

Zebedees Day Nursery

Inspection report for early years provision

Unique Reference Number	133113
Inspection date	22 March 2007
Inspector	Sue Vernon
Setting Address	Avon Street, Bath, BA1 1UP
Telephone number	01225 316639
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Registered person	Lansdown Day Nurseries Ltd
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?

Zebedees Day Nursery registered in 1999. It is a purpose built nursery and is located in the centre of Bath. It is a privately owned nursery, with a sister nursery in Bristol. The premises include three playrooms for the children, kitchen, toilets and an enclosed outside play area which can be used in all weathers. The nursery serves the local area.

A maximum of 36 children aged from one to under five years may attend the nursery at any one time. There are currently 70 children on roll. Of these, 27 children receive funding for early education. The nursery is open from 08.00 to 18.00, Monday to Friday, and is closed during bank holidays and between Christmas and the New Year.

There are seven full-time staff working directly with the children all of whom hold early years qualifications. Two staff members are working towards an NVQ level 3 childcare qualification. The setting is supported by the local authority early years team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted and supported well. Staff work closely with parents to ensure that any allergies or special diets are known and menus are designed to support their needs. Clear information is held in all nursery rooms and children's place mats include their photograph and a reminder of any individual dietary needs which helps parents feel secure. Healthy snacks of fresh fruit are offered daily and the menus and recipes are displayed for parents to comment which helps them feel involved. Whilst children have their own small bottles of water available in their room, they are not prompted to access them regularly throughout the day to ensure they drink frequently, particularly after physical play. Older children develop independence as they pour their own drinks of water or milk at the 'snack bar' and help themselves to fruit.

A clear sickness policy is in place which helps parents understand why infectious children are not accepted. This helps prevent possible cross-infections. Medication and accident records are kept and shared with parents which builds continuity of care. Staff follow effective procedures in order to promote good hygiene, for example wearing plastic gloves and aprons when changing nappies. Children know routines for promoting regular hand-washing using soap and paper towels, for example, before eating and after messy play. Staff ensure younger children use hand wipes before eating.

Regular outdoor play is offered to all ages. All enjoy using wheeled toys or climbing and crawling through the climbing unit. Funded children balance and slide and learn throwing and catching skills. They dance to familiar songs, enthusiastically repeating actions and exploring rhythm with musical instruments. They use small muscle skills effectively as they use brushes to paint and scissors to cut during model making from boxes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and welcoming environment. Any potential risks to children are minimised as staff use risk assessments to check both indoor and outdoor areas in order to reduce potential hazards. This ensures children can move around safely during play. Fire drills are displayed and practiced regularly ensuring that the staff know evacuation routines for all rooms which promotes safety for the children. Children learn daily routines which builds their awareness of safety issues, for example, lining up and waiting before going outside with a staff member. Older children know to ask a member of staff before going independently to the toilet.

The children use a good range of resources that conform to safety standards. Toys and play opportunities are set out ready for children as they arrive which welcomes them into the rooms. An interesting range of information relating to the nursery and to learning through play is provided for parents which helps them feel included as well as information and photographs of the staff. Resources are stored at appropriate levels in the play rooms which enables all children to access play opportunities and develop choices in their play.

Children's welfare is supported by the staff team's clear knowledge of child protection issues and the procedures to be followed if any concerns arise. A written policy is available and offered to parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and relaxed during their time in the nursery. They arrive happily and are keen to participate in the activities set out for them. Good relationships with staff, who provide a key worker system, help children feel valued and involved. Staff know children as individuals and help support each child in enjoying their play. For example, shy children are helped to gain confidence as they watch other children enjoying the soft play ball-pond, and slowly encouraged to try for themselves. A good range of play opportunities is offered for all ages, with toddlers enjoying different textures as they paint on floor paper and/or explore wet spaghetti. All ages enjoy a stimulating variety of art and craft work, such as glitter and collage gluing, bubble painting and junk modelling.

Nursery Education.

The quality of teaching and learning is good.

Staff use their clear knowledge of the Foundation Stage to plan curriculum activities that reflect the six areas of learning well. They use open questioning skills effectively to stimulate children's thinking, for example asking 'what might happen next?' at story time or 'will that go in there?' when children are fixing boxes together to make models. Observations on children's learning are used to compile records of their progress which are shared with parents. Profiles relate to the stepping stones but are not consistently used to show any gaps in learning or planning. Children discuss new topics with staff and their ideas are linked into short-term planning which helps children feel involved in activities. Staff work closely with the children which encourages them to persist in their play and develop their concentration, for example, when threading pasta shapes or fixing construction pieces together.

Children confidently take part in circle time, listening carefully and contributing their comments. They are sensitive to each other, waiting well to hold the special toy for their turn to speak. They develop their independence well as they select play resources or pour their own drinks at snack time. Children use language effectively to describe their experiences and feelings, such as describing a visit to a dinosaur museum or how going swimming makes them 'shout' because they like it so much. They enjoy mark-making as they make patterns in sand and use pencils to attempt their own names on pictures. They recognise their own name cards and letters from their names although phonetic linking is not extensive. Writing menus in a 'noodle bar' or invitations to a ball during a topic on fairy stories help children learn that print has meaning. They enjoy looking at books both independently and in group story time where props enhance their interest, such as bear masks, bowls and beds during a Goldilocks and the three bears story.

