



## Wren Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	200840
<b>Inspection date</b>	08 January 2007
<b>Inspector</b>	Carol Johnson
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<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?

Wren Day Nursery opened in 1992 and has been under current ownership since 2001. It operates from a single storey building in the grounds of Stoneleigh Agricultural Centre, on the outskirts of Leamington Spa and Coventry. A maximum of 45 children may attend the nursery at any one time. The nursery opens five days a week all year round. Sessions are from 8.30 until 17.30. Accommodation comprises of a baby unit with a care room, separate sleep room, milk kitchen and nappy changing room. The toddler unit has two playrooms and the pre-school unit has a playroom and messy play area. There are children's toilets, staff facilities, nursery kitchen and two large fully enclosed outside play areas.

There are currently 38 children from three months to under five years on roll. Of these, seven children receive funding for early education. Suitable systems are in place to support children

with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is satisfactorily promoted. They are cared for in a suitably clean and healthy environment. Staff are good role models; most have attended food hygiene training and they encourage children to understand and learn about good hygiene routines and healthy practices. Children wash their hands after toileting and messy play and they wash their hands before touching food. Independence with regards to personal care is encouraged for older children. Good nappy changing procedures help to protect young children from the spread of infection and toys and equipment are regularly cleaned.

Satisfactory steps are taken to ensure that children's best interests are served in the event of illness or accidents. Appropriately stocked first aid supplies are available and most staff hold a current first aid certificate. Parents are told of the setting's sickness policy and they know not to send children who are clearly unwell and pose a potential health risk to others. Admission forms contain children's health details and staff are aware of any children with allergies or special dietary requirements. However, children's welfare is at risk because accident records are not always signed by parents and medication recording sheets lack detail and are completed inconsistently by staff.

Children's dietary needs are satisfactorily met. They can have breakfast, lunch and tea and the contents of meals are varied and include cereals, fish, meat, vegetables, fruit and dairy items. Drinks are easily accessible; they are offered at meal times and at various times throughout the day. More able children pour themselves drinks out of jugs of water easily accessible within their rooms. The setting is willing to cater for children's dietary needs and information is exchanged with parents of babies and young children regarding individual feeding routines. Meal times are well-organised and they are a social affair. Children, of all ages, eat together and staff sit with them to offer help as required, monitor safety and to encourage social skills. Children demonstrate good manners and remain seated whilst eating.

Children benefit from regular physical play that helps them to develop their muscles, co-ordination and confidence. The outdoor environment is accessed in all weathers and children have plenty of space to run around, explore and enjoy the fresh air. Children confidently access a wide range of physical play equipment including a range of climbing apparatus, balls and wheeled toys. Also, they go for regular walks in the grounds of the agricultural centre. Indoors, children are given opportunities to dance and join in with action rhymes and they exercise their fine muscles through things such as craft activities, water and sand play.

Children are able to rest and sleep according to their needs because staff ask parents about home routines. Staff recognise if children are tired or hungry and they respond appropriately. Children's sense of security is fostered as they can easily access individual comfort items and daily routines follow a regular pattern. Most children sleep outside in buggies, in a secure and covered area. However, if parents wish children can sleep inside and cots are available. Staff regularly check sleeping children.

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

The provision is satisfactory.

Children's safety is satisfactorily protected because positive steps are taken to identify and minimise potential risks to children. Staff visually check equipment and all areas of the premises, on a daily basis and some written risk assessments are in place. The premises are spacious and suitable for their purpose. Resources are stored to ensure safety and to allow children some independence and freedom of choice. Displays around the setting are bright and attractive and include examples of children's work and general information about the provision and some planned activities. Children have their own named pegs and labelled draws are used to store individual children's work. Consequently, children are helped to develop a sense of belonging and parents are given lots of visual information about what their children are doing and how the setting operates.

