



## **Ferndale Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	122517
<b>Inspection date</b>	01 February 2007
<b>Inspector</b>	Lindsay Ann Farenden
<b>Setting Address</b>	St Martins Scout Hall, Church Road, Epsom, Surrey, KT17 4AB
<b>Telephone number</b>	01372 726193
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<b>Registered person</b>	Gillian Stott
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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?

Ferndale Nursery opened in 1996 It operates from St Martins Scout Hut in Epsom, Surrey. The premises consist of a large hall, kitchen, and toilets. All children have access to a secure enclosed outdoor play area. A maximum of 26 children may attend the nursery at any one time. The nursery is open Monday to Friday from 09.00 to 12.00 for three to five year olds and Monday, Tuesday and Thursday 12.30 to 14.30 for two to five year olds, term times only.

There are currently 36 children aged two to under five years on roll, of these children 22 receive funding for early education. Children come from the local catchment area. The nursery supports children with special educational needs/disabilities, and also supports children who speak English as an additional language.

The nursery employs six staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification. The nursery receives support from the county childcare partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is supported by staff that have a sound knowledge of health and hygiene procedures. Children are cared for in a clean and spacious environment, where they learn good hygiene routines. For example, children automatically wash their hands in a bowl of water after messy activities. They wash their hands in basins after using the toilet and before snack time, with staff support. Children are also encouraged to blow their noses and dispose of tissues hygienically.

There is a suitably equipped first aid box on site and all staff hold current first aid certificates. Written consent has been requested from parents to seek emergency medical treatment. This ensures any accidents children have whilst in the nursery are dealt with promptly, with staff acting in the best interests of the child. Accidents are recorded appropriately and shared with parents, which ensures continuity of care. To prevent the spread of contagious ailments, children do not attend if they have an infectious illness. This supports children's health and well-being.

Children are able to quench their thirst whenever they need to, as drinking water is kept at child height, so it is accessible to them at all times. Children enjoy snack time, which is a sociable occasion, where they are able to make choices between milk and water to drink. Children are helped to develop healthy eating habits from a young age, as they are offered a wide range of fruit at snack time and through making vegetable soup during cooking activities.

Children are able to move freely around the hall, and they can choose to undertake activities which are both active and restful. Children's hand and eye co-ordination is developed through a good range of activities, such play with bead mazes, drawing, painting and joining construction resources together. Children enjoy moulding and rolling play dough and pouring water.

Children enjoy moving their bodies in various ways to music tapes, following instructions from staff. They have opportunities to climb on a small frame/slide and on rockers, but older children do not have opportunities to climb different heights.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play with a wide range of toys and equipment which are safe, clean and mostly of good quality and developmentally appropriate. They are organised so children are able to move around the environment safely. Children are able to access play resources independently because they are laid out at their level.

Risk assessments have been done to reduce hazards to children. A member of staff has though recently been appointed as the safety officer, to further develop safety systems within the nursery.

Good security arrangements ensure that children are kept safe. For example, staff monitor the entrance door at arrival and departure times. The door is kept locked at other times and there is a viewing hole in the door, for staff to identify visitors, prior to them gaining access. All visitors sign in and out, so staff are aware of who is on the premises at any one time.

Children and staff practise the emergency evacuation procedure on a termly basis, which helps them to become familiar with the routine in the event of an emergency. However, the fire drill log book is not kept up to date. Fire exits are marked and kept clear and fire fighting equipment, such as extinguishers and a fire blanket, is in place. A smoke alarm has been obtained to keep in the hall, to improve fire safety.

Staff have an awareness of child protection procedures and if they had concerns would refer them to the deputy manager, who is the designated person for child protection. This supports children's well being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children under three years are very settled and are able to move around freely and in a calm environment, as they do not attend at the same time as children over three years. This helps children with the transition between home and nursery.

The staff are very kind and caring towards the children. They are skilled at encouraging them to extend their experiences through play by asking them questions and talking to them, for example, 'what colour is your watering can?' and 'what colour have you made by mixing red and blue paint together?' Children become engrossed in their play and concentrate on activities well. For example, when playing in the water, they continually practise pouring water from different containers and are fascinated when they discover that they can make the water wheel work, by pouring water into the top of it.

Although the staff have not attended Birth to three matters training, the toys and activities set out provide plenty of stimulation and challenge for their age and stage of development of the younger children. They are provided with good opportunities to experiment with a variety of media. They enjoy moulding and rolling play dough. They mix paints together using paint brushes and their hands to make different colours. Children enjoying singing action songs and are gripped by the puppets that a member of staff shows them.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are free to choose from a varied range of activities and play resources which interest them and encourage their development and learning through play. Staff offer children good support, as they sit and play with them and use questions effectively to develop their interests and thinking. The children have often

attended the nursery before they are aged three years and staff use this as a starting point to help them make progress. The staff have an awareness of the Foundation Stage and planning includes resources which are to be set out each day and the learning objectives are identified under the early learning goals of certain activities. However, they do not evaluate the activities to check what children have learnt from them or how they could be more effective in future planning. Staff make meaningful observations of children and apply these to complete children's individual developmental profiles, but they do not use what they know about their achievements to inform planning and identify the next step of learning for each individual child.

Children enjoy coming to the nursery and show a good sense of belonging, as they greet each other and staff on arrival. They quickly link up with friends and initiate their own play, by selecting from the resources and activities set out. Children are developing some self help skills, such as putting on their coats. Although these are not always encouraged through every day routines, such as pouring their own drinks at snack time and selecting their own soap and paper towel, when washing their hands in the cloakroom.