Opportunities to count and use simple addition and subtraction are enjoyed at circle time as children count how many children are present and add a day to the date calendar. They learn the names of shapes as they cook samosa triangles to eat, or cut out shapes for a Chinese puzzle game. Children use simple mathematical language such as full and empty as they scoop and measure pasta or bark into different sized containers. Children learn about change in the natural world around them as they grow vegetables in outdoor tubs, or play with ice in the water trays. They measure and mix ingredients during frequent cooking activities. The value of technology is learnt as they confidently use the computer mouse to complete games or find information on transport topics. Children learn about different cultures as they learn French words and try French bread and cheese or try creating art on easels. They smell different spices and try tie-dying fabric as they learn about India.

Children freely express themselves as they enjoy painting to different types of music, or explore a wide variety of media such as jelly, pasta, compost or oats and play dough. They use tools such as scissors, sticky tape and glue effectively to create their own models of castles or collage cards. Children enjoy exploring music and rhythm as they enthusiastically sing action rhymes, using musical instruments as they sing slowly or loudly and fast. The home corner changes to support their topic and children role play well together as they make tickets for the travel agents or take orders in the café.

Helping children make a positive contribution

The provision is good.

Staff use positive methods to help children learn about acceptable behaviour. For example, children know the golden rules such as being kind and having quiet voices which they recall at circle time, using simple sign language to re-enforce the meaning. Children learn to work well together as they share and take turns, for example, with the computer. Older children learn to show care and concern for each other, for example, using 'please' and 'thank-you' as they share scissors. Staff give praise consistently and use reward methods such as stickers which build children's self-esteem.

Staff ensure that they work with parents in order to find out about each child's individual needs. Staff plan to ensure that all children are included in the activities and individual plans are drawn up to help monitor children who may need extra support, for example with speech development. Parents and appropriate professionals work with the staff to support progress. Good information about each child is gathered before they start in the nursery on 'All about me' forms and clear settling-in routines ensure that both parents and children feel secure. Good daily feedback is given to all parents which builds consistency of care. Younger children have a written daily record and other rooms offer displays with written information on each child's day, such as amount of food eaten or sleep times and play activities enjoyed.

Children's social, moral, spiritual and cultural development is fostered. They enjoy taking small responsibilities such as working together when tidying up toys. Children respect each other as they talk together at the open snack time. They learn about other cultures as they experience activities relating to different festivals such as Holi when a parent showed them hand decoration. A good selection of resources such as dolls, books and play figures help children learn the value of diversity.

Partnership with parents of children who receive nursery education is good. Information on the Foundation Stage is offered when children start receiving funded places. Good displays of planning show how activities link to the six areas of learning and folders with more detailed ideas which parents could try at home are also offered. Parents feel children are making good progress in their learning and know they can talk to their child's key worker at any time to discuss their child's learning progress. This helps them feel involved and included.

Organisation

The organisation is good.

Effective recruitment and appointment processes are used to ensure that staff working with children are appropriately cleared and have suitable qualifications. Clear policies and an operational plan are in place and used as part of the induction process for staff which builds consistency between the staff team, though some small detail is not included in the complaints policy. Staff hold appropriate early years qualifications and the management's support for

on-going training means that children benefit from interesting play experiences and good quality care. Staff ratios are maintained and daily records kept which ensures children are suitably supported. First aid training is in place and the areas of the nursery are well planned in order to meet children's care and play needs, for example all rooms have areas for floor play, messy play and quiet play.

Leadership and management is good.

Children who receive a funded nursery place benefit from the management's commitment to employing well-qualified and experienced staff who provide good quality nursery education. The staff team work closely together and share the planning and delivery of the curriculum. All work together to record and monitor children's progress though small gaps in the effectiveness of assessments had not been identified. The staff team benefit from management support for training and time for preparing and planning the curriculum activities.

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

Improvements since the last inspection

At the last care inspection, the group were asked to record times of medication administered, signed by a staff member, and also to extend their child protection procedure to include procedure if any allegations were made against staff. These details have been added to the records and procedures which further safeguards children.

At the last nursery education inspection, the group were asked to develop learning opportunities for children to write their names, explore mathematical patterns and link assessments to planning, and include any written comments from parents. Children now enjoy mark making and writing their names at a writing area which is freely available. They follow patterns, for example, as they thread pasta. Assessments now link to planning and parents can make comments to be included at any meeting with their key worker which further builds links for parents in their child's learning.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all details of the complaints policy are in place and shared with parents
- ensure children are encouraged to access drinking water freely.

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 profiles are used to identify any gaps in learning and are linked back into planning to ensure all children are moved consistently through the stepping stones
- extend opportunities for linking phonics to letters.

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