Children are taught to protect their own safety. For example, they are shown how to use equipment such as scissors safely and they are reminded not to run inside. Children and all adults in the setting are given opportunities to practise fire drill procedures and as a result they know what to do should they it become necessary to evacuate the premises in the event of a real emergency situation. Appropriate fire detection and control equipment is maintained and it is easily accessible. Some staff have attended specific health and safety training to improve their knowledge of how to protect children.

Children's welfare with regards to child protection is suitably protected by a staff team who demonstrate a sound awareness of relevant issues. They are able to identify a range of possible signs and symptoms of abuse and they are aware that their first priority is children's safety. Children are only released into the care of known individuals and they are not left unsupervised with persons who have not been vetted.

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

The provision is good.

Children are happy, settled and having fun. They enjoy a good range of activities and experiences, both indoors and outside, that contribute to their learning and all round development. For example, children experience the outdoors, on a daily basis, sing songs and engage in imaginary play. They can choose from a wide selection of clean and developmentally appropriate toys and resources. Children can make independent choices because staff encourage their independence and storage methods allow them to freely select a range of items. The environment is bright and stimulating.

Staff plan activities using what they know about the personalities and abilities of individual children. They use the 'Birth to three matters' framework and regularly talk to parents to find out about children's interests and needs. Planning is flexible but children experience a familiar routine that helps them to settle and predict what is likely to happen next. Staff encourage children to help with everyday tasks such as tidying up after play and children are eager to participate in the range of activities offered.

Children relate well to each other and they benefit from the warm and caring relationship that they have with staff. Children are treated with kindness and concern by staff and they are at ease to go to them for comfort, reassurance and support. Staff spend time talking to children and show interest in what they have to say. They ask them about things that have happened at home and encourage them to share news. They communicate clearly with the children; they ask questions to extend their learning and they patiently wait for responses. With younger children, staff acknowledge their attempts at communication and respond to their gestures appropriately. Efforts are greeted with praise and smiles.

### Nursery Education

The quality of teaching and learning is satisfactory. Children enjoy a wide range of planned and spontaneous activities and experiences that support their learning in all of the six areas of learning. Children generally receive appropriate challenges because key staff demonstrate a good knowledge and understanding of the Foundation Stage. The room leader knows the children in her room well and is aware of their various needs and abilities and where she expects them to be along the stepping stones towards the early learning goals. However, written plans do not indicate how activities should be presented or adapted to meet children's individual needs and should she not be present, for example, in the event of sickness or holiday, there is little to inform cover staff. Current methods for planning, observation and assessment are inconsistent they do not sufficiently take into account children's starting points or parental knowledge and individual children's needs. Formal observations of children and the evaluation of activities are sporadic, they are not recorded effectively. Consequently, there is limited information to help inform individual children's progress records and improve teaching. Staff are unable to effectively plan for the next steps in their learning.

Children are settled and talk freely and confidently about their home and community. They listen attentively during group times; they take turns in conversation and are keen to answer questions. A well-planned and managed group musical session, including younger children, encouraged children to explore the various similarities and differences between the noises and shapes of the instruments. Children waited patiently to be given an instrument and followed staff instructions to start, stop and use them fast, slow, loud and quiet.

Spontaneous and planned activities are used on a regular basis to help children develop an interest in numbers and counting. Children are starting to recognise and are attempting to write some numerals and more able children can confidently count to ten and beyond. Children demonstrate good pencil control and they are starting to write recognisable letters and numbers. More able children can write their own name. Children match and build with shapes during play and are provided with a wide range of construction materials to enhance their learning and experiences.

Children have plenty of opportunities to be creative. They paint and draw and examples of their work are displayed attractively around the setting. Children confidently use a range of tools during creative activities, for example, scissors and they explore sand and water on a regular basis. Children have occasional access to a computer but it is not freely available and resources such as calculators, interactive toys, radios and phones that they can investigate and explore are limited. Consequently, children are not effectively helped to gain an awareness of technology around them.

