



## Waterbabies

Inspection report for early years provision

<b>Unique Reference Number</b>	EY337773
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<b>Registered person</b>	Doncaster College
<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 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?

Waterbabies is one of two nurseries run by Doncaster College. It opened in September 2006 and operates from a purpose-built single-storey building within the Hub Doncaster College. It is situated on the outskirts of Doncaster town centre. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30, term time only. All children share access to a secure enclosed outdoor area.

There are currently 64 children on roll. Of these, 18 receive funding for early education. The nursery mainly provides places for children whose parents are attending the college. The nursery supports children with learning difficulties and disabilities, and supports children who speak English as an additional language. The nursery currently employs eight staff, and has an additional three support staff members. All hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn the importance of good hygiene through planned daily routines. For example, children know they must wash their hands after using the toilet and before eating. The cleaning of the nursery environment is organised by the college, and staff ensure that hygienic procedures are maintained by wiping tables with antibacterial spray. They follow effective procedures, such as consistently wearing disposable gloves and aprons when changing children. All the required documentation is in place to ensure children remain healthy, and parents give prior written consent for the administration of medication. They also receive a copy of children's daily meal and sleep times.

Meals are provided by the college canteen. Parents can provide food, if required, in line with children's likes and dislikes. Children's food is kept in labelled trays and appropriately stored or refrigerated. Allergies are recorded and a list is kept in the kitchen to ensure children's dietary requirements are adhered to. Children have snacks of toast or fruit. They take it in turns to hand out snacks to other children. A list is in place to ensure they all have a turn; however, children do not pour their own drinks or have regular access to drinking water.

Children access a partially enclosed outdoor area which is covered by a canopy. They enjoy using the available space, running on the spot and using gross motor movements in the organised activity provided by the visiting Doncaster Arts Council.

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

The provision is satisfactory.

Children and parents are greeted and welcomed by staff. The environment has displays of children's work. Toys are of good quality and are appropriate for the ages and individual developmental needs of the children who attend.

Staff have taken action to ensure that risks within the premises have been minimised, so that children can play safely. For example, push-button door releases have been raised above child height. There are also systems in place to monitor and review the use of prams in the environment. Children learn about fire safety as the evacuation procedure is practised regularly. There is an evacuation cot for babies which staff have placed children in for them to be familiar with and to minimise distress in the event of an emergency evacuation. Children are taught to take responsibility for their own safety and encouraged not to throw balls, so they do not hurt themselves or others.

Staff have attended child protection training and have a good knowledge and understanding of the procedures to take if they have concerns about a child. Training is undertaken every three years to ensure staff are up to date with current legislation. The child protection policy has recently been updated in line with requirements of the Local Safeguarding Children Board.

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

The provision is satisfactory.

Older children are organised into family groups and remain within these groups until after lunch, when they have free access between two rooms. Babies remain in their own room until the end of the day, when they come together as a family group as the number of children present declines. Staff are sensitive to the needs of children. They are praised and encouraged for their achievements, for example, when making a tower of bricks. Staff have a satisfactory knowledge and understanding of childcare and plan a range of activities. However, resources are not always readily available at the beginning and throughout the day, both indoors and out. For example, paint is not available at the beginning of the day and the computer, sand and other activities are not available in the afternoon. The outside area is also disorganised. Children take the lid off the sand tray and turn the computer on themselves. This inhibits children's learning and development.

Staff have attended 'Birth to three matters' training and are developing and updating the planning and assessment of children's achievements. They have a good bond with children and ask open-ended questions, such as 'What?' and 'How?' Treasure baskets are beginning to be developed and used to enhance children's sensory experiences. Children are able to rest as well as be active.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Activities are planned using the stepping stones towards the Foundation Stage. New planning is developing and ongoing. Staff know what children can do, and have a quick checklist that runs alongside planning to ensure they are covering all areas of learning. Activities are evaluated and used to inform planning. Staff are developing their understanding of the stepping stones towards the early learning goals through training and ongoing support from early years.

