



Sallywags Nursery

Inspection report for early years provision

Unique Reference Number	EY216154
Inspection date	18 January 2007
Inspector	Martha Naa Ahimah Darkwah
Setting Address	Buckland Infant School, Berryscroft Road, Staines, Middlesex, TW18 1NB
Telephone number	07931 341002 or 01344 883135
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Registered person	Sallywags Nursery
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Sallywags Nursery is one of two nurseries established in 1992. It opened in 2002 and is privately run. The nursery is registered to care for a maximum of 30 children aged from two to five years. It operates from a purpose built unit in the grounds of Buckland's Primary School in Staines and serves the local community. The setting develops close links with Buckland Primary School. Priority is not given to children who will be attending the school.

The nursery is open five days a week from 09:00 to 15:00 during term time.

Children have access to a large open plan area, two rooms and a fully enclosed outdoor play area.

There are currently 77 children on roll, of these, 65 receive nursery education funding. Six children with learning difficulties or disabilities are currently attending the setting. Some children are learning English as an additional language.

There are 11 members of staff working with the children, of these nine hold early years qualifications, and two are unqualified. Of these, one member of staff is working towards an appropriate qualification.

The nursery receives support and advice from the Surrey Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, warm nursery. They thrive because staff follow effective procedures and practices which meet the children's physical, nutritious and health needs. The adult support and guidance helps children gain a good understanding of hygiene and a desire to become increasingly independent in their personal care. A purpose designed bathroom gives children added privacy and good opportunities to develop self help skills. For example low level soap and paper towel dispensers are available in the child-sized toilet cubicles. Children are learning about good self-care skills, as they are encouraged to wash their hands before lunch.

Children's health and wellbeing is further protected as a number of staff hold a current first aid qualification and know how to respond effectively in an emergency situation. They follow the correct procedure for administering and recording medication and recording of accidents and incidents.

Children are able to drink water whenever they are thirsty. They use the water fountain in the play room with ease. Children sit at the table for snack and meal times and eat in a very relaxed and social atmosphere. They develop good self-help skills by helping out at snack time. Children help to prepare and cut the fruits to be served at snack time.

Children are developing a very positive attitude to exercise which is enjoyed on a daily basis. They enjoy playing outside as they are having fun running around freely in the garden, playing games and riding their bikes with confidence and skill.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly. This ensures they feel secure and content. Space is well organised and used effectively to allow children opportunities to be active, engage in table top or floor activities with a choice of in or out door play. They enjoy the time to relax and share books in a comfortable environment with child sized chairs and floor cushions.

They have access to a wide range of good quality toys and equipment, which are appropriate for their age and stage of development. Toys are set up, inviting and enticing children to play. Toys are easily accessible which encourages children to make their own choices and develop their independence as they choose and move freely between activities. Children are able to play and eat in comfort and safety, as the nursery has a good range of suitable furniture and equipment, such as cushions, child-size tables and chairs. All the furniture and play equipment is clean and in good condition to ensure children do not come to any harm.

The children are cared for in a safe and secure environment. There are security systems in place to protect children. For example, staff monitor all visitors to the nursery. Children are kept safe as good systems for addressing safety issues are in place. Staff conduct regular checks to ensure that the children can enjoy an environment and equipment that is well maintained. In addition, children are effectively supervised as correct ratios are maintained and staff are effectively deployed. Children are learning to keep themselves safe too. They are taught not to run around in the nursery as they may fall over and hurt themselves.

Children are well protected because staff have a good and clear understanding of their role to safeguard children from abuse. The existing local safeguarding children's board document is comprehensive with a clear outline of what steps will be taken in the event of an allegation being made against staff. However, there is no link between the existing procedures and the Local Safeguarding Children Boards'. Implementation of good systems, such as the security system, good collection of children and recording of visitors contribute to ensuring children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery. They arrive happy and confident and quickly settle into the nursery as they make choices about their play. Children have fun as they play enthusiastically with a good range of toys and resources that promote their learning.

