

Presmere Day Nursery

Inspection report for early years provision

Unique Reference Number	251784
Inspection date	19 April 2007
Inspector	Glenda Kathleen Field
Setting Address	2 Potash Cottages, Stump Street, Pettistree, Woodbridge, Suffolk, IP13 0JB
Telephone number	01728 747985
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Registered person	Deborah Hayward
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?

Presmere Day Nursery opened in 1991. It operates from two rooms within a converted cottage. All children have access to a secure outdoor play area. The cottage is surrounded by farmland in the village of Pettistree, near Woodbridge, Suffolk. The nursery serves the local area.

There are currently 40 children from three months to five years on roll of whom 11 receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:30 until 18:00.

Three full-time and four part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from the Early Years Development and Child Care partnership (EYDCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, for example, staff clean tables with anti-bacterial spray prior to snack and lunch times. Children are learning the importance of good health practices through the regular routines of the setting. They know to wash their hands after visiting the toilet and before eating snack. Children's well-being is further promoted because staff are well informed about any care issues they may have and most of the required documentation and consents are obtained to support this. However, written parental consent for the seeking of emergency treatment or advice is not in place. This does not fully promote children's health. Should a child become unwell whilst attending the setting, appropriate measures are in place to support them until their parent or carer arrives to collect them. Cots are available for younger children to sleep in and soft floor cushions in the quiet area are used by older children, which enables them to rest and relax when they wish.

Children's dietary needs are met through the provision of an excellent range of healthy snacks and meals. They are able to choose from a wide range of fresh fruit and vegetables such as apple, kiwi fruit, banana and carrot sticks for snacks. Freshly cooked meals, for example, beef or chicken casserole, cheese and bacon pasta and tuna fish pie, all accompanied by fresh vegetables, are served at lunchtime. Fresh drinking water is available throughout the day enabling children to satisfy their own needs, should they feel thirsty.

Children's physical needs are well supported. They are able to move round the nursery freely from one activity to another. Children enjoy water play activities, for example, squeezing plastic fish they have filled with water, to create bubbles in the water tray. Children have access to an outside area where they use wheeled toys and large climbing equipment. They are able to practise their small physical skills through using scissors, pencils, brushes, and threading items. Children use malleable materials such as clay and dough to pinch and roll with their fingers and hands.

Following training, staff are becoming familiar with the 'Birth to three matters' framework and have started to incorporate aspects of the framework in their planning. Observations take place and are recorded in children's individual books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and very secure environment. Children are kept safe by effective procedures in place such as the good routines for their arrival and departure, the effective monitoring of all visitors to the setting and the carrying out of daily risk assessments. However, the uncollected child procedure requires updating to be in line with current regulations and to fully promote children's safety. The available space enables children to move freely around the setting and experience a wide range of activities to promote their overall development. Children are beginning to understand about keeping themselves and others safe when staff talk to them about picking up toys so that they and others do not trip over them. They are also learning how to keep themselves safe in an emergency by the practising of fire drills.

Children have access to a wide range of resources and activities which meets their needs in all areas of their development. These are easily accessible from low-level storage containers and child-size tables, children are able to self-select resources and gain independence through making appropriate choices. The room which accommodates children under two years of age also enables children to become independent as toys and resources are stored at floor level.

Children's welfare is effectively safeguarded and promoted as staff have completed child protection training and all have sound knowledge of the signs of abuse and neglect. The setting has a comprehensive policy in place detailing their responsibilities in protecting children, which includes a procedure to be followed for any allegations made against staff or volunteers. Staff have a clear understanding of their role in protecting children and are able to put appropriate procedures into practice when necessary to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being in the nursery. They arrive enthusiastically and quickly settle at an activity from the wide range available. Children respond well to each other and to staff. They are confident to talk to unfamiliar adults, for example, a child recalled Easter Sunday and all the eggs she had been given, she then asked the inspector whether she had been given any eggs and whether she had eaten them. Children's self-esteem is developed by effective praise from staff and the displays of their art and craft achievements within the setting. Staff are deployed appropriately to help and join in with children during their play. Staff are positive role models, consistent when modifying behaviour, and use effective strategies according to children's level of understanding, consequently children's behaviour is very good.