Children show independence as they use hand baskets to access collage materials from the creative workshop. However, overall, the environment is not structured to enable children to take initiative and become increasingly self-sufficient in choosing activities and resources for themselves. For example, activities and resources are spread through two rooms, with an internal door restricting access. Children's independence skills are also not promoted at snack time. This limits children's choice and independence.

Children show a sense of pride in their achievements when they complete a jigsaw. They join in with favourite songs and rhymes. Children use books on a one-to-one basis and in groups. They respond to instructions and tidy up. Children have good manners and say 'please' and 'thank you' at snack time. They make marks on paper and have some opportunities to paint. However, the writing area is disorganised and children do not begin to form recognisable letters, write their own name or use writing as a means of recording.

Children enjoy joining in with counting songs and rhymes. They gain an awareness of shape and calculate how many bricks they need to build a train. Children use positional language,

such as 'middle'. They use tools for a purpose in the creative workshop. Children operate a toy microwave in the home corner and have some access to a computer.

Children show a sense of time and place. They talk about significant things that happened to them. Children plant daffodil bulbs in pots. They are beginning to differentiate colours in the brick activity. Children have some opportunities to explore colour with liquid paint, but powder paints are not available. Children have access to satisfactory role play and cooperate with each other as they negotiate roles. For example, who will be the hairdresser or client. Children engage in activities requiring hand-eye coordination, such as threading. They move freely with pleasure and confidence, and repeat a range of movements in the dance activity.

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

The provision is satisfactory.

Children respond well to instructions, routines and boundaries. They know when a member of staff claps their hands that it is 'tidy-up time'. Children are well behaved and staff deal with incidents appropriately. Star charts are used to promote good behaviour, along with praise and encouragement. There are systems in place to work with children who have learning difficulties or disabilities. Children with English as an additional language are supported within the group and staff promote children's self-esteem, enhancing their feelings of self-worth and positive group identity. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of children who receive the funded nursery education is satisfactory. Children's progress is informally discussed with parents. However, there are no formal meetings for parents, and information regarding children's achievements along the stepping stones is not shared or used to support children's learning, or inform future planning. The quality of information given to parents about their children's achievements is restricted. This inhibits the two-way flow of information regarding children's achievements and learning.

A noticeboard for parents is available; however, policies and procedures are stored in the office. The nursery have a 'home nursery agreement' which parents sign, and this includes a 'settling-in plan'. Parents are happy with the care provided and the 'well-organised and approachable staff'. They appreciate that staff have been vigilant at addressing the security issue with regard to the press-button releases at children's height. They are pleased that the release buttons are now out of children's reach and that children are not able to leave the building unsupervised.

### **Organisation**

The organisation is satisfactory.

Management are strongly committed to the continual improvement of the nursery. They are supportive to staff and have an open-door policy. There is a good system in place for the interviewing, vetting and induction of staff. A programme is in place to ensure that staff are up-to-date with training, in particular first aid and child protection training.

Policies and procedures are in place in line with 'Doncaster College's Policies and Procedures'. Additions are included to ensure they meet the requirements of the National Standards. These are regularly reviewed and updated. The group are well supported by early years and are

developing their childcare practice and the provision offered to children receiving funding for nursery education.

The leadership and management of the nursery education is satisfactory. Children are achieving along the stepping stones towards the early learning goals. However, there are some gaps in the quality of teaching with regard to the organisation of the resources and children's opportunities to have freedom of choice and independence.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- further organise resources so that they are readily accessible at the beginning and throughout the day, both indoors and out
- ensure fresh drinking water is available to children at all times.

#### **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 opportunities for children to become increasingly self-sufficient in choosing activities and resources for themselves

- further develop the opportunities for children to begin to form recognisable letters, write their own name and use writing as a means of recording and communicating
- improve the quality of information given to parents about their children's achievements towards the early learning goals. Work with parents to support children's learning, and use this to inform future planning.

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)