeks of the year, excluding bank holidays.

The nursery provides care for the children of service and civilian personnel who work on the base. There are currently 68 children on roll of which 12 are in receipt of government funding for nursery education. There are adequate systems in place to support children who have learning difficulties and/or disabilities and those that have English as an additional language.

The nursery employs 18 staff of which 11 have relevant child care qualifications and five are on training programmes. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the nursery follows written procedures to minimise the spread of germs, such as excluding children with contagious ailments and sending children home if they become unwell during the day. Appropriate systems are in place to reduce cross contamination, such as using colour coded cloths, staff wearing gloves and aprons when changing nappies and cot bedding being changed on a regular basis. Children are learning hygiene procedures such as washing their hands after toileting and messy activities and again before they touch food or eat. However children in the pre-school are not always able to independently access paper towels to dry their hands.

Children are able to be dealt with appropriately following accidents as almost all staff hold current first aid certificates and there are first aid kits stored accessibly throughout the nursery. Appropriate records are maintained following accidents and the administration of any medication. However parents have not been asked to provide written consent for permission for the nursery to seek emergency medical treatment.

Children's dietary needs are met as all meals are provided by the nursery and are freshly cooked each day, providing children with a balanced and nutritious diet. Children with special dietary requirements are fully catered for following consultations with parents regarding allergies and intolerances. Staff are aware of children's individual development and provide meals to an appropriate consistency. For example for weaning babies or those that have pureed or chopped food. Staff ensure tables are cleaned before food is served and use tongs to serve food to promote hygiene. However, during some snacks and meals, food is served directly onto tables and children share dips in a communal bowl which does not promote good hygiene. Children have free access to drinking water throughout the nursery to ensure they remain adequately hydrated.

Children have access to indoor and outdoor areas to help develop their physical skills. The older children are taken outside in all weathers to get fresh air and exercise to help contribute to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from being cared for in base rooms that have all the required facilities and are suitable for their age and stage of development. The children aged under two years are in one building while the older children spend their time in the neighbouring building. Each group of children have access to areas for sleeping, toileting/nappy changing, playing and eating. The nursery is situated on a naval base which issues all visitors with passes for security. The main

entrance doors are kept locked, with visitors having to ring the bell to gain entry by a member of staff that knows them. However the back doors to both buildings are left unlocked to allow staff to move freely between the buildings. This means that unknown persons could access the premises from the garden which poses a potential hazard to children's safety.

Children in all areas have access to age appropriate equipment to help meet their needs. Resources are stored in labelled low-level storage boxes which children can easily select, giving them choices in what they play with. Appropriate safety measures are in place to reduce the risk of accidents, for example socket covers are used and spills are wiped up as they happen so they don't become hazardous to children. Children are learning how to keep themselves safe through practising fire drills each term. Registers detailing the attendance of staff and children are kept in each room although these do not always reflect where staff and children are within the nursery, for example when staff are needed in other areas and when children are visiting other rooms. This has an impact on the children's safety in the event of an emergency.

Children's well-being is promoted as staff have an adequate knowledge of child protection procedures should they have concerns regarding the welfare of children in their care. Parents are provided with information regarding the nursery's policies and are aware that they need to inform the nursery of existing injuries. Staff are clear of their duties in helping to safeguard children and would keep written records and make any concerns known to the manager.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children's home routines are followed as closely as possible to meet their needs and ensure consistency of care between home and nursery. Information about their sleeps, milk feeds and meals are displayed to remind staff of each child's individual routine. Children benefit from taking part in age appropriate activities that are planned in line with the Birth to three matters framework. However, observations on children's progress are infrequent and are not well used to help with future planning. This does not adversely effect the care of the children as resources and activities are appropriate and staff are aware of individual children's capabilities. The environment is suitable for each stage in children's development, such as hanging shiny mobiles from the ceiling to stimulate very young children and providing resources in low shelving to encourage independence of those that are slightly older. Children are familiar with the routines of the nursery and enthusiastically join in with songs and action rhymes. Staff know the children well and provide a varied range of activities that they enjoy.