Children receive lots of attention and have a strong bond with staff which increases their sense of well being. Their confidence and self-esteem is reinforced because of the kindness and warmth shown to them. A high staff to children ratio ensures that they offer very good support and encouragement to the younger children in order for them to try new activities and develop their skills. For example, children are given help when trying out a new skill, and their vocabulary is developed as staff ask questions to encourage them to think and talk.

Younger children's care and wellbeing is promoted as staff have a good understanding of how to meet their needs. This is further developed by effective implementation of the Birth to three matters framework, which supports children in their earliest years.

Nursery Education

The quality of the teaching and learning is good. The nursery provides a good broad, balanced and innovative curriculum that enables each child to achieve to the best of his or her ability.

Children feel happy to grow and learn in the nursery's secure, family-like environment. As a result, they are confident and enthusiastic to learn.

Children are making good progress because of the staff's good knowledge of the stepping stones and how children learn. An effective system is in place for the planning and evaluation of activities, and the recording of children's progress and achievements. Staff use effective systems when planning and recording children's achievements to ensure that they reflect children's interests and identify the next steps in their learning.

Children are able to think for themselves as staff use effective questioning techniques to help children extend their learning. For example, staff encourage the children's thinking when engaging them in fun based age and developmentally appropriate activities. They are able to explore language, phonics and mathematical concepts during many discussion times. This is linked to a number of practical activities to help consolidate mathematical concepts within their daily routine. Children speak confidently in familiar groups and are beginning to express their own thoughts and ideas. Staff listen intently to the children and respond appropriately, helping children to feel very good about their discussions.

Staff engage children in conversation and to build their confidence through offering lots of praise and encouragement. This helps to boost their self esteem. Children relish in playing 'rice hide and seek game' where they touch and feel items hidden in a large bowl of dry rice. They are encouraged to find items in the rice bowl blind folded and describe what they feel using descriptive language on its texture and shape.

They are beginning to develop their imagination when acting out simple storylines and role-play together. For example, they have fun narrating their own story using small world toys.

Warm relationships are evident between staff and children. Children demonstrate good social and emotional development by their happiness and their engagement in the activities. They are very confident, enthusiastic and persist at planned activities or in small group situations. Children's attitude to learning is positive as they have opportunities to select what they wish to do. They concentrate well and are curious to explore different activities, such as painting and play dough. They laugh, have fun and enjoy each other's company as they play cooperatively together. Children are confident and keen about communicating with staff and with each other. They recognise their own names on cards and some are able to write their own names. Some children are able to recognise and write their names, numbers and letters of the alphabet. Children have plenty of opportunities to practise and develop their early writing skills. Children regularly have access to a computer with age and developmentally appropriate programs to develop skills such as drag and drop and mouse control.

They have regular opportunities to explore music and movement, which children enjoy. Children can sing simple songs from memory and they participate actively at singing time.

Children are confident in the use of numbers and are able to count to 10 and beyond. They recognise numerals, shapes and are able to match patterns, sort and thread. They are able to explore colour, texture and shape in a number of activities.

Staff use everyday situations to help children learn mathematical language and understand more and less than, bigger and smaller. Children have good opportunities to build and construct with a wide range of objects. Staff encourage the children to think about fruits and where they come from. They use descriptive words such as soft, hard, and smooth. Mathematical words such as quarter, half, more than and least as they cut a number fruits during an activity. They later enjoyed the cut fruits at snack time.

The outdoor area is developed to incorporate most aspects of the six areas of learning to enhance children's learning. Children have choice of in and outdoor play. Additionally children enjoy supervised trips to the school pond for pond dipping interest. Children are developing their fine motor skills as they confidently manipulate paintbrushes and threading beads. They are able to use small tools competently as they learn to cut using scissors with good control. They also enjoy games designed to promote bodily control such as pedalling, balancing and throwing.