Children's physical skills are effectively enhanced and promoted. They are given regular opportunities to practise and refine their skills. Children confidently and safely move indoors and outside. They sensibly follow instructions and can move in a variety of ways, for example, hopping and jumping. Pre-school children are offered the opportunity to attend weekly Korean martial art classes that run at a club on the agricultural centre site. This helps to develop balance and control and children are also taught a few basic words in Korean.

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

The provision is good.

Children's self-esteem is flourishing in a homely environment where they are warmly welcomed and cared for as individuals. Children of different age groups mix at various times throughout the day, for example, meal times, this allows children to develop socially and helps them to get to know other staff and children. Staff adopt a child-centred and relaxed approach with children. They make an effort to get to know children and their families and they record and respect any special requirements. Staff chat to parents and carers at either end of sessions and daily diary sheets are maintained for children up to the age of fifteen months. Flexible settling-in arrangements help to ease the transition from home to the provision and children's emotional security is positively supported as staff make it clear to parents that they welcome children's comfort items.

Children are provided with frequent opportunities to learn about themselves, each other and the world around them. They go on outings in the local environment and learn about a range of cultural and religious festivals through discussion, stories and craft activities. Children are able to choose from a satisfactory range of toys and resources that show positive images of diversity, for example, books, dressing up clothes, puzzles and small world figures. The provision has good systems in place to support children with learning difficulties and/or disabilities. The design of the premises allows easy access for people with disabilities and staff show a willingness to work in partnership with parents and outside agencies to meet children's individual needs. Several staff have attended relevant training to improve their knowledge and understanding of a range of needs and the setting's special need's statement demonstrates a commitment to inclusion.

Children behave very well. Their self-esteem is increased through the positive behaviour management techniques that are consistently adopted by staff. Staff provide children with good role models; they react to situations calmly and quietly and explain the reasoning behind rules. Children listen to staffs instructions and they share and show concern for others. Good behaviour is promptly rewarded with lots of praise and stickers. Consequently, children know

what is expected of them and are motivated to achieve and behave appropriately. Children's spiritual, moral, social and cultural development is fostered.

Children's general welfare is appropriately enhanced and supported because parents are welcomed and important information is shared to ensure consistency. A website, newsletters and notice boards around the setting help to inform parents and carers. They are invited to attend report evenings and social events. However, confidentiality for staff, parents and children is not assured because systems for ensuring that personal information is stored appropriately are not effective. Parents comment positively on the warm and friendly relationships that they and their children have with the staff. The stimulating environment contributes to their children's learning and happiness.

The partnership with parents and carers of funded children is satisfactory. Limited strategies are in place to actively involve them in the setting and they are not regularly invited to exchange information in respect of what they know about their children and their development. Ideas to encourage them to continue some play and learning activities at home are infrequent and information given to parents about the Foundation Stage is basic. Consequently, developmental records do not effectively take into account parental knowledge and children's everyday learning is not maximised. Parents are not actively involved in the setting and are given limited information to help them extend their children's learning at home.

## **Organisation**

The organisation is satisfactory.

Children are happy and at home in the relaxed and friendly environment. Rooms are welcoming and resources are stored safely and attractively. Space is effectively organised for children to move and play in safety and comfort. Activities are varied and familiar daily routines provide children with security and consistency.

Children's welfare is promoted by a friendly and enthusiastic staff team. Documentation to ensure the safe and effective management of the setting is satisfactorily organised and most paperwork is readily available for inspection. However, attendance records do not always show the times of departure for individual children and this potentially compromises children's welfare. Suitable systems are in place to ensure the continued suitability of staff and there are satisfactory procedures for the recruitment and induction of new staff. Staff to child ratios are appropriately maintained. The manager is usually supernumerary and she helps out within rooms as and when necessary. An effective key worker system is in operation and this offers children emotional security and helps to ensure their continuity of care.