Nursery education

The quality of teaching and learning is inadequate. The written plans are very basic and do not provide enough information for less experienced staff to effectively deliver the nursery education. For example the plans show no differentiation for more or less able children and provide no prompts on discussion topics to help children think about what they are doing or to problem solve for themselves. The pre-school room is well laid out into different areas of learning, providing children with constant access to all resources. Staff have introduced a 'ticket time' during the sessions where children take their name cards with them as they move around the room. This works well as children are recognising when they have to wait for space at certain

activities as places are limited in each area to encourage them to plan their play. However, due to the volume of resources available, some children show lapses in concentration as they move from area to area very quickly. Also staff tend to just supervise the children rather than engage them in purposeful learning activities as children don't spend much time in each area.

The assessment system is ineffective as very infrequent observations are made relating to children's achievements or where they need additional support. Evaluations are not conducted on any activities or on what children have learnt from them. This results in limited information being available to plan appropriate activities to help children make progress in their learning to reach their individual potential.

Despite the weaknesses in the teaching, children enjoy their time in the pre-school. They are keen to start group activities and all join in with the welcome song after registration. Children work well in groups, taking turns and sharing when completing a puzzle with a couple of friends. They have a good understanding of the behavioural boundaries and enjoy being rewarded with stickers for helping to tidy up. Children are given many opportunities to be independent, such as getting on their own outdoor clothing and taking themselves to the toilet, however some staff do things for them that they could do for themselves, such as pouring their drinks at meal times.

Most children are able to recognise their own written names during a whole group activity but name cards are not always available for all children, for example a new child had not yet been made one and another child had lost hers. This resulted in confusion for these children who were keen to join in but were unable to. Some children can recognise letters that appear in their names and identify familiar letters from general print, however staff do not extend this further. Children have regular access to materials to practise their emergent writing, however little evidence is available to show how more able children are encouraged to attempt to write their names. Some children can recognise numerals and many can successfully count out objects using one to one correspondence. Children use positional language in everyday activities but this is not always encouraged or extended by staff.

Children benefit from having regular access to computers where they independently practise their IT skills. Staff use correct language such as 'clicking', 'dragging' and 'mouse' to help children in their learning. Some staff talk to children about the wider world, for example when the nursery manager came into pre-school to cover staff lunches, she talked to children about where they have been on holiday and how they got there. However, some planned topics to teach children about different cultures and festivals have not been carried out at all which hinders children's learning about other people and their beliefs.

Children show good imaginations when accessing the role play equipment. They enjoy dressing up and acting out their roles with their peers. Sometimes children incorporate staff into their imaginary play, which they often go along with to help children express their creativity. An art and craft table is permanently set up for children to access but as there are so many other options available to them, this area is not always well used. Children show good hand-eye co-ordination when completing tasks such as puzzles or hammering nails. They show good spatial awareness as they move round safely indoors and outside. Children have opportunities to go outside several times a day as a whole group, however, the learning opportunities during

outside play are very narrow and full use is not made of this area. However, management have already identified this as an area for improvement.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a range of books and resources that reflect diversity which enables them to gain a basic understanding of the wider world. Throughout the nursery children are treated as individuals and are encouraged to participate in the full range of activities on offer to them. Although there are currently no children on roll with English as an additional language or children with learning difficulties and/or disabilities, there are suitable systems in place to help meet individual children's needs. The nursery has identified a new special educational needs co-ordinator although she has not yet received any training in this area.

Children's social, moral, spiritual and cultural development is fostered. They are well behaved and are gently guided by staff to help them learn right from wrong, for example staff talk to them about unwanted behaviour to help them understand what behaviour is acceptable. Children show good manners by saying please and thank you at appropriate times with staff acting as positive role models to encourage this. Children are valued and rewarded for helping to tidy up to promote positive behaviour. Children in the pre-school take it in turns to be the 'happy helpers' where they are given duties such as helping staff to set the table for lunch times and get equipment out for junk modelling. Children enjoy taking this responsibility and often ask staff when it is going to be their turn again.

Parents receive detailed information from the nursery prior to their children starting and are asked to complete comprehensive questionnaires regarding their children's routines to enable the staff to work with them to provide continuity of care for the children. Parents are advised how to make a complaint and the complaints log is available for them to view. Management have highlighted areas for improvement following feedback from parents regarding the quality of feedback they receive about their children's day. Although the nursery uses daily diaries for all children detailing their sleeps, nappies, feeds and activities, it has been identified that this system is not always successful. Management have drawn up plans to improve this area to ensure parents receive information they need, when they need it. For example parents of children that leave the setting at lunch time.

