

# Nazarene Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	403573
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Judith Anne Kerr
<b>Setting Address</b>	Southend Street, Daubhill, Bolton, BL3 3PU
<b>Telephone number</b>	01204 651300
<b>E-mail</b>	
<b>Registered person</b>	The Church of the Nazarene Board
<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 good.

### WHAT SORT OF SETTING IS IT?

Nazarene Kindergarten opened in 1976 and operates from three rooms within The Church of the Nazarene. It is situated in the Daubhill area of Bolton. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 16.00 for 48 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Of these, 32 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs ten members of staff, including two ladies who cover the lunchtime period. Seven of the staff, including the manager, hold appropriate early years qualifications. Three qualified members of staff are working towards a higher qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are developing a range of self-help skills. They are encouraged to become independent as they learn to wash their hands at appropriate times of the day and put on their own coats. Children's health and dietary needs are appropriately met as staff work in partnership with parents to gather and record relevant information. Children stay healthy because practitioners aim to follow current health and hygiene guidelines. For example, staff ensure that surfaces are wiped down at appropriate times throughout the session. A written sick child policy is shared with parents to make them aware of procedures. In the event of a child becoming unwell whilst at the setting, parents are contacted straight away. Children receive good levels of care in the event of an accident as a number of staff are suitably qualified in first aid and a first aid box is within easy reach.

Snack times are relaxed, social occasions where children sit together and chat about their day. Snacks provided are well balanced and nutritious and include healthy options, such as toast or fruit. Children are offered drinks of milk or water with their snack and the provision of a drinking fountain allows children to quench their thirst whenever they wish. Those children who stay all day bring a packed lunch from home. However, parents are not advised of the safe storage of foods. There are no staff who hold food hygiene certificates to ensure that food provided is prepared in line with environmental health guidelines.

Children take part in and enjoy a balanced range of activities that contribute to keeping them healthy. They enjoy physical activities on a daily basis which help to develop their skills as they climb, crawl through tunnels, balance on the bricks and pedal bicycles. Staff make appropriate use of the premises to allow the children space to play, and incorporate the outdoor area to offer further opportunities for children to develop their physical skills in the fresh air.

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

The provision is satisfactory.

Children are cared for in premises which are well maintained, light and airy. Examples of children's art work, posters and number lines are displayed to create a purposeful learning environment and give children a sense of belonging within the setting. Activities are well laid out and children move around their environment with ease and confidence. Toilets are designed to offer children privacy and rooms are heated to an appropriate temperature. A quiet area is available with comfortable furnishing for children who simply want to relax or have some quiet time. Toys and equipment are clean, plentiful and meet the differing needs of all the children who attend the nursery.

Most reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Risk assessments are in place and good procedures are implemented for the safe collection of children at the end of the session. Covers on radiators, gates and a visitor's book further contribute towards children's safety. Children are beginning to learn about fire safety and practice fire evacuation procedures on a regular basis. This helps them to follow defined procedures in the event of a fire or emergency evacuation. However, antibacterial spray is accessible to children and written consent is not requested to take children on outings. As a result, children are exposed to hazards and parents are not fully informed.

Children are suitably protected because staff have a satisfactory understanding of issues and procedures regarding child protection. A child protection policy is in place and is shared with parents.

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

The provision is satisfactory.

Children are settled, happy and secure as they enthusiastically engage in a range of activities. They are confident and interested in their surroundings and have established good relationships with each other and the staff. Children enjoy their time at nursery.

The children enthusiastically engage in a range of activities, such as painting, sticking and making cards for Mothers' Day. Children make choices about their play, selecting activities and resources from the range available. Children enthusiastically act out roles using small world play and role play activities. They are supported to extend and try out new skills, such as using the computer.

The children make generally good progress in all areas of development. Staff are committed to implementing the 'Birth to three matters' framework to ensure the needs of the younger children who attend the nursery are fully met. However, planning is not based on what children already know and can do. Furthermore, it does not predict the next steps of children's learning and this limits their progress.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards all of the early learning goals. Staff have a secure knowledge and understanding of the Foundation Stage curriculum and use this knowledge to plan a stimulating learning environment for children. They use the good information that they obtain from observations and assessments to promote children's individual learning. However, they do not evaluate the planning to ensure the needs of more and less able children are identified and used to predict the next stages of children's learning.

Children have good relationships with their peers, they play harmoniously together, cooperate well and enjoy talking together. For example, whilst playing in the home corner, children engage in long conversations about what they are doing. Children are developing a strong sense of right from wrong, behave well and are fully aware of what is expected of them. They respond well when given instructions to complete activities, or to line up to go outside to play.

