

Southwell Day Nursery

Inspection report for early years provision

Unique Reference Number	EY259506
Inspection date	23 May 2007
Inspector	Angela Hufton / Jane Williams
Setting Address	17 Allenby Road, Southwell, Nottinghamshire, NG25 0NL
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Registered person	Just Learning 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 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?

Southwell Day Nursery is part of Just Learning Ltd. The nursery opened in 1996, but was taken over by the present owners in 2003. It operates from a purpose built building, which is situated in the town of Southwell, Nottinghamshire. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 52 weeks of the year, closing for main bank holidays only. All children share access to a secure enclosed outdoor play area.

There are currently 67 children from 12 weeks to four years on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 10 staff. Seven of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance, and receives support from the Nottinghamshire Early Years Development and Childcare Partnership. The nursery was awarded the Pre-School Learning Alliance accreditation in 2002.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean environment where they begin to learn about the importance of good hygiene for their health. Older children know why they need to wash their hands because of germs. Children that are ill receive suitable care; procedures for administering medication are satisfactory and mostly ensure the correct treatment is given. Children have appropriate care in the event of accidents because most staff hold a first aid qualification. Recording systems are in place to share with parents accidents that have occurred, however on occasion these are not sufficiently detailed and staff do not ensure records are completed for children arriving with existing injuries. As a result children's ongoing health needs are not fully promoted. Staff are vigilant in following hygiene procedures such as using gloves and aprons when changing babies or wearing hats when serving food.

Children enjoy meals and snacks that are freshly prepared and nutritious. They access some healthy snacks, such as a variety of fruit and begin to understand about healthy choices. Children receive regular drinks to ensure they are not thirsty. Meal times are social occasions; staff sit and eat with children and babies, supporting their understanding of appropriate behaviour. Children have ample opportunities to be active and develop an understanding of exercise and physical activity for their health. They use a very wide range of outdoor equipment, including a parachute and slides.

Nursery education children enjoy a variety of activities to support their physical development. They enjoy playing outdoors, freely choosing from a range of toys and equipment. Their climbing and balancing skills are developed as they have fun going down the slide, stepping across mats and balancing on a bench. They explore different ways of moving across the bench. Space hoppers provide opportunities for children to practise balance and to exert themselves as they move around the garden. They learn to steer and manoeuvre as they play on tricycles. When playing with play dough children use a variety of tools such as shape cutters, plastic knives and rolling pins and are able to develop coordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are warm, welcoming and mostly safe. Suitable arrangements, such as risk assessments are completed. However, not all hazards have been clearly identified, such as items in the staff room, trailing wires and stored materials in the garden. A sandpit that is broken has been cordoned off to prevent children's access and cupboards in the baby room have new locks, however, these measures are ineffective and still pose a risk. Children's welfare is promoted in the event of child protection concerns as staff have a good understanding of possible signs and appropriate procedures to follow. This is supported by a detailed policy and regular training.

Children use a wide range of safe, good quality, and developmentally-appropriate resources. Low tables and chairs and other suitable equipment ensure that all children can sit, eat and play safely. Children can choose resources easily from the drawer units in the pre-school room and older children know how to use equipment such as scissors safely. Circle time is often used effectively to talk with the children about safety. Most older children can explain that running in the nursery causes accidents. There are appropriate arrangements in place to manage any

accidents, which includes procedures for keeping parents informed so that children are well cared for. Security is good. External exits are kept locked and procedures are in place to ensure unwanted visitors do not gain access to the nursery or present a risk to the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages are contented and settled within the nursery. Mobile children are confident in moving freely around their designated play areas, although this is limited at times due to organisation of the space. Baby room staff spend time directly with children, talking with them, having fun such as tickling them and helping them to feel secure. Pre-school children are relaxed in their dealings with others and form good relationships with their peers and staff. They invite others to join in their play and freely talk to staff, particularly during meal times. Staff effectively use these opportunities to develop children's language and counting skill, such as counting how many plates they are putting out. Toddler room children are mostly happy and make some independent choices in their play, but at times there are limited opportunities for them to continue their play as this is interrupted by routines, such as going for drinks at set times.