Children use language well to express themselves to both staff and other children. They enjoy looking at books and can relate to stories by looking at the pictures. Children generally listen well at story time, responding to questions about pictures and the sequence of the story. Some children though, find the large story time difficult to manage and start to fidget and lose interest before the story ends. Staff provide opportunities to mark make for a variety of purposes. For example, children enjoy using crayons to mark make in the home corner and to draw around letter stencils at the writing table. Some more able children are beginning to form a few recognisable letters. Children are beginning to link sounds to letters, as staff ask children questions about who's name begins with a particular letter sound. Children are beginning to learn that print has meaning, as they select their name, in order to take turns when using the computer.

In mathematics there are opportunities for children to learn about quantity, capacity and height as they play with water using various size containers and build towers with bricks. Children are able to count up to 10 and are able to account up to eight objects correctly in sequence. Children have a good awareness of colours and shapes. Children use problem solving skills to complete puzzles, match shapes and colours.

Children show an interest in information and communication technology, as they access a computer and with staff assistance are developing mouse control, however, they have few opportunities to explore programmable toys.

Children begin to learn and care for living things, as they plant bulbs and plants and water them and watch them grow. Children learn about the differences between day and night as they make moons, stars, the sun and animals to make a board display. Children benefit from trips to the farm, where they are able to see and touch real animals. Children play with resources that reflect diversity and take part in a wide range of festival celebrations, which encourages children to learn about others and develop positive attitudes. Staff provide good opportunities for children to learn about people who help us, as they invite visitors to the nursery, such as a doctor and policeman to talk to them.

Children's creative development is fully enhanced, with children linking up well with one another to undertake play based on their own first hand experiences in the home corner, for example, pretending to cook a meal together and ironing. There are lots of good opportunities for children to explore and experiment with different textures, such as bubble painting, watching ice melt, junk modelling, cooking activities, making their own designs when brush painting and discovering colours. Children very much enjoyed printing with paint, using different sorts of vegetables. Children sing with great gusto during music sessions and use musical instruments to make loud and soft sounds and to tap out beats and rhythms.

### **Helping children make a positive contribution**

The provision is good.

Parents are very welcome into the nursery to talk to staff and the nursery provides some flexibility within its daily routine to accommodate parents' wishes. Parents receive regular letters to keep them up to date with events taking place at the nursery. The nursery prospectus includes information about how to make a complaint. Parents are actively encouraged to take part in nursery outings with their children.

Children from a variety of backgrounds and abilities are welcomed into the nursery. Children are given equality of access to all resources regardless of gender. They are provided with activities throughout the year that celebrate different festivals and events, that may be different from their own, for example, making lanterns at Diwali, a dragon out of boxes at Chinese New Year and children took part in a nativity play for the parents to view at Christmas.

There is a designated member of staff for children with disabilities or learning difficulties, who has attended training in this area. Although there are no children with special needs currently attending the nursery, staff provide a fully inclusive environment and are happy to work closely with parents and other agencies to ensure each child's needs are met.

Children's behaviour is managed very well by staff. They ensure children understand the rules of the setting, through explanations and effective role modelling. When children are praised and given encouragement, they respond well by persevering at activities for longer. Staff encourage children to take turns and play together, through games such as racing cars together and group games. Staff often shadow children with some behaviour difficulties, to support them into positive activities.

The partnership with parents and carers of funding for nursery education is satisfactory. The nursery prospectus provides parents with information and the curriculum and the early learning goals. Information about the planning of the activities is displayed on a board in the hall, but not in a position for parents to easily view. Parents are kept informed about children's progress verbally, but there are no formal systems in place to share observations of children's achievements and progress profiles with them. This only happens if parents request to see them, so parents are not fully informed about how to continue children's learning at home.

## **Organisation**

The organisation is satisfactory.

The organisation of the nursery on a daily practical basis is good. The hall is set out with a good range of resources and activities, making it a welcoming environment for children. Staffing ratios are well maintained and are employed effectively to support children. They work well as a team and ensure that all their time is spent working face to face with the children. The majority of staff have worked at the nursery for many years, which provides good consistency of care for children.

The operational plan is clear and works in practise. The policies and procedures are in place and available to staff and parents. However, there is no written staff recruitment policy, although the manager does undertake checks on staff to make sure they are suitable to care for children.

There is no key worker system which would benefit the monitoring of individual children's progress and liaison with parents. All staff have attended first aid training, but there are few opportunities for staff's personal development through a formal appraisal system

The leadership and management of the nursery education is satisfactory. The manager is a strong role model, who works with the staff team which enables her to monitor staff's performance. Staff meetings are held on a regular basis to devise the activity planning. However, there are no formal systems in place to evaluate the quality of teaching and monitor children's learning.

## **Improvements since the last inspection**

At the last inspection recommendations were raised to improve the care given to children. Since the last inspection there has been a member of staff designated for child protection and children with special educational needs, both of whom have attended training in these areas. This supports children's well being. A fire log book is available for inspection, but is not kept fully up to date.

At the last inspection key issues were raised to improve nursery education. Short term plans now include brief descriptions of some activities, although evaluation of the programme has not yet been fully formalised. Staff have developed children's awareness of sounds and letters through discussions as they draw around alphabet templates.

## **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 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 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 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 fire drill log book is kept up to date
- provide opportunities for children to climb at varying heights to support their physical development
- ensure every child is allocated to a member of staff who is his/her key person, who is mainly responsible for their well being on a daily basis and ensures that information is exchanged with the parents

#### 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):

- develop staffs knowledge and understanding of the Foundation Stage Curriculum so they are able to link what they know about children's progress to inform planning
- develop the monitoring and evaluation of the quality of teaching and learning on a formal basis
- devise systems to ensure that children's progress and achievement records are shared with parents

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](http://www.ofsted.gov.uk)