Nursery Education.

The quality of teaching and learning is good. Children are making very good progress towards the early learning goals. Staff show sound knowledge of the Foundation Stage curriculum, and how young children learn. Children benefit from a variety of teaching methods used such as the appropriate balance of child-initiated and adult-led activities provided. Staff use effective questioning to help children to think of new concepts and ideas moving them forwards to the early learning goals. For example, a child had made a pancake from clay, a member of staff sat with the child and asked, "What was the filling, when can they eat it and does it have to be cooked?". This encouraged the child to initiate role play assigning a role to himself and the member of staff. Long, medium and short term plans are in place and cover all aspects of the curriculum. The plans are flexible if children's interest changes. Adult-focussed activities take place and include identified learning intentions and differentiation. Evaluations made are used to plan the next steps for individual children. Children's achievement records are in place using the stepping stones leading to the early learning goals. These are regularly updated from written observations made by staff.

Children enter the provision very confidently, say hello to staff and join their friends. They self-select their activities, both alone and with others. They maintain interest in an activity for quite some time, choosing to extend or change it when their interest wanes. For example, by moving some of the resources from the home corner to a different part of the room to make beds for dolls. In the home corner the children have books with photos of themselves, which adds to their sense of belonging. The planned activity of self-portraits was popular, children were particularly interested in themselves and the differences with others. In addition one of the four-year-olds had a photo of himself at his recent birthday party. His pride was apparent as

he showed this to other children, telling them that he was now four years old. Children show interest in new people at the setting, for example, the inspectors, and ask what they are doing and why they are there. Children clearly know where the resources are kept and help themselves throughout the day, knowing that they have to tidy up once they have finished.

Children are good communicators, using full sentences and intonation in their voices when they express themselves. They are constructing grammatically correct sentences and are able to use words clearly to identify what they want. Children understand how to engage in a conversation, taking it in turns to talk and listen. They carefully and appropriately handle books, demonstrating they know print carries meaning. Children are all encouraged to access the book area during a quiet time, some like stories to be read while other children will happily look at the books themselves. There are opportunities for children to write and paint either using the writing area, which is well resourced, or the painting easel. Children are able to ascribe meanings to marks, for example, a child drew a picture and explained who the people were that she had drawn.

Children count reliably to ten and some beyond this. They use action rhymes to count up and down as a group during singing times. Children are learning to use mathematical language to describe and compare shape, size and quantity through messy play and construction activities. For example, a child made marks on clay and correctly identified the shape made as a triangle. Children are able to identify wooden bricks of various shapes and sizes such as curved, oblong, circle and square. Children take part in simple calculation when building with blocks. They are able to identify how many small oblong blocks are needed to equal a large oblong block, and when setting table for lunch count out the number of sets of cutlery required. During whole group times children count up to the day of the month with a calendar used as a visual aid.

Children are developing an awareness of their own needs and those of others as they participate in cultural celebrations such as Chinese New Year and Diwali. They are learning about their community through visiting the library and the local park to feed the ducks. Visitors to the setting include the midwife, dental nurse and fire service. Children use clay to explore and investigate textures, knowing to add water when it becomes dry. They explore when outside, and show much excitement when they find centipedes, worms and wood lice in the tractor tyre. They are learning how things grow, and what is needed to enable this to happen whilst caring for vegetables and flowers they have planted. Children are learning about information technology by using the computer and programmable toys.

Children have access to a large outdoor play area. Activities such as wheeled toys, balls, slides and climbing apparatus are arranged so that children have lots of opportunities to move around freely to support their physical development. When the weather is unsuitable dance, parachute games and whole group games take place inside. Children use tools such as, rolling pins and cutters, writing and painting tools, construction toys, for example, stickle bricks and assorted wooden blocks to develop their small physical skills.

Children explore colour, shape, texture, form and space in two and three dimensions as they handle the play resources. They use their imagination very well when playing with small world and construction resources. The home corner resources are popular and children make up their own scenarios, such as preparing a meal using the play food and constructing a sleeping area for the dolls. Children explore musical tones and pitch when playing musical instruments and singing during whole group time.