Children take part in a broad range of activities that are generally suited to their age and stage of development. This includes sensory play and regular opportunities for activities in the garden. Most children participate readily in the activities offered and are generally occupied and busy in their play. They have good levels of confidence and self-esteem supported through praise and encouragement from staff. Young children particularly enjoy signing sessions and confidently join in familiar songs effectively encouraged by staff, a favourite being 'five little monkeys'.

The quality of teaching and learning is satisfactory. Children are happy in the environment and are able to take part in a variety of activities. In the main they are engaged in the play and learning opportunities provided. Children are valued by staff who take time to talk and listen to them. Children play well together and are learning the importance of sharing. Snack time provides opportunities for children to socialise and to learn independence as they pour their own drinks. Children's independence is further promoted as they move freely from outdoor activities to indoor activities. Most children are able to confidently choose from the range of activities provided, however rules regarding the number of children playing in different areas mean some children rely on support from staff when making those choices. Children are able to access a variety of resources and are becoming more confident in doing so.

Children's language skills are suitably developed through listening to stories, sharing books and chatting to one another and to staff. They are able to spend time in the book corner where there are a range of books to choose from. Children freely access writing materials and are encouraged to write their own names. They enjoy writing, making marks and drawing pictures. Painting with water outdoors supports children in developing useful coordination skills for writing. Children have satisfactory mathematical opportunities. They have fun singing counting songs including songs that support their understanding of addition and subtraction. Resources such as picture dominoes help children with counting and matching. Children are able to recognise a variety of shapes and have fun playing a game of hiding the shape in play dough and asking each other which shape is hidden. However, activities are not always fully developed to ensure children are sufficiently challenged or their skills extended.

Children have generally good opportunities to gain knowledge and understanding of the world. They learn about different materials as they roll out pastry and enjoy exploring sand and water. Through different themes they are able to discover and learn about nature. They learn about

the life cycle of a caterpillar and have fun using magnifying glasses to look for caterpillars in the garden. Music is played outside and children are encouraged to move like a butterfly. Through planting seeds in the garden children have opportunities to observe how things grow. Children freely access the computer and they enjoy using a variety of programmes. Children's creativity and imagination is supported through a range of activities. They delight in listening and creating their own music. They have fun singing along to familiar songs and playing instruments. Access to a painting easel means they are able to create their own pictures. Children have some opportunities to create their own models from junk and a selection of materials.

Staff have a sound understanding of the Foundation Stage. Planning covers most areas of learning and children are able to enjoy the activities provided. Observations of children and assessments are carried out and generally show children's stages of development. However, observations are not consistently recorded effectively to ensure useful information on children's development is noted. Staff are beginning to use assessments in planning. However, they are not used fully to identify and plan the next stages in children's learning ensuring that their skills are sufficiently challenged.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the setting. Staff know the children well and are aware of each child's individual care needs. Babies' routines are flexible to meet their individual sleep and feeding patterns. Older children follow established daily routines, such as sitting together for drinks or meals, and begin to understand how to act in group activities. Children with learning difficulties and/or disabilities are welcomed at the setting and a detailed policy helps to ensure their needs are met.

Children enjoy some opportunities to develop their understanding of the wider world. For example, through jigsaws of other cultures, looking at festivals or reading books. They access a basic range of resources to support this, including a selection of dolls. Children behave well and their good behaviour is suitably promoted. They are encouraged to share resources and take turns, and are learning to take responsibility for their own actions. Parents are fully involved in the care of their child and speak very highly of the staff and the care provided.

Children accessing nursery education behave well and are learning to think of others when sharing toys. They cooperate, play well together, are polite and show respect to staff and one other. Their confidence and self-esteem is promoted because they are valued by staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents receive information about the setting and activities through regular newsletters. Through informal daily chats they are able to share information about their children. Parents learn about their children's development through written reports and have an opportunity to discuss the reports on parents' evening. Children's assessment profiles are kept in children's named trays so that parents can freely access the information.

Organisation

The organisation is satisfactory.

Children receive good levels of support and supervision to help them feel settled and confident in the setting. Each child has a key worker enabling them to build secure relationships, with

staff working well as a team. Children have their individual care needs appropriately met because staff know the children well, with staff aware of each child's preferences. Babies free movement in the setting is limited and toddlers have less access to resources to make independent choices than children in the pre-school.

