



## University Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 143572  |
| <b>Inspection date</b>         | 29 January 2007                                       |
| <b>Inspector</b>               | Kate Houghton   |
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| <b>Registered person</b>       | University of Portsmouth                              |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | 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](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 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?

University Day Nursery was registered in 1979. The provision operates from purpose built accommodation within the campus of the University of Portsmouth and serves children of university students and staff.

A maximum of 38 children may attend the nursery at anyone time. The nursery is open each weekday from 08:30 to 18:00 for 50 weeks of the year. All children access two enclosed and secure outdoor play areas.

There are currently 40 children aged from six months to under five years on roll. Of these, 19 children receive funding for early education. Children attend from a wide catchment area.

The nursery employs 15 members of staff. Of these, all hold appropriate early years qualifications. The nursery is an accredited member of the Pre-school Learning Alliance and receives support from the Early Years Childcare and Development Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a balanced and varied range of healthy eating choices, for example, daily portions of fresh fruit, bread sticks and crackers and cheese. Therefore, this supports and promotes their health and growth needs. Children also benefit from a choice of drinks including milk at snack time. Arrangements in place actively encourage children to access frequent drinks of water throughout the day, ensuring they remain hydrated. Staff obtain information about children's individual dietary needs and ensure information is detailed, recorded and shared between staff. Therefore, this ensures parents wishes are respected and meal time arrangements are managed safely.

Children benefit from access to clean and well maintained areas, protecting them from the possible spread of germs and cross infection. Children's personal care needs are supported and arrangements such as stringent cleaning and nappy changing procedures are followed. For example, when carrying out procedures staff wear disposable aprons and gloves. They dispose of soiled items safely and surface areas are cleaned thoroughly. Facilities for children support hygiene procedures. For example, younger children aged under two years each have access to their own individual flannels, used by staff to clean children's hands and faces, such as after feeding or following messy play activities. Children are helped to develop their independence and benefit from guidance and support from staff. They confidently use hand washing facilities and are learning about the importance of hand washing as part of the daily routine.

Systems in place support the health care needs of children. Procedures are followed for the safe management of any accidents and administration of medication. In the event of any accidents occurring, or if medication needs to be administered, separate records are kept and most details are completed. However, some information is not always completed in full. Systems in place support the health care needs of children. For example, prior parent consent is obtained to administer medication and to access emergency medical advice or treatment, ensuring systems in place are agreed with parents. Additionally, children are protected from the effects of the sun. For example, when playing outside children access shaded areas, wear hats and sun cream supplied by parents or provided by the nursery. Procedures in place clarify arrangements for using the provision's sun cream. However, current arrangements do not include written prior parent consent to apply creams and lotions. As a result, this does not always ensure all arrangements for children's health care are agreed with parents.

Children enjoy frequent opportunities for outdoor play and benefit from fresh air and exercise. Children clearly enjoy parachute games and have great fun together running under the parachute and using their physical skills to make a ball move about. Children are helped to develop their understanding of positional language, listening carefully to what staff say and follow instructions. Children use different actions such as shaking and moving the parachute, helping them to use

their bodies in different ways. Children benefit from areas where they can run about and access a range of large play equipment such as climbing frames, slides, seesaws, and large wheeled toys. They practise their movements such as sliding, kicking balls and rocking on see saws, helping them to develop their large motor skills in all areas.

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

The provision is good.

The nursery is warm and welcoming. All areas are arranged effectively to support the care, play and learning needs of children attending. Children's contributions to the decoration of the nursery are valued. Examples of children's art work and colourful posters are on display, promoting stimulating and child centred surroundings. A balanced and extensive range of toys and resources is provided for children across the age range. Children benefit from play with resources that include natural and wooden toys. Toys and equipment are arranged at low-level and enable children of all ages to self select and access them independently.

Systems in place protect children from possible risks. Regular risk assessments are carried out and all areas within the nursery and outside are checked regularly, ensuring children are safe from harm. Procedures are followed by staff to ensure all equipment and resources are well maintained, checked and cleaned regularly. This protects children from any potential dangers and promotes safe play experiences. Children are beginning to gain an understanding and awareness to the importance of safety. They know not to run about within the nursery and learn to sit carefully on chairs. When out walking with staff, children are helped to learn about road safety. Staff promote children's knowledge and understanding of safety, introduced through discussion and activities, helping children to learn about keeping safe.

Children's welfare is promoted. Staff have a clear understanding and knowledge of child protection procedures, ensuring children are safeguarded. The child protection policy is shared with parents, ensuring they are aware of the staff's role and responsibility to keep children safe. Most information included in the child protection policy is detailed clearly. However, information relating to allegations against staff are not always detailed in all documentation. Therefore, this does not always ensure parents and staff are clearly informed about procedures.

