



Springtime Nursery School and Day Nursery

Inspection report for early years provision

Unique Reference Number	120213
Inspection date	24 January 2007
Inspector	Sandra Laura Bates
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Registered person	Barbara Waldron
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 good.

WHAT SORT OF SETTING IS IT?

Springtime Nursery School and Day Nursery opened in 1988. It provides full day care for children aged three months to five years and out of school care for children aged five to eight years. It operates from a Victorian building, which was previously a school, in Staines and facilities include three group rooms, a hall area which is shared by all groups, a kitchen, toilets and an outdoor play area. The setting serves the culturally diverse local community.

There are currently 84 children on roll and this includes 46 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and who speak English as an additional language.

Opening hours are 08:00 to 17:30 Monday to Friday all year round with the exception of bank holidays and a one week closure at Christmas.

There are six full time and 11 part time staff who work directly with the children, of these 11 have a recognised childcare qualification to level 3. A further member of staff is working towards a level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children receive their care in clean and well managed surroundings. Staff ensure that surfaces are cleaned after each activity. Staff manage children's personal hygiene needs in an appropriate way, for instance they wear latex gloves when changing nappies and carefully clean the changing mat between each use. Staff act swiftly to deal with runny noses using individual tissues and disposing of these in an appropriate receptacle. Older children begin to learn how to manage their personal hygiene needs independently as they use child sized toilets and washing facilities. Simple graphics and photos help to reinforce the hygiene messages. Children understand why it is important to have clean hands before helping to cut up the snack fruit for instance.

Children's health is protected because the setting has a clear policy for the care or exclusion of sick children. They receive appropriate care in the event of an accident from qualified staff who use well resourced first aid kits and record what action has been taken. Children who require medications while at the setting are protected from the possibility of an overdose through the careful recording of the administration of such preparations, which are countersigned by parents.

Children in all areas of the setting have plenty of opportunities to play energetically both indoors and outside in the playing field of the adjacent primary school. They use play materials such as climbing frames and balancing beams with care and skill. Younger children are encouraged to develop skills in crawling and walking as they move around the room to investigate various interesting resources.

Children begin to learn about the effects of exercise on their bodies as they run about in the snow and warm up. They rub their hands together and blow on them to warm them up. Staff talk to them about the steam clouds produced as they breathe in the cold air and liken this to the vapour trails of aircraft.

Children enjoy the social aspect of the shared mealtimes. They eat healthy, freshly prepared foods provided by the adjacent primary school kitchens or the packed lunches and weaning foods provided by parents. Older children help to prepare snacks of fresh fruit and many pour their own drinks. Children participate in cooking activities such as making simple bread pizzas, talking about whether the food is good for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Staff identify potential hazards and take appropriate steps to reduce risks to children, although there are rare occasions when

changing conditions result in minor health or safety issues being missed. Children are well protected in the event of an emergency because they take part in regular fire drills, and appliances and alarms are carefully checked. The premises are maintained in a clean and serviceable condition. Children play and rest in spacious and well organised areas that are welcoming and child orientated.

Children use a range of good quality resources and equipment that are suitable for the various age groups accommodated. These are generally arranged to encourage children to select independently and are likely to help them learn and develop new skills.

Children's welfare is protected due to the staff's clear understanding of child protection issues and related referral procedures. They are confident about their ability to recognise any signs or symptoms of abuse and know the steps to take if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children participate in a wide range of interesting activities that stimulate and provide challenge appropriate to their age and stage of development. Younger children and babies move confidently around their room attracted by the resources positioned to engage their interest. They crawl, toddle and pull themselves up on the furniture to reach their goals. Children make very good relationships with staff, they happily go to them for a cuddle or comfort. Children play 'peep-bo' with staff and their peers and laugh and squeal excitedly at the fun. They play with simple instruments such as shakers and move rhythmically as staff sing familiar rhymes to them. Staff plan and record effectively to ensure that children's development is monitored and promoted.

Older toddlers interact confidently with staff and other adults. They collect up a variety of styles of toy telephones, aware that these have a common use. They happily exchange imaginary conversations with their parents using these. Children use table knives to spread tomato paste and sprinkle cheese on bread to make simple pizzas. They show great satisfaction at their achievements and enjoy the praise from staff. Staff extend the value of activities as children play. For instance, they talk about the sound that animals make as children use picture puzzles. Discussions about the children's own homes develop from a child's request to draw a house. Children investigate the properties of sand as they pour and fill containers. They talk about the cold and tickly feel as it runs through their hands. Staff ensure that activities can be adapted to cater for more or less able children.

Nursery Education

The quality of teaching and learning is good. A high ratio of suitably qualified and experienced staff work directly with the children. Staff listen attentively to children and give them time to explore and explain their feelings or thoughts as they describe an event or experience. They maximise opportunities to extend children's thinking in everyday routines such as the daily preparation of the fruit snack. Children talk about the smell, texture and origin of the fruit. Children generally show respect for staff and are eager to please because staff value what they do. Staff are clear about children's starting points as each element of the setting passes on

achievement records to the next group. Detailed initial assessments and information from parents ensures that these are up to date. Ongoing key working means that staff remain aware of children's changing developmental needs. Staff plan and evaluate activities that cover the full range of early learning goals. However, occasionally, some adult initiated activities lack flexibility, or are mistimed, resulting in children losing concentration or becoming a little disruptive.