Children benefit through staff regularly accessing training to enable them to improve the care offered. They receive appropriate care from new staff because effective induction procedures are in place. Children are well protected from unvetted persons. All staff changes are notified as required and checks carried out. Children's care is promoted through the appropriate use of policies, procedures and record keeping. All records are in place and contain appropriate details.

The leadership and management of nursery education is satisfactory. The manager and staff are committed to developing and improving the care and education of children. Staff attend training to develop their knowledge and understanding of the Foundation Stage. Regular appraisals ensure that training is identified and staff are supported. Systems for monitoring and evaluating the quality of teaching and learning are in place and are beginning to be used to identify areas for improvement and development.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting were required to complete four actions in relation to care.

The setting has addressed registration systems and these now meet regulatory requirements and demonstrate which adults are caring for which children. Procedures for supporting children with learning difficulties and/or disabilities are in place and records are accurately maintained to ensure all staff are aware of specific needs. This now ensures children with learning difficulties and/or disabilities are fully supported and they make progress in their development.

Children now have more free choice of activities and are beginning to make independent choices from the activities on offer. These are generally appropriate for their level. Whilst staff have attended training and now have a sound knowledge of the 'Birth to three matters' framework and ways to support young children's activities, this is at an early stage. Assessments and observations are being carried out in line with the 'Birth to three matters' framework, however, these are not yet sufficiently detailed, carried out frequently enough or effectively linked to planning to ensure each child's progress is maximised. This has therefore been carried forward for continued improvement.

The setting was required to ensure that space and resources are effectively organised to meet children's needs and ensure monitoring systems for staff effectively support them in their roles. The staff have attended training and most are now confident in their roles and how to support young children's learning. Whilst space has been re-organised and children generally have the opportunity to make independent choices this has not been fully effective and has not been evaluated to ensure it meets all children's needs. For example, use of the staff room for small group activities is inappropriate; the space available to babies is not sufficient to ensure they are able to practise their walking and mobility skills and restriction of the numbers of children at activities in the pre-school room does not fully support their independent choices. In addition the space in the toddler room is not used sufficiently well to ensure a wider range of activities are readily available and children are able to rest and relax as they choose. These issues have therefore been carried forward for further development.

At the last inspection four actions were required with regard to nursery education.

The first action was to improve systems for monitoring the quality of the nursery education. Systems have improved and are beginning to be used to identify areas for development and improvement. However, these are not yet fully effective in all areas and therefore has been carried forward as a recommendation. The second action was to ensure children are sufficiently supported and able to participate effectively during whole group activities. This has been addressed. Staff are effectively deployed and group activities organised so children are able to benefit from the learning opportunities. The third action was to develop staff's ability to plan the Foundation Stage curriculum and use assessment to identify and plan the next stages in children's learning. Staff have attended training, demonstrate a sound knowledge of the Foundation Stage and planning covers most areas of learning. Staff carry out observations and are beginning to use assessments in planning. However this is not yet always effective in ensuring children's skills are challenged and extended and therefore has been carried forward as a recommendation. The final action required the setting to improve planning of activities and play resources to enable children to move freely between activities, select equipment and make independent choices. Reorganisation of the room and the equipment and a review of routine has meant that children now have satisfactory opportunities to access resources and make independent choices about their play and learning. Overall outcomes for children accessing nursery education have improved.

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.

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):

- improve the systems for recording accidents, medication and children arriving with existing injuries
- take positive steps to promote safety through more effective use of risk assessments to clearly identify all hazards and the potential risks to children, with particular reference to trailing wires, cupboards in the baby room, the damaged sandpit area and parts of the garden used for storage of damaged equipment

- further develop the provision for children under three to ensure they have free choice from a wider range of activities, ensuring these activities are planned to take full account of each child's next steps in learning through more effective use of observations and assessment
- continue to review and evaluate the use of space and resources to ensure appropriate provision is made and children have sufficient space for their developmental needs.

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):

- continue to develop effective methods of observation and assessments and ensure that they are used to identify and plan the next stages in children's learning so that their skills are sufficiently challenged and extended
- continue to develop systems for monitoring and evaluating the quality of nursery education with particular regard to planning for all areas of learning.

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