

The College Nursery

Inspection report for early years provision

Unique Reference Number	509563
Inspection date	30 April 2007
Inspector	Alison Jane Kaplonek
Setting Address	Worting Road, Basingstoke, Hampshire, RG21 8TN
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Registered person	Basingstoke College of Technology
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?

The College Nursery was registered to provide day care in 1996. It is based in the Basingstoke College of Technology and operates as a self-funding day nursery. It is open between 08:00 and 18:00, Monday to Friday for 50 weeks of the year.

There are currently 74 children on roll from the age of three months to under five years, of these 24 receive funding for nursery education. Children are drawn from the college staff and students, as well as families who work in the surrounding urban area. Children can stay all day or for a variety of sessions. The nursery is able to support children with identified learning difficulties and/or disabilities and those with English as an additional language.

The nursery is based in three rooms, each of which cater for children of different ages. Piglet's room is dedicated to the children aged three months to one year. Tigger's room is for one to two year olds. Christopher Robin's room is divided into two groups, Pooh's group for two year olds, and Eeyore's group for three to five year olds. All children share the secure outdoor area.

There are 15 permanent staff and seven bank staff who support children's learning. Appropriate qualifications in childcare and education are held by the majority of staff. These include the

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical needs are well met as staff follow good health and hygiene routines. They ensure that surfaces, changing and sleep mats are kept clean and wear gloves when dealing with nappies or accidents. They keep their first aid training up-to-date and keep good records of accidents or any medication they administer. Babies and toddlers are protected from the spread of infection by the provision of individual cot sheets and flannels. Older children learn to take care of their own hygiene routines as they independently access the toilets and help themselves to tissues to wipe their noses. All children are provided with a healthy cooked meal at midday which is brought over from the college kitchens. A wide range of dietary needs are catered for and many children have individually cooked meals provided for them. However, systems to check the storage temperature of babies bottles and any re-heated meals are not always sufficiently monitored. Drinking water is always available and older children help themselves to their bottles or cups.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the play area, when they can access a range of equipment which enables them to practise skills, such as climbing, balancing and crawling. Babies and toddlers are regularly taken outside and sometimes for walks to the local shops or park, where they can enjoy the fresh air and change of scenery. They have the use of soft play equipment to crawl and climb on indoors. Older children confidently use a good range of small equipment to increase their manipulative skills, such as scissors, hole punches and pencils and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well-cared for in a safe, secure and child friendly environment. The entrance to the nursery is supervised by staff, ensuring that no unauthorised adults can gain access. Good use of the available space enables children to move freely within the rooms, choosing activities and confidently accessing well-maintained toys and play materials. Babies and toddlers can safely crawl or practise their walking skills within their own rooms, whilst older children safely move between their indoor room and the outdoor play environment. Staff are alert and reduce the risk of accidents by carrying out visual and written risk assessments on the premises and equipment, although some are not correctly labelled or dated. Children are familiar with the fire evacuation procedure which they practise regularly, in line with the weekly college drills.

Children are well-protected by staff who have a good understanding of child protection procedures and keep local contact numbers easily accessible. Parents and staff all have copies of the nursery's child protection policy which also links in to the main college policy. Staff regularly share information about accidents and incidents with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and toddlers benefit from the provision of a good range of resources and activities. Resources are stored in child friendly containers or baskets, most of which the younger children can access themselves. A wide range of activities is planned using the Birth to three framework for younger children. Activities planned include physical activities in the ball pool or using the soft play equipment, looking at books and a range of sensory experiences such as feeling gloop or finger painting. Staff are attentive and responsive to the younger children, talking to them and encouraging them to find their voices. They cuddle and give reassurance to those who are upset or tired.

Nursery Education.

The quality of teaching and learning is good. Children are achieving well in all areas of learning. They are provided with a good range of resources and activities on a daily basis and confidently make choices as they move around both the indoor and outdoor environments. The new planning system is linked to the Foundation Stage curriculum and covers all six areas of learning, although it is not yet clearly linked to the stepping stones for learning. As a result, some children are not reaching their full potential. Some staff are new to the nursery or to working with the older children and are still building up their knowledge and understanding of the Foundation Stage curriculum. They have regular meetings with managers to improve and develop the planning. Staff have a good understanding of their roles and responsibilities and deploy themselves well, providing support for children in all areas of the nursery. Children's work is valued and much is displayed within the nursery, providing a colourful and stimulating environment.