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

The provision is good.

Children establish warm and trusting relationships with staff. They receive good levels of care and benefit from reassurance and support, helping them to separate from main carers confidently. Staff have a good understanding and knowledge of how to deliver activities for all children aged under three years and implement the use of Highscope and the Birth to three matters framework effectively. Therefore, this supports children's learning and development in all areas. Staff observe children regularly and transfer information obtained onto children's individual tracker records, ensuring their progress and development is continually assessed. Children benefit from good levels of interaction and enjoy purposeful play experiences in all areas. For example, younger children in the Butterfly room enjoy play with soft toys and role play. They choose teddy bears they wish to play with and have fun playing in the play tent,

helping staff to count how many bowls they need for each bear. Children are gaining an early awareness of how to use small handed equipment such as dabbers. They are beginning to make marks on paper and also enjoy the experience of messy play activities such as painting, playdough and exploring the feeling of mashed potato. This promotes opportunities through play for children to increase their sensory awareness and develop their fine motor skills. Children clearly benefit from the good levels of support and the nurturing care they receive from staff. They are happy and contented and as a result enjoy their time in the nursery. Staff have a sound understanding of child development and use their knowledge purposefully to create exciting and stimulating play activities, promoting children's development in all areas.

Children situated in the Bumblebee room also benefit from age appropriate and planned activities. For example, they enjoy the experience of handling natural resources such as leaves and twigs and have fun using glue to make a collage with. Therefore, this promotes opportunities for children to make connections with their outdoor play environment and develop their creative skills. Children are actively involved and interested. They are enthusiastic and talk freely about what they do. Staff ask open ended questions and help children to think for themselves, encouraging and promoting frequent opportunities for conversation and discussion during play, helping children to develop their speech and language skills. Children enjoy relaxed and fun activities with water play, enabling them to use different play equipment such as bottles, cups and funnels, when pouring, measuring and playing with water. Therefore, this helps children to develop their hand eye co-ordination and fine motor skills. Children are confident speakers and during all activities are supported well by staff to extend their language and communication skills. For example, children enjoy regular opportunities to sing songs, repeat rhymes and join in with action rhymes, helping them to develop their overall speech and language skills. They also clearly enjoy listening to stories and benefit from quiet play time, enabling them to share stories and enjoy looking at books together.

#### Nursery Education.

The quality of teaching and learning in the Ladybird area is good. Staff have a good understanding of the Foundation Stage curriculum and contribute their ideas for the long, medium and short term plans. Themes and topics are included in plans and are used to promote purposeful outcomes for children's learning in all areas. Regular observations are undertaken by all staff and include both planned and incidental observations which are used effectively to support the assessment of children's learning in all areas. Observations undertaken are used purposefully to inform future planning and identify the next steps for children's learning. Activities planned for show differentiation and support the needs of children. Therefore, this promotes opportunities to help children achieve and make sound progress towards the early learning goals. In addition to this staff implement the use of the Highscope methods of teaching to support, promote and extend children's learning through play. This enables children to make informed choices about what they wish to and access a stimulating range of purposeful play activities. Children benefit from time to review their play and active learning experiences. This enables children to develop their own ideas, make decisions and gain from positive learning outcomes. Staff use time and resources well and create a stimulating environment. Children are happy, engaged and occupied. Staff use skilful techniques such as open ended questioning and discussion, promoting opportunities for children to gain confidence, explore freely through play and think for themselves.

Activities are very well resourced in all areas and include a good range of exciting and stimulating range of equipment for children to choose from. Different activities are sometimes extended to outdoor play areas. For example, children enjoy planting bulbs and in better weather during the year and experience play with sand and water outside. Some ideas have been identified by staff and include plans to introduce and include a broader range of activities to the outdoor play areas. However, currently the main focus tends to concentrate on physical play activities and does not always enable children to experience different types of learning outdoors across a range of activities within all areas of the curriculum.

Children are very happy, contented and eager to learn. They are well behaved, confident and sociable, forming good friendships with their peers and developing warm and trusting relationships with staff. Children are independent and confidently seek help and reassurance from staff. They are helped to understand the rules of the nursery and learn to follow simple instructions, helping them to gain confidence in their abilities and develop their self care and independence skills. Children are supported well by the staff and are gently reminded of the nursery rules. For example, pictorial representations and clearly labelled areas help children to remember that only four children can play in the home corner at anyone time. Children gain an early recognition and understanding of number because representations are displayed about the different areas within the nursery.