The partnership with parents and carers of children in receipt of government funding for nursery education is satisfactory. As children start in the pre-school and become eligible for funded nursery education, parents receive a very detailed information pack detailing the six areas of learning and the types of activities their children will be involved in. Parents are also given examples of activities that they can do at home with their children to support them in their learning. Parents receive regular newsletters and are informed of what topics their children are learning about via a notice board that displays the planning. Parents are informed that the nursery has an open door policy and that they are welcome to come into the group at any time to be involved in their children's learning. However as the group is a work place nursery, this doesn't happen very often.

Parents of children in the pre-school receive feedback via the daily diaries which are in place in other areas of the nursery. However these do not show progress that children may have made through the stepping stones. They are invited to information evenings a couple of times a year to discuss their children's progress where they are involved in helping to set targets with staff for future areas to focus on. However there are no review dates on these to see if targets have been met, exceeded or missed. Due to children's assessment records being out of date at the time of the inspection, it is not clear what information staff are going to share with parents in the upcoming information evening.

Organisation

The organisation is satisfactory.

Children are cared for in an environment that is bright, clean, well maintained and well laid out to meet their developmental needs. They are protected from unvetted persons as they are never left unattended with them. Staff photographs are displayed in the entrance halls alongside their positions in the nursery and their qualifications so parents can be aware of who has been looking after their children. There are appropriate systems in place for the recruitment and vetting of staff and there are informal procedures in place for ensuring the ongoing suitability of staff. New staff receive detailed inductions and are required to read and sign the nursery's policies so they are aware of their role in implementing them in practice to ensure consistency for the children.

Almost all of the required paperwork is in place with the exception of written consent from parents for seeking emergency medical treatment. Documentation is stored confidentially and is shared with parents as appropriate. Over half of the staff team hold relevant childcare qualification and many of the others are currently working towards a recognised qualification to improve their knowledge of childcare and education issues. Ratios are maintained at all times to ensure children's safety and although the daily registration system is not always clear, it is correct overall.

Leadership and management is inadequate. Although the whole staff team are involved in the group's very comprehensive self evaluation, weaknesses surrounding the delivery of nursery education have not been identified which results in the setting not meeting the needs of the range of children for whom it provides. Although staff receive regular supervision from management and participate in self appraisal, there are no systems in place to monitor and evaluate teaching and children's individual progress to ensure effective learning takes place. Management are not always aware of when staff have been unable to complete planning which results in children not being offered sufficient opportunities in some areas of learning.

Improvements since the last inspection

The nursery has not had a previous education inspection but three recommendations were raised at the last care inspection. They were to enable children to access resources independently and initiate their choice of play; to ensure good levels of hygiene are maintained and to introduce a formal method of incident recording and ensure all visitor's details are recorded.

The nursery now stores all resources in low shelving which enables children to select equipment independently. Overall there are no concerns over the levels of hygiene as systems have been introduced to ensure baby chairs are cleaned regularly. However a recommendation has been raised regarding the levels of hygiene at meal times with reference to children sharing dips. The nursery now keeps written records of all incidents and keeps details of all visitors to the nursery to help promote the safety of the children.

Complaints since the last inspection

Since 1 April 2004, Ofsted have received two complaints. They were both received in June 2004 and related to National Standard 2: Organisation and National Standard 3: Care, learning and play. An Ofsted inspector carried out an unannounced visit to deal with both issues. Concerns were raised regarding a lack of staff interaction with children and activities not promoting the children's development; a lack of communication to keep parents informed; concern about staff ratios and a large number of unchecked staff left unsupervised. As a result of the visit actions and recommendations were set in order to meet the National Standards. The provider met the actions and recommendations and remained qualified for registration at the time the investigation was closed.

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):

- request written permission from parents for seeking emergency medical advice or treatment
- improve the daily registration system to identify where staff and children are at any given time
- improve security regarding the back doors of the nursery
- further promote hygiene at meal times

- make more frequent and better use of observations to inform planning for children following the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop systems to ensure observations of children's achievements are regular and are used to plan the next steps in children's learning
- ensure appropriate activities are planned to suit children as individuals, showing differentiation for more and less able children
- improve systems to monitor and evaluate teaching and children's individual progress to ensure effective learning takes place

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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