Children enjoy singing familiar songs and anticipating with excitement what song comes next. There are good and regular opportunities to explore music and movement, which the children enjoy. Children show good imagination when acting out their own simple storylines and enjoy role-play together in the home corner.

Helping children make a positive contribution

The provision is good.

Children who have recently joined the setting are beginning to settle well. For example, the higher staff ratio ensures adequate support of younger children who are settling in and allow staff to offer regular one to one attention during the sessions. Children are developing positive relationships with the staff and are keen to talk with them and ask questions.

Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Some resources available reflect the rich diversity in society. However children have limited access to books that promote positive images of culture ethnicity, gender and disability. Children are caring towards one another and recognise that they each have different needs.

Children benefit from the warm and caring ethos of the nursery. The health, safety and welfare of pupils are promoted well. Parents feel well informed of their children's progress and are highly supportive of the school. It fosters good relationships and good personal development. The provision for the children's spiritual, moral, social and cultural development is fostered and is clearly reflected in the children's attitudes and behaviour.

Children with learning difficulties and disabilities are very well supported in the setting. Excellent systems are in place. Staff work closely with parents and other professionals to enhance children's progress. This ensures that children's individual needs are well met. For example good use is made of puppets for children with speech and language difficulties. A work book with definitive actions designed to exercise the lip and tongue is used to help develop children's

speech. Adequate systems are in place to support children for whom English is an additional language in making steady progress.

Children benefit fully from the good partnership staff are building with parents. Almost all of the relevant information is shared with parents. There is a complaints procedure with contact details of the regulator which is positively displayed for parents. All of the required contact information is obtained. Parents opinions and suggestions matter. For example, a suggestion box put in place to obtain information from parents.

The partnership with parents of nursery education funded children is good. They receive regular daily updates through message books and regular newsletters. Parents are very well informed of the nursery's policies and procedures. Children's progress meetings are also held to enhance communication between staff and parents for the ultimate benefit of the children. Parents spoken to on the day of the inspection are extremely happy with the care, education and the progress their children are making in the setting.

Organisation

The organisation is good.

The proprietors, are very committed to providing good quality education for children and the aims and objectives of the setting are clearly understood by the staff.

Effective recruitment and vetting procedures are in place to ensure children are well protected and cared for by staff with relevant qualifications and experience. All the required staff records are held, including qualifications and relevant suitability checks. Staff are supported by management through regular meetings and appraisals. High importance is placed on training for staff to attend training to enhance their skills and experience. This helps to promote very positive outcomes for children to support their learning.

The leadership and management of the setting is good. The careful development of its ethos and curriculum have been led and managed very effectively by the dedicated management team.

Continuous improvements are made to the nursery, and there are clear systems in place to monitor and evaluate the effectiveness of the care and education programme. Children develop a secure sense of belonging because the nursery is well organised and staff work very well with parents to ensure they have a good knowledge of children's individual needs. Some resources available reflect the rich diversity in society. Children's care and learning is enhanced by the effective deployment of staff because the manager maintains a higher child staff ratios which helps to ensure children's care and meeting of their needs.

All of the required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Comprehensive policies and procedures on child protection are in place and understood by staff but not linked to the local safeguarding children boards. Children's individual records are maintained well and shared with parents, which ensures the appropriate care is provided to the benefit of children. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The previous care inspection identified two recommendations relating to documentation on fire safety and the recording of existing injuries. A fully established record system is in place to display the procedure to be followed in the event of a fire and record in sufficient detail. Additionally a record is kept of any existing injuries to safeguard children.

At the previous nursery education inspection, it was recommended that the nursery should evaluate children's progress and identify the next steps of their learning. The nursery has addressed this fully. Staff use effective systems when planning and recording children's achievements to ensure that they reflect children's interests and identify the next steps in their learning. This ensures good monitoring of children's progress within the stepping stones.

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 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 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):

- link the existing child protection procedures with those of the Local Safeguarding Children Board (LSCB) on how allegation against staff will be dealt with

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):

- increase the range of books to reflect positive images of culture, ethnicity, gender and disability.

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