Children enjoy accessing a varied range of writing materials and small handed equipment such as pens, pencils, scissors, glue sticks, hole punches, rulers and other stationary items in the writing area. Younger children are beginning to form recognisable letters in their names and older children are confidently writing their names on drawings and labelling pieces of their own work. All areas within the nursery are clearly identifiable and labelled, educational posters are displayed and include representations of different letters, numerals. Name cards and pictorial representations are used effectively, promoting opportunities for children to identify letters in their names and help them to understand that print carries meaning.

Children join together each morning and clearly enjoy large group time. They sing a special song and take turns to greet each other each morning, saying their names and spending time as a group, enjoying time to share their thoughts and talk about their news. Children enjoy activities together and benefit from interactive learning experiences. For example, children have fun singing and choosing their favourite nursery rhymes. Staff use resources effectively to support children's learning in group situations. For example, when children sing "five little ducks", props are used and include the mummy duck and five baby ducks. Children take turns to take ducks away from the number line, helping them to gain an early understanding of subtraction.

Children access messy play opportunities within the nursery at all times. The creative play area is well resourced and includes a range of different coloured paints, paintbrushes, coloured paper, glitter, glue, junk modelling and collage materials. Children access areas independently and plan what they wish to do. Children are imaginative and clearly enjoy opportunities to use the exciting range of different mediums provided. Staff support children well and respond enthusiastically. Staff achieve the careful balance of supporting children when needed and are also mindful of the importance of standing back, enabling children to experiment and explore

freely. Therefore, this enables children to develop their creative skills and use their own ideas to create their own individual pieces of work.

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

The provision is good.

Systems in place support the behaviour management strategies employed by the nursery, promoting positive behaviour management outcomes for children. Children benefit from effective methods used such as praise, encouragement and verbal feedback. Staff recognise the value of helping children to identify and appreciate their own achievements. Therefore, this results in children developing good self esteem and a positive self image. Children are helped by staff to develop a caring attitude and learn about the importance of looking after their surroundings, sharing, taking turns and building positive relationships with each other. Children help and support each other. For example, during play and activities, children actively praise each other for their achievements and give each other encouragement and feedback, helping them to value and appreciate each other and develop positive relationships. Children receive consistent praise and recognition from staff and also benefit from support. For example, staff guide children and encourage them to take responsibility for their actions. Staff place importance on the behaviour as being unacceptable and not the child. Staff reflect as positive role models. Children are helped to learn the difference between right and wrong and are supported by effective methods in place such as discussion, explanation and distraction with regard to children's level of understanding and stage of development.

The nursery promotes an inclusive environment where all children are valued and their individual needs are identified. Children achieve a sense of belonging and are all valued on an equal basis. Staff ensure children are at ease in their surroundings and obtain information from parents about any specific care needs children may have. For example, individual sleep routines, personal care needs, dietary requirements and information about what children can do or what they may need extra support with are detailed and recorded. This ensures the needs of children are fully supported and all staff are aware of any specific requirements in line with parents wishes. The nursery promotes an anti-discriminatory environment for children and actively encourages all children to participate and access all activities, toys and resources. Children develop a positive view of differences within society and activities and play opportunities introduce them to positive learning opportunities. This enables children to gain an early understanding and knowledge of different lifestyles, celebrations, festivals, cultures and religions, reflected in all areas of society. Therefore, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are warmly welcomed and their input is valued. New children to the nursery are supported by procedures in place, ensuring they are helped to settle and quickly adjust to their new surroundings. For example, visits are arranged initially with parents and further visits are agreed and arranged for children to spend shorter periods of time away from parents, helping them get to know other children and gain familiarity with their key worker. Emphasis is placed upon ensuring parents share their views and contribute to children's individual records. For example, parent questionnaires are used to actively seek the opinions and views from parents. Also, when children first attend the nursery, parents share useful information about their child with staff, ensuring staff have a clear understanding and knowledge

about children's individual needs and abilities. Parents receive a varied range of information, ensuring regular opportunities are provided to keep parents up to date and informed about the care arrangements of children. For example, informative and current information is displayed on the parent notice board. Regular newsletters are distributed and parents are able to view relevant information such as policies and procedures, included in the operational plan and on view to access easily within the lobby area of the nursery. A comprehensive range of information is detailed and supports most procedures in place. However, not all information provided in the complaints procedure is detailed clearly. As a result, this has some impact on children because some information is not available to share with parents to support all procedures in place.

Partnership with parents of children in receipt of nursery funded education is good. Parents are invited to view their own child's developmental records and also receive regular feedback, both verbal and written information is received and also recorded in children's daily diaries. Parents benefit from clear and detailed information, including methods used to monitor and assess children's development, such as the Birth to three matters framework and the Foundation Stage curriculum for nursery education. Parents also receive information about activities and play opportunities. Information provided includes examples of how parents can support their children's learning and development at home. As a result, this places value upon the role of the parents as being the primary carers and educators of children. Therefore, this promotes effective opportunities to establish links between all adults involved in children's education.