Leadership and management are satisfactory. Adequate steps are taken by management to identify the strengths and weaknesses of the setting and to enhance children's care and learning. Staff training needs are identified through annual appraisals and regular discussions with management. Staff have attended some courses to help develop their existing knowledge and understanding of childcare related issues, for example, 'Food Hygiene', 'Birth to three matters' and 'Child Protection'. However, the manager has not attended any Foundation Stage training and this reduces her ability to effectively monitor the provision for nursery education and meet children's needs when acting as staff cover in the pre-school room. The provision demonstrates

a commitment to quality as it has achieved the Pre-school Learning Alliance's quality assurance award, 'Aiming for Quality'. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the provider agreed to a number of actions and recommendations to improve the safety of children: ensure sufficient staff are working directly with the children; to ensure the children are supervised at all times; ensure all play equipment on the premises is in good repair and safe, and conforms to safety standards; ensure garden areas are free from hazards; undertake regular risk assessment; provide a safe procedure for outings and trips and provide a written procedure to be followed in the event of an allegation against a member of staff.

Satisfactory improvements have been made. Required adult to child ratios are met and children are supervised appropriately at all times. Staff carry out daily visual safety checks and written risk assessments cover all areas of the premises, procedures and equipment. The setting has recently acquired some second-hand outdoor play equipment which is still to be permanently sited. Management will ensure that this is suitably checked and risk assessed before use by children. Suitable procedures are in place for outings and the setting's child protection policy has been amended to include professional abuse procedures.

The provider also agreed to introduce and implement a key worker system and ensure staff record child observations and plan for their next steps in play and learning. All children are now assigned a key member of staff and observations of children, during play, are carried out. These are then used to assist with the planning of activities and experiences. However, observations of children receiving funding for early education are not regularly carried out or effectively used to plan their next steps in learning. Therefore, this has been repeated as part of a recommendation raised at this inspection.

At the last inspection of nursery education the provider was asked to make greater use of the daily routines to extend children's mathematical development; provide more opportunities for children to recognise their own names and link sounds to letters; review short term planning to clearly reflect learning objectives and outcomes for children; and to strengthen the assessment methods used to include more opportunities for parents to share what they know about their children's learning and progress.

Children's maths and literacy skills are being developed through both everyday experiences and planned activities. For example, they count the number of children at circle time and the chairs needed for meal times. Children are provided with an environment that is rich in numbers and letters. Labels around the setting give children information about what is stored within drawers and toy boxes and children's artwork, coat pegs and individual drawers are clearly marked with their name. A range of methods are used to help reinforce and introduce a range of letter sounds, for example, they regularly play games such as 'Lotto' and 'I Spy..' and children are encouraged to identify the initial letters in each other's names.



Short term planning is in place and contains some information regarding what it is hoped children will learn and achieve. Assessment methods have been reviewed and parents are invited annually, to view their children's progress reports. However, limited strategies have been employed to encourage parents to share what they know about their own child and as a result this recommendation has been repeated. Consequently, some improvements have been made to enhance children's welfare and education.

### **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 policies and procedures concerning the administration of medication and the recording of accidents, this specifically refers to ensuring that parents sign accident records and that all staff and parents are aware of the procedures for administering medication
- ensure that personal information regarding children, families and staff is kept confidential
- ensure that the daily record of attendance clearly shows times of arrival and departure for individual children.

#### **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 planning, observation and assessment methods to ensure that information gathered through observation and the evaluation of activities is used effectively to

improve teaching, plan the next steps for individual children's learning and to inform their progress records

- increase opportunities for children to become aware of technology around them in the setting, the local environment and at home
- increase information, shared with parents, regarding the Foundation Stage and develop strategies to encourage parents to share what they know about their child and actively involve them in supporting children's learning at the setting and at home
- increase manager's knowledge and understanding of the Foundation Stage and develop strategies to monitor and evaluate the provision.

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