



Staffordshire University Nursery

Inspection report for early years provision

Unique Reference Number	218497
Inspection date	31 January 2007
Inspector	Shirley Amanda Wilkes
Setting Address	Staffordshire University, The Bungalow, Beaconside, Stafford, Staffordshire, ST18 0AE
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Registered person	STAFFORDSHIRE UNIVERSITY MANAGEMENT COMMITTEE
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 good. 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?

Staffordshire University Nursery is based on the Stafford campus and caters for children from birth to five years. The nursery is registered to provide care for 17 children under 8 years of whom 7 can be aged under 2 years. The provision is primarily for university students but places are available for staff and for the local community.

There are currently 26 on roll. Of these, 7 receive funding for early education. The setting supports children who speak English as an additional language and is able to support children with learning difficulties and/or disabilities.

Opening hours are 8.30-17.30 term time and 9.00-17.00 out of term. More than 90 percent of staff are qualified,

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where staff encourage children to be independent in their personal care, children use liquid soap and paper towels, which limits the spread of infection. Children are learning the importance of hand washing prior to meals and snacks.

Most staff hold current first aid certificates, accurate health records are kept and appropriate measures are taken by staff when children are ill. Accident and medication records are maintained with parents signing to acknowledge entries. Parents are given clear information about what they need to do when a child is unwell, to protect other children's health. However, the consent to seek emergency medical advice and treatment is not worded to ensure parents are clear about the consent being given.

Children are able to access water independently throughout the day from their labelled water bottles. They enjoy healthy snacks, for example, fruit, cheese ,bread sticks and yoghurts. Children are provided with a hot meal at lunch time, for example, vegetable lasagne. Information about any food allergies are included in the children's details and are shared with the kitchen and are also recorded in their rooms which ensures that their individual dietary needs are met.

Children have daily access to an outdoor play area where they are developing their large motor skills. Children enjoy running around they move with control as they use the cars and bikes. When inside they move around the furniture carrying resources with ease. Consequently, children are developing their physical skills and have access to regular fresh air. Children's skills are developing as they confidently use the scissors, pencils and paint brushes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around freely and accidental injury is minimised because the setting gives high priority to ensuring children's safety. Regular risks assessment and daily checks are carried out. Children are aware they are not allowed to run in the play room and know that they have to form a line when leaving or entering the building to avoid accidents, showing that they are developing an awareness of their own safety. There are good procedures in place for the arrival and collection of the children, for example, a security password is used if children to be collected by persons unknown to the nursery. Resources are appropriately stored to give children choice and enable them to access them independently. These are regularly checked to ensure they are clean and safe.

Fire fighting equipment is in place and regularly checked. All children take part in fire drill practises and the emergency evacuation procedure at regular intervals. There is a "grab bag" which contains essentials such as nappies, wet wipes and a torch in all rooms. This means that children will be safe in an emergency situation.

Staff ensure children are safe on outings by completing risk assessments of the site prior to use. They obtain written permission from parents to take children out of the nursery and ensure they have the necessary equipment and emergency contact details. Appropriate procedures are in place regarding the recruitment and vetting of staff which ensure children stay safe. Children are protected because all staff have a clear understanding of child protection issues and the procedure to follow if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in their environment. They are greeted at the door by a member of staff and hang their coats and change into their slippers with ease. As they enter the nursery they are familiar with their setting and comfortably engage in their chosen activities. Therefore, children are developing their confidence and self-esteem. Children use their own initiative and select their own play materials from the wide range of resources. All children enjoy exploration with paint, water and sand which helps children represent their feelings and ideas in a variety of ways.

They are engrossed in developing their all round skills. For example, some children enjoy developing their practical life experiences as they master skills such as sweeping and wiping the table. Others are developing their reading, writing and arithmetic skills by working with letters, words and numbers. Children's learning is extended as qualified staff use their observational skills to monitor and intervene as necessary. They approach staff with ease, such as writing their names on their pieces of work. However, staff do not make full use of everyday routines to extend the children's personal independence by encouraging them to help serve their own snacks and meals and pour their own drinks.

Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and are all involved in the planning. They implement a range of appropriate activities but are also led by the children's interests. Staff complete observations and assess children's progress. They use the assessments to inform planning. They ask open ended questions that encourage children to think. Children are independent and able to make choices. They are able to sustain their concentration and complete tasks with ease. For example, using the peg board to follow a pattern, once she has completed this she tidies away before moving onto another area.

Children engage in activities of their choice. They have formed friendships with their peers and play happily together. Children's self care skills are developing well as they independently use the toilet and many are able to put on their coats and shoes. Children count the toys to go in 'Kippers toy box while others are encouraged to count beyond 15. Children display an understanding of positioning as they place Lola the leopard on top, under and on the edge of the box. They show an interest in shapes and draw a circle and triangle on their art work.

Children speak with increasing confidence, recall previous events and ask questions. They show an interest in books choosing them for pleasure. They are beginning to recognise their own

names and are able to sound letters in words. Children demonstrate that they know how to form letters as they make marks on their art work and the use of the writing area. Parents are welcomed into the nursery and provide resources to teach children about their cultures and language. Children develop a sense of time as they learn about the seasons and know the routine of the day. They demonstrate their skills in technology as they play on the computer, control the mouse, during the snow man game. Children are able to use the digital camera to record their work. However, children are unable to access technology independently to increase their interest.

Children use their imagination well, pretending to be others as they play in the home corner set out as a toys hospital. They enthusiastically join in songs and some children sing with confidence on their own. Children are creative as they independently use resources to create works of art. They show an understanding of space as they confidently move around the room and competently use tools, for example, hole punch and paper clips.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome into the setting. Photo displays of the children and their name on their coat pegs ensure they develop a sense of belonging. All children take part in a range of appropriate activities that ensure they make progress. Children behave well and understand there are rules, for example lining up before going outside to play. They share and take turns when playing games. Staff use praise and encouragement to positively reinforce good behaviour. Children are beginning to develop an awareness and understanding of others as the setting explores cultures and festivals from around the world. Therefore, children's spiritual, moral, social and cultural development is fostered.

The flexible settling in procedure ensures children settle well. Children with special needs are welcomed into the setting. Resources and activities ensure children are aware of the wider world, with parents and children sharing their cultures with the children.

The partnership with parents and carers is good. Detailed written information is given to parents about the Foundation Stage. Parents reported that they were very happy with the care and education their child received. They said that staff were friendly and approachable. They praised the variety of activities children were involved in. Parents are informed of the progress children are making through daily chats, and the use of the notice board to show stories songs and activities of the day. They are encouraged to share what they know about their child and are involved in their learning, which ensures their needs are met.

Organisation

The organisation is good.

Children's care and welfare is promoted through effective recruitment and vetting procedures. Staff regularly develop their skills and knowledge by attending further training. Appropriate ratios are maintained and staff are effectively deployed. This ensures children's needs are well

met. The required policies and procedures are in place for the efficient and safe management of the provision and to promote the children's welfare, care and learning.

The quality of leadership and management is good. Identified weakness in the provision have been acknowledged and an action plan to address these. The manager leads by example and works with the children, setting a good example to the staff. An appraisal system is in place which identifies staff's strengths and training needs and so further develops the care and education of the children.

Overall the provision meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection it was recommended that they extend the challenges for the more able children to extend their early literacy skills and their understanding of mathematics. Maths is used continually throughout the setting counting, songs and books are freely available with children actively seeking staff to read to them and they look books for pleasure in the comfy area provided. A writing table is always available for the children to independently access. All of which has improved the opportunities for the children. They were also asked to observe and record what children do and use these observations to inform development records and plan the next steps for children's play, learning and development on a more regular basis;

Children's records are up to date contain details of their progress and their next steps in learning and these are used to inform planning. They were asked to assess and minimise the risk to children when using the nappy changing area in the 0-2 year room. The nappy change area is suitable, children are always supervised in this area and never left unattended.

Complaints since the last inspection

Since 1 April 2004 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 the written consent to seek emergency medical advice or treatment is clear to parents
- encourage children to further develop their personal independence skills at snack and meal 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):

- provide more opportunities for the spontaneous use of technology.

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