## **Organisation**

The organisation is good.

Staff are experienced and suitably qualified. Robust and secure systems in place ensure that all staff recruited and employed are vetted thoroughly and safe to work with children. Staff benefit from regular opportunities to access training and show a commitment to developing and enhancing their knowledge. Staff are also supported with regular supervision and are actively encouraged to develop within their role. Staff receive a good induction programme and are provided with information, including a staff handbook, policies and procedures. The effective deployment of staff ensures children are supervised at all times. Staff ratios are maintained well and support the needs of children at all times throughout the day, ensuring they are cared for safely. Documentation is organised well and stored securely, ensuring confidentiality is maintained. Most information is detailed clearly and kept up to date, however some records are not always consistently completed in full and some information included in the operational plan is not always detailed clearly to share with both staff and parents. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery is good. The nursery management is shared between two managers. Both managers have a clear vision of how they wish to develop and progress the education provision within the nursery, ensuring the curriculum meets the needs of all children attending. Regular reviews are undertaken by managers to reflect on the practice of staff and management styles within the nursery. Managers continually seek to improve upon the learning outcomes for children, ensuring their education and learning is a positive experience in all areas. The nursery has successfully introduced the Highscope method of teaching. Both



staff and children have adapted very well to the changes and outcomes continue to be positive and successful for children's learning.

### **Improvements since the last inspection**

At the last care inspection two recommendations were raised. The first related to ensuring all documentation is completed in appropriate detail. The second related to improving opportunities for children to access a variety of books.

Improvements have been made to ensure children within the nursery access a variety of books. The current range provided is varied and includes a variety of age appropriate books for children across the age range and a range of non-fiction resource books for older children to access. As a result, all children gain from having access to a varied range of books situated within all areas of the nursery. Most documentation viewed is completed accurately. However, not all issues have been addressed.

At the last nursery education inspection four recommendations were raised. The first related to ensuring more opportunities are made for children to access and select their own resources and work independently especially in creative development so that they can respond to their senses and express their own ideas, thoughts and feelings. The second related to ensuring more regular fun opportunities to hear, say and link sounds to letters. The third was to ensure more consistent opportunities for children to develop mathematical language and ideas through number rhymes, in everyday situations and practical activities. Finally, the fourth related to ensure the interaction between the staff and the children so that staff support and manage children effectively at all times, develop activities and extend learning by effective questioning and build on what children already know.

Improvements have been made and children freely access and select their own resources and work independently. This has been supported by the introduction of Highscope methods, where upon children are actively encouraged to plan what they wish to do. Additionally, all areas within the nursery are arranged and set up effectively to promote this. Emphasis is placed on the value behind children planning their own play and learning. Low-level storage units are placed in all areas and include a varied and exciting range of resources for children to choose from and access independently, both during free play and activities and focused keywork sessions. This enables children to actively choose what they wish to do in all areas and includes frequent opportunities within the creative area for children to access and use a range of resources independently, helping them to develop and use their own ideas, thoughts and express their feelings during creative activities.

Children benefit time spent in both large groups and small group key worker time. They enjoy regular times for a story and benefit from educational computer programmes where they are gaining a knowledge and understanding of how to link sounds to letters. Children are also introduced to phonics and actively encouraged to say the letters of the alphabet and recognise the letters in their names, therefore, providing fun and regular opportunities for children to hear, say and link sounds to letters.

Children benefit from consistent activities, helping them to develop their mathematical language. Children actively use props and resources during activities such as small world figures and number lines, helping them to develop their recognition of number. They also enjoy exciting activities such as parachute games, promoting effective opportunities for children to actively develop their understanding of positional language. Additionally, children also develop their learning of mathematical language during every day situations, for example, when counting how many children are in the group, when lining up to go outside or when putting out cups and plates at snack time.

Good staff deployment within all areas, ensures that children are managed effectively and as a result receive good levels of support at all times. Staff plan activities well and they are extended by the effective and consistent questioning techniques that all staff use both during free play and key worker sessions. This ensures that children are actively encouraged to build on what they already know, extending their knowledge and learning within all areas of the curriculum.

### **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 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 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 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 details recorded in medication and accident records are completed in full.
- ensure information regarding allegations against staff is detailed clearly and included in all child protection procedures.
- ensure information detailed in the complaints procedure includes the requirement to inform Ofsted of any complaints made.

### **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):

- further develop outdoor play opportunities for children to access a wider range of activities to promote their skills and learning.

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)