



Alverton Day Nursery Ltd.

Inspection report for early years provision

Unique Reference Number	EY332397
Inspection date	10 January 2007
Inspector	Heather Tanswell
Setting Address	Alverton C P School, Toltuff Crescent, PENZANCE, Cornwall, TR18 4QD
Telephone number	01736 351135
E-mail	shazz2alv@yahoo.co.uk
Registered person	Alverton Day Nursery 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 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?

Alverton Day Nursery Ltd., is a limited company with a board of directors, which registered in 2006 under new management structure, after first opening in 2004. It operates from its own premises in the grounds of Alverton School, in Penzance, Cornwall. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 all year round. The setting operates an out of school club within the school building during term times only. Children have access to an enclosed play space adjacent to each base room and also share access to a secure enclosed play area. There are currently 71 children from birth to 12 years on roll. Of these, 18 children receive funding for nursery education. Children come from the local area. The setting currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language. The nursery employs 14 staff. All staff have early years or play work

qualifications to National Vocational Qualification Level 2 or 3. One member of staff is currently attending training.

The setting receives support from an advisory teacher from the Local Authority Family Services and is a member of the Neighbourhood Nursery Initiative.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well cared for on clean and tidy premises where the standards of hygiene are very good. Staff take full responsibility for maintaining the high level of cleanliness in their own areas of the nursery to protect children from cross infection. Children learn to keep themselves clean by following good personal hygiene routines. They take themselves independently to the toilet as soon as they are able, washing their hands appropriately after using the toilet and before they eat. They clean their teeth mid-day after lunch to prevent tooth decay. Children receive appropriate care when they are ill. Staff rigorously follow their medication procedure to ensure children receive the correct dose at the appropriate time following instructions from parents and carers. Staff hold suitable first aid qualifications that enables them to take appropriate action in an emergency. An effective sickness exclusion policy helps prevent the spread of infection.

Children have opportunities to be physically active, and to experience healthy lifestyles with plenty of fresh air. Each age group has daily access to a designated outside play area so they can enjoy more vigorous physical activity. Children also go out in the nursery garden where they have access to the natural environment and make use of larger, more challenging play equipment to develop their strength and stamina. Children run, play ball games, and learn how to manoeuvre around obstacles on bikes, control speed, climb, scramble and balance. Children thrive on the healthy meals and snacks, such as bacon quiche and fresh fruit segments, prepared on the premises to suit their tastes and preferences using fresh ingredients. They have plenty of fluids, as drinks are always available to quench their thirst.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, well-laid out environment with colourful displays of children's work and photographs of them at play to welcome them and help them feel secure. There is plenty of space for children to rest and play both inside and outdoors. Each age group has their own base room to ensure children can safely access and choose from a wide range of age appropriate toys and equipment. Toys are stored at a low level, so children can access them easily. Resources and equipment are checked routinely to ensure that they are clean and safe for children's use.

Children stay safe and secure because staff follow rigorous safety policies and procedures. They carefully monitor access to the premises. Security locks fitted to external and internal doors minimises the risk of intruders gaining access to rooms used by children. Staff know what to

do in an emergency; however, recently fire drills have not been routinely practised. Children learn to keep themselves safe. They work in small groups with an adult tidying away to avoid trips and falls before they go outside to play. They receive a helpful reminder to walk not run when they move through communal areas. Children are safeguarded from harm because staff understand fully how to implement the settings child protection policy. Staff are clear about their roles and responsibilities in promoting children's welfare and working alongside other agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and very happy in the nursery. Staff make effective use of the stepping-stones towards the early learning goals and the Birth to three matters framework to plan experiences that meet the needs of the age range they care for. As a result, children of all ages experience a wide variety of worthwhile activities that contribute to their development and learning. For example, younger children delight in sensory experiences, exploring the texture of and copying the sounds made by natural and man made musical instruments. Routines vary throughout the day, and include times to be active and rest, with great regard for parent's wishes. Staff hold young children closely at