Children are becoming confident speakers using language to initiate and organise their play. They use language to explain what they are doing, both to staff and each other. They enjoy listening to stories in small and large groups. Most children are beginning to be able to recognise the letters in their names on labels when they look for their drawer or find their place at the table for lunch. All children use marks to represent their ideas and some children are beginning to write recognisable letters. Children count confidently, some to over 10. They explore shape, size and quantity during a range of planned activities such as threading or when talking about the compare bears. Children are beginning to use their knowledge of numbers to solve simple number problems, such as how many cups are needed at lunch time.

Children regularly explore and investigate, for example when painting, junk modelling or looking at insects or plants in the outside area. They talk about the changes which occur in living things when discussing mini-beasts and know that the hungry caterpillar will become a beautiful butterfly. Many children confidently complete simple programs on the computer to support their learning. They use their imaginations during role-play, when using small world resources, and when completing art and craft work. They use their senses to explore colour and texture when experimenting with paint or glue.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included in the routine of the nursery. They play an active part in the selection of activities and resources. Babies and toddlers are cared for by attentive staff who are responsive to their needs. They settle in quickly and are developing their self-assurance. Staff complete daily record sheets with information about each child's particular sleeping and

feeding routine, which they then share with the parents. Children with learning difficulties and/or disabilities or English as an additional language are provided with extra support and have individual education plans. Older children are gaining in self-confidence and form good relationships with staff and each other. They behave well and are learning to share and take turns. Most help to tidy up and some offer to clean the tables after lunch. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents are kept extremely well-informed about the setting and their children's progress and activities, through regular parents evenings, newsletters and daily discussion with staff. They find all staff very approachable and feel able to discuss any issues which may arise. Parents are able to be involved in their children's learning and talk to their children about objects they can take into nursery from home to support their learning of letters or colours. Parents are consulted about their children's needs and management seek their views on the running of the nursery.

Organisation

The organisation is good.

Children are well-settled and happy in the nursery environment. Their health and safety is assured as they are cared for in very secure premises where staff are appropriately checked and qualified. Daily registers are completed for all children, staff and visitors. Staff work directly with the children, providing support where required. They work well as a team, understand their shift routines and responsibilities, and ensure that children's individual needs are well met. All essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard.

Leadership and management is good. There is a clear management structure in place. Management and staff are committed to providing care and education of a good standard. All new staff take part in an induction process and existing staff receive regular development reviews to identify their training needs. Regular evaluation and monitoring of the education provision is carried out and management are aware of the areas which need improving within the nursery. Overall the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the nursery was asked: to develop staff's knowledge and understanding of child protection issues; review attendance records to clearly record children's hours of attendance; and record the hours of attendance of staff working directly with the children to enable the management to ensure staff ratios are maintained. Many staff have completed child protection training since the last inspection and management intend that new staff will attend training as soon as it is available. Registers for staff, children and visitors have been developed and include all the detail needed to ensure staff ratios are maintained.

The nursery were also asked to review procedures to include informing Ofsted of any injury, death or notifiable diseases of children in the care of the nursery. These procedures are now in place.

To improve the nursery education the nursery were asked: to develop children's understanding of number and simple calculation during everyday activities and routines; to improve opportunities for children to write for a purpose during practical activities; and encourage and support children's access to role-play. Children now count during everyday activities such as

lunch time and registration time. They have regular access to paper and pencils and can write for a purpose when they choose to. A permanent role play area has been set up, which is changed regularly, for example it has been a café, a shop and a police station. Children are sometimes supported by staff during role-play activities if adult intervention is required. Children can access paper and pencils during role-play activities and make lists or tickets.

Complaints since the last inspection

Since 1 April 2004 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):

- monitor systems to store and re-heat children's bottles and meals.
- ensure risk assessments are correctly labelled and dated.

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 staff's knowledge and understanding of the Foundation Stage curriculum in conjunction with the new planning system to ensure that all children reach their full potential.

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