Helping children make a positive contribution

The provision is good.

Children are valued by staff who respect their individuality, which is helping them develop a sense of belonging. All children have equal access to toys and equipment, some of which reflect diversity. Children are learning about their local environment when they receive visitors to the setting, such as the midwife and dental nurse. Walks are taken to the library, park and other local places of interest. Children confidently enter the nursery and are happy to follow the daily routines.

Children who have learning difficulties and/or disabilities benefit from staff who have attended the appropriate training. Their individual needs are addressed through following the Code of Practice and working alongside parents and other professionals. One to one support is provided for children if necessary. Staff ensure they liaise very closely with parents of children with additional needs by taking every available opportunity to discuss the children's progress.

Children are encouraged to be independent in self-care when using the toilets, washing their hands and pouring their own drinks at meal times. They take care of their environment as they help tidy up activities. Children are learning about acceptable behaviour as they follow the routines of the day. They benefit from staff who act as positive role models and use praise and encouragement to help them understand what is acceptable. All children share and take turns amicably. Children's behaviour is very good.

The partnership with parents and carers is good. Parents receive information about the nursery in the setting's prospectus. All policies and procedures relating to the setting are available on the parents' notice board. Details of session plans are displayed on the playroom notice board. Children benefit from the two-way sharing of information between parents and staff through the daily chats that take place, notice board information and newsletters. Parents of children under two years of age receive daily written information of their child's day. Regular opportunities are made for parents to view and contribute to their children's development records. Parents speak highly of the setting, comments made include "I am delighted with the care and attention my child receives at the nursery, I can leave him knowing he is happy and safe".

Children's spiritual, moral, social and emotional development is fostered because they are developing confidence and self-esteem, behave well and are developing a good understanding of right and wrong. Children relate well to each other and staff, and are developing an understanding of their community through visitors to the setting and outings made. Children are beginning to show an appreciation of other cultures and beliefs through topics and activities offered.

Organisation

The organisation is good.

Children's health, safety, welfare and well-being are promoted by the implementation of clear, well-written policies and procedures. They benefit from a robust system to ensure staff who work with children are suitable to do so. The management and organisation of the setting is pro-active in ensuring that the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part.

The leadership and management of the setting is good. The manager and staff team are committed to continuous improvement of the nursery. Staff meet regularly to discuss training issues and planning of sessions. Support is provided by the Early Years Development and Childcare Partnership, however, a staff appraisal system to assist in the monitoring of the quality of teaching is not yet in place. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to update policies and procedures in line with the National Standards. This has been completed. Daily risk assessments were to take place and the provider to ensure electrical equipment conformed to safety requirements. Risk assessments now take place daily and the safety of electrical equipment is ensured by annual servicing being completed. This effectively promotes children's safety.

Children's independence was to be fostered and children encouraged to make choices in their play. Children now pour their own drinks, serve themselves at snack time and help with setting out the lunch table. Children have free choice in their play. This effectively encourages children's independence.

Spontaneous opportunities were to be used to reinforce and extend children's mathematical development. Children use action rhymes to count up and down as a group during singing times. They are learning to use mathematical language to describe and compare shape, size and quantity through messy play and construction activities. For example, a child made marks on clay and correctly identified the shape made as a triangle. Children are able to identify wooden bricks of various shapes and sizes such as curved, oblong, circle and square. Children take part in simple calculation when building with blocks. They are able to identify how many small oblong blocks are needed to equal a large oblong block, and when setting table for lunch count out the number of sets of cutlery required. During whole group times children count up to the day of the month with a calendar used as a visual aid. Children's mathematical development is now effectively extended and reinforced.

The role play area scenarios were to be developed to clearly support and underpin children's learning and the development of their imagination. Children now have excellent opportunities to develop their imagination. Role play scenarios offered include the home corner, garden centre, builders yard, post office and bakery.

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):

- obtain written parental consent to seek emergency medical treatment or advice
- ensure that the uncollected child policy is updated in line with current regulations.

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):

- ensure regular appraisals are undertaken for all staff to promote their professional development.

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