



Nursery on the Green

Inspection report for early years provision

Unique Reference Number	141756
Inspection date	14 March 2007
Inspector	Cordalee Harrison
Setting Address	74 Church Green Road, Bletchley, Milton Keynes, Buckinghamshire, MK3 6BY
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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 satisfactory. 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?

Nursery on the Green opened in 1992. The nursery is privately owned. It operates from the ground floor of domestic premises that is located in Bletchley, Milton Keynes, Buckinghamshire. Children have access to three classrooms and an annex in which the baby unit is located. Washing and toilet facilities are in close proximity to the areas in which children are located. There is a securely fenced garden for children's outdoor play. The nursery serves families from Bletchley and the surrounding areas.

A maximum of 24 children under five years may attend the nursery at any one time. There are currently 31 children aged from eight months to under five years on roll, of these, 16 children receive funding for nursery education.

The nursery opens Monday to Friday 50 weeks of the year. The opening times are from 08.00 to 17.30. The nursery employs eight members of staff, six of whom hold early years qualification, of these, three are qualified to level 3 in childcare, and three staff are currently on training courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy outdoor activities several times a day and are eager to go outside to play. They make good use of the outdoor play space to get fresh air and exercise across the seasons. The range of equipment that children use indoors and outside offers children different degrees of challenge. They test their skills, balance and coordination as they use equipment such as, bikes and scooters, push along toys, climbing frames, swings and slides. Children enjoy free play and structured activities outdoors. They make good use of the outside play area because staff plan activities to ensure that children are able to use the outdoor space purposefully. Children engage with their friends and enjoy outdoor play experiences. They make effective use of the space whilst they are experiencing activities across all areas of the Foundation Stage curriculum. For example, children progress their understanding of numbers and develop their coordination as they select vehicles that are labelled with numbers and when they have finished using them, they park them in the bay with the matching numeral.

Children in all areas of the nursery eat healthy and nutritious food and drink. They are developing a good understanding of the importance of eating fruits and vegetables. They explain that eating vegetables make you big and strong. A variety of suitable meals and snacks are prepared on the premises and given to children in a manner that reflects their differing stages of development. For example, older children use knives and forks to eat their lunch, babies sit in high chairs to eat and bottle fed babies are held. Toddlers are given appropriate support by staff at meal times; this helps them to enjoy their food. To reduce the risks of children choking staff supervise them closely when they are eating. A good system is in place to ensure that children's dietary needs are managed in a systematic and safe way by all staff.

To minimise the risks of cross infection to children all areas of the nursery are maintained to a good standard of hygiene and cleanliness. For example, children's equipment and resources are cleaned regularly, staff attend to children's personal hygiene needs promptly; this ensures that all children are clean and comfortable. Children across the setting are developing good hygiene practice and self-care skills. They wash their hands regularly, especially after using the toilet. The more able children use tissues independently to carryout some self-care tasks. To safeguard children's health, their records contain all of the necessary information. There is consistent good practice to manage children's medication and minor accidents. Sufficient staff who are qualified in first aid use suitable first aid equipment to deal with children's first aid needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have reasonable access to ample good quality safe resources that are appropriate to their age and stage of development. They select and use resources that are available confidently and use them freely in premises that are clean and bright. Posters, pictures and children's work are used effectively to create a child centred environment.

Children are generally safe in the nursery because staff supervise them well. Staff use daily checks that help them to identify most hazards in the premises. There is a risk assessment in place and a number of safety policies and procedures, which provides guidance for staff. However, they are not all sufficiently developed to identify potential risks to children's safety in all areas. For example, a swimming pool, which is located in the nursery grounds, is not completely inaccessible to children, the fence around the area in which it is located is low; there is no assurance that children are not able to gain access this area. This presents a risk to children's safety. The lost child policy does not include guidance to help staff to locate children quickly if they become lost on the nursery site. Children practise the fire drills regularly; they are learning to evacuate the premises quickly and safely in an emergency. Safe arrangements are in place for children's arrival and departure.

Staff demonstrate sound knowledge of child protection and clear understanding of the procedures that are in place to safeguard children's welfare in regards to child protection. Senior staff are aware of the role of the Safeguarding Children's Board and contact details for the local and registering authority is available in the nursery to enable staff to act immediately to safeguard children's welfare. However, the relevant contact numbers are not included in the child protection policy, which is shared with parents to enable them to act independently to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children in all areas of the nursery are cared for by staff who know them well. They are relaxed and settled in the warm nursery environment. They make good progress in their learning and development, because staff use their childcare experience and knowledge of individual children along with guidance, such as, Curriculum guidance to the foundation stage and Birth to three matters framework to provide good levels of play and stimulation for them. The youngest children make good progress because of the close and familiar relationships they develop with carers who follow their individual routines. Older children are becoming confident learners they are interested and engaged in purposeful pre-school activities.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in their learning. Staff use the curriculum guidance to the foundation stage knowingly and link it securely to the stepping stones. This ensures that children experience learning across all areas of the curriculum. Regular observation of children enables staff to keep detailed records of children's achievements. However, the records are not sufficiently developed to include the next step in

individual children's learning to ensure that staff consistently plan sufficient challenges for individual children to be confident that their learning is at a pace that is specific to them.