Children have good opportunities to develop their creative skills through arts and crafts, such as painting and making rockets from tubes and shiny paper. Children enjoy imaginative play activities and many of them engage in role-play and dressing up. Many children demonstrate their independence by putting on their own costumes. Children show interest in exploring textures as they play with moon sand and shaving foam. They confidently differentiate between a variety of colours whilst painting. Children demonstrate great excitement when participating in music and movement. Staff are skilful in encouraging all children to join in with singing and dancing.

Children are developing a good understanding of mathematical concepts. For example, whilst constructing with bricks, a staff member encourages them to count the number of bricks used. Children are developing an understanding of measurement and matching as they pour sand

from one container to another and sort a variety of large and small bricks into matching pairs. Staff provide good encouragement to children to develop their understanding of simple calculation.

Children are beginning to understand other cultures and different lifestyles as they discuss the use of the menorah for Hannukah and make lamps for Diwali. Children talk about the world around them as they share experiences about planting, watering and caring for the seeds they have sown. Staff provide good opportunities for children to extend their thinking, when talking about the different planets and how the plants grow. Children confidently use the computer with support and guidance from staff. Children also use other forms of everyday technology such as torches, walkie talkies and a cash register.

Children have good communication skills and talk confidently in large and small groups and to one another. The children enthusiastically join in singing a range of songs, such as 'five little men in a flying saucer'. They are developing good writing and reading skills. They understand how letters link to words by finding their name cards on arrival. However, mark making materials are not freely available throughout the provision to allow children to practise and develop their writing skills. The children are developing a healthy interest in books and stories. They listen with interest when stories are read to them and independently choose books and sit and read to themselves. Staff encourage children to participate in re-telling stories. For example, a child has made up a story about going to the moon and says they went 'in a gleaming shiny rocket, we played a game called grominoes, a jumping domino game, we had fun on the moon, got in our rocket and went to Jupiter'.

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

The provision is good.

All children develop a positive attitude towards others and gain a good understanding about the wider world through an interesting range of resources and planned activities. They celebrate festivals, such as Christmas, Hanukkah and Diwali. This encourages the children to develop a positive attitude to different cultures and beliefs.

Children's behaviour is very good. They learn to follow rules, listen to instructions and develop a caring attitude towards others. For example, they help to put toys away and offer soothing words of comfort to a friend who has tripped up. Children receive regular praise and encouragement to help them to gain confidence and positive self-esteem. This positive attitude and approach means that children's spiritual, moral, social and cultural development is fostered.

The two-year-old children are effectively integrated into the group and they play confidently with older children. Staff have an adequate understanding of the 'Birth to three matters' framework and use this knowledge to support the younger children to move to the next stage of their development.

### **Organisation**

The organisation is satisfactory.

Acceptable procedures are in place for the recruitment and selection of staff. A sound induction procedure and probationary period form a firm basis for staff development. Staff are qualified, consistent and work as part of a team. A key worker system is in place and staffing levels are organised to ensure that children receive good levels of support throughout the day. Children express themselves freely at the nursery and space is organised to provide children with a

balanced range of activities. The certificate is clearly displayed, keeping parents fully informed about the setting's conditions of registration.

Most of the documentation relating to the continuity of care for the children is in place and up to date. Confidentiality is maintained throughout and policies and procedures are readily available for staff and parents.

The leadership and management of nursery education is good. This contributes to children's progress towards the early learning goals. The manager recognises her commitment to supporting staff and develop their roles within the nursery. Regular staff meetings and staff training contribute towards the professional development of staff. The manager is aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children.

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

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

At the last inspection the provider agreed to: provide children with opportunities to use their imagination; provide opportunities to link sounds to letters; raise children's awareness of other cultures; provide parents with opportunities to see and discuss their child's assessment records; and ensure each planned activity has a clear learning intention.

Staff have taken steps to implement all the recommendations made at the last inspection. There is further work to be done to develop the planning to ensure clear learning intentions are identified for individual children.

### **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 those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene; provide parents with information on the safe storage of foods in packed lunch boxes
- minimise hazards to children from cleaning materials; ensure the safety of children on outings including obtaining written parental permission
- further develop staff's awareness of the 'Birth to three matters' framework ensuring that learning objectives are clearly identified, that activities are evaluated and that assessments are used to plan for the next steps of children's learning.

### **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):

- implement systems to assess children's knowledge when they first start at the nursery; evaluate the planning to ensure the needs of more and less able children are identified and used to predict the next stages of children's learning
- ensure that mark making materials are available throughout the provision to allow children to practise their writing skills.

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