Children are making good progress in all areas of learning. They are enthusiastic and eager to learn. They enjoy the activities and make full use of the opportunities offered to them. Most children are very sociable and articulate.

Children develop their physical skills as they use a variety of equipment and tools such as knives and cutters. They climb and balance carefully on a frame and beam. They run about outside in the snow making snow 'angels' using their arms and legs in a co-ordinated way. Children have quite a good grasp on numerical concepts. Most count confidently to 10 and many go beyond this. They measure width and length using sized blocks and talk about bigger and smaller as they cut up fruit for instance. Children recognise numbers used in displays around the room and weigh and measure ingredients in a cooking activity. Some children begin to understand simple addition and subtraction as they count measuring blocks.

Children are sociable and mutually supportive. They choose a friend to hold hands with when they go out. They talk about their families and personal experiences confidently. Children initiate conversations with adults and their peers and involve them in their play. Children generally behave well. They know what is expected of them and anticipate the routines of the day. Most children put on and take off their outer garments without help, some manage zips. They begin to develop an understanding of other cultures and social situations through activities and display materials.

Children have a variety of opportunities to use mark making materials such as writing in note books in the 'police station' role play area. They make 'warrant cards' bearing their own names and are able to pick these out from the box. Some children recognise familiar words such as the days of the week and understand that the letters TH, for instance, make a certain sound as in Thursday. Children have access to a selection of books in the reading corner, although they do not always make full or regular use of this resource. They develop an understanding of their local community and the wider world through activities and visits from organisations such as the police. Children enjoy an opportunity to play in the snow and talk about the feel and sound of their footsteps, and discuss the season of Winter. They investigate animal and bird prints in the snow and think about what has made these. They confidently use a computer and mouse to work through a programme.

Children make 'indentikit' faces linked to the visit from the police, using glue and matching facial features. They join in singing songs and rhymes and remember the words of their favourites easily. They use musical instruments and identify them from their sounds. Children make up and share jokes with the group. They explore the properties of media such as textured dough. They make models from a variety of materials. Children make very good use of the 'police station' role play. They dress up and put on hats and helmets and act out being a police officer with great enthusiasm.

Helping children make a positive contribution

The provision is good.

Staff obtain detailed information about children in order that they can plan effectively for their individual needs. Children are surrounded by resources and display materials that promote their understanding of social diversity and the wider world. Children with learning difficulties and/or disabilities are well supported by staff. They work together with other professionals involved with children to achieve positive outcomes for them. They adapt activities to suit the needs of each individual. There is a clear policy that under-pins this aspect of the service.

Staff have quite high expectations of children's behaviour and they generally respond well. They are firm but fair and have understanding attitudes. Children know the ground rules and understand why these are important because staff explain the reasons to them clearly. For instance, they talk about what might happen if they run on the icy, snowy ground. Children show care and affection for each other, for instance an older toddler gives a baby a spontaneous cuddle and helps him to stack a set of cups.

Partnership with parents is good. Parents receive regular information about current themes and activities and they feel welcome to contribute their skills and knowledge to enhance children's experiences. Regular exchanges of information about the individual children ensures that there is consistency between the setting and the children's home lives. The sharing of information is supported by newsletters, displayed materials and by one to one meetings with parents on a twice yearly basis. Feedback from parents about the setting and the information that they receive is very positive.

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

Organisation

The organisation is good.

Children are cared for by suitably qualified and experienced staff. They are committed to a continuing programme of training and other initiatives that enhance their knowledge and understanding of current child care practices and regulatory changes.

Staff organise the space well to ensure that children can move around freely and make best use of the resources and activities arranged for them. Staff take care to ensure that required ratios are maintained by monitoring the grouping of children as they move around the setting or break into smaller groups for a specific activity. The operational plan sets out the ethos, aims and objectives of the setting.

A comprehensive portfolio details how each National Standard is met. This is shared with parents and is on clear view at all times. Details are clear and include up to date regulatory requirements. All the regulatory documentation is in place and well maintained. Staff and children's personal records are kept securely, although the children's achievement records are not always maintained in a way which protects confidentiality.

Leadership and management are good. The owner/leader sets the Christian ethos that underpins the service and is actively involved in all major issues that affect the setting. The setting is committed to providing quality care for the whole community and welcomes children from a variety of cultural and religious backgrounds. The manager takes responsibility for all day to day requirements. She is effective in ensuring that staff are kept well informed of all current strategies and initiatives that affect their roles and responsibilities. Regular staff appraisals identify training issues and any other professional needs.

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

Improvements since the last inspection

At the last inspection the setting was asked to ensure that medication and accident records were thoroughly completed, dated, checked and signed by parents on all occasions. These records were seen to be appropriately maintained in order to protect children's health and safety. The setting was also asked to ensure that toys in the baby room were stored appropriately to restrict the possibility of accidents. At this inspection all resources were stored appropriately, allowing children to safely access a suitable range of materials. In addition, the setting was asked to improve staff's awareness of promoting activities and resources that reflect our cultural diversity. There have been significant efforts to include a range of socially and culturally diverse imagery and activities in all areas of the setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of any 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):

- monitor changing conditions carefully to avoid possible health and safety risks

- ensure that children's records of achievement or development are stored appropriately to protect confidentiality

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 that adult initiated activities are sufficiently flexible to avoid any loss of concentration or disruptive behaviour from children
- continue to develop the way in which the book corner is presented to ensure that it is appealing to children, encourages use, and allows them easy access to a wide range of reading material

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