Children are developing good communication skills. They introduce themselves and ask questions to gain information about things that are of interest to them. For example, children ask the cook what they will be having for lunch. They listen to the response and extend their conversation as they talk about the foods and vegetables they like to eat. Children enjoy large and small group activities they participate in group story times and work closely with their peers to complete tasks. Most children sit quietly and listen carefully; they follow the story and join in when it is appropriate. They further develop their communication and social skills as they share information about themselves and their families. They are developing a love of books. Many children select books independently, handle them carefully and retell stories in their own words. They use mark-making implements often and confidently write for different purposes. For example, they write prescriptions in their pretend play of the doctor's surgery as well as to label their work. Children develop their mathematical thinking in a variety of ways, they sort and count and sequence in their daily activities. They build and construct for a purpose using a variety of resources. For example, they use junk to make a weather station as they study a topic about the weather. Some children are beginning to set their own challenges. For example, some children count backwards from 10 to nought and select puzzles that are difficult for them to complete. Good levels of support for the majority of children help them to remain focused at their chosen activities. However, because activities are not always sufficiently differentiated some older children lose interest in some of the activities.

Children are developing a sense of time and place; they talk about what happens when they are away from the nursery. Through topics and themes, they learn about the wider world. They explore issues such as transport and talk freely about the journeys they have made. Children are developing an interest in gardening, they are learning about the natural world and other living things. They deepen their understanding of how plants grow and the effect of time when they care for the vegetables they plant. These practical activities help children to further develop their understanding of how food is grown. Children show good imagination and use role-play to practise what they know, extend their communication and social skills and initiate play.

Helping children make a positive contribution

The provision is good.

Children are developing good self-esteems they all make individual choices and are involved in age and stage appropriate activities. Clear and consistent boundaries that are appropriate to their stage of development help them to behave well. They know when they have done well through staff's acknowledgement and praise. Children are learning to behave well and to consider and value others. Spiritual, moral, social and cultural development is fostered. Children are involved in activities that raise their awareness of the wider community. For example, they regularly fund raise for charities including organisations such as the Marie Curie cancer charity. However, they are not able to extend their play with resources that reflect cultural diversity and disability, because few of these practical resources are available for them to use. Sufficient good quality information is available for children in the nursery; this enables staff to meet their health, care and welfare needs.

Staff have sufficient knowledge of child development to recognise when children's development and learning are not progressing well. There is a special needs coordinator and a systematic procedure in place that is known to staff and parents for managing issues relating to children's special needs. No children with special needs currently attend the nursery.

Partnership with parents is good. All children benefit from the positive partnerships staff develop with parents. Sufficient good quality information is exchanged between parents and staff. Parents feel involved in their children's learning. The good quality information staff regularly provides for parents about the curriculum and the activities enables and encourages them to follow-up on some of the nursery's activities at home with their children. This extends children's learning whilst they are away from the setting and fosters continuity of care and education for children.

Organisation

The organisation is satisfactory.

Children are welcomed warmly into a homely child centred environment. They have reasonable access to ample good quality safe toys and resources, many of which they use independently. They move around the areas accessible to them freely and make choices about their play. The setting meets the needs of the range of children for whom it provides.

To promote children's care and education, sufficient staff who are qualified in childcare work directly with them. This helps children to make effective use of the activities and resources throughout the day. Children's welfare is safeguarded because only staff who are cleared through the vetting procedure are alone with them and all of the required documentation is in place. However, children's safety is not always assured because the risk assessment is not comprehensive. It does not fully address issues that arise in all areas of the premises and deployment of the staff is not always appropriate. For example, there are times when one member of staff care for younger children in the annex of the building; at these times the safety of these children may be compromised because consistent supervision of these children is not assured.

The setting has put in place a number of policies some of which provide good quality information and guidance for staff, and parents. However, some policies do not contain all of the necessary information. For example, the complaints procedure does not include the timescale in which the nursery will investigate complaints to ensure that they are managed in a timely manner to safeguard children's welfare.

Leadership and management of the nursery education are good. It ensures ample good quality resources and a high ratio of qualified staff who are knowledgeable about the Foundation Stage curriculum and the stepping stones to deliver the pre-school activities. Good planning and regular recording of children's achievements and a basic evaluation of the nursery education ensures that children are making good progress in their learning across the curriculum. However, children's record of achievements does not include the next step in their individual learning to ensure that their learning is always maximised.

Improvements since the last inspection

At the last Children Act inspection, the provider was asked to develop the child protection policy to include a procedure to be followed in the event of an allegation of abuse being made against staff. To safeguard children's welfare there is now a clear procedure to be followed in the event of an allegation of abuse against staff. The policy provides clear information for staff and parents of the action that will be taken to safeguard children's welfare.

At the last nursery education inspection, the provider was asked to further develop plans to ensure that activities are provided at a level to enable children to progress their individual learning and to provide training for more staff to develop their knowledge of the Foundation Stage curriculum. Since the last inspection, the provider has made some improvements to progress the nursery education. A high level of staff who are qualified in childcare and education work directly with the children. Staff who work with pre-school aged children are secure in their knowledge of the Foundation Stage curriculum. They plan good quality learning experiences for children. This helps children to make good progress in all areas of their learning. To progress individual children's learning staff now carry out regular observation of children. However, there is still no assurance that children's progress is at a pace that is specific to them because staff do not plan for the next step in individual children's achievements.

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 complaint 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 that the swimming pool does not pose a risk to children and make sure that the risk assessment identifies hazards in all areas of the nursery
- make sure that staff are deployed appropriately in all areas of the nursery and ensure that all of the setting's policies contain all of the relevant information.

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 children's achievement records to include the next step in individual learning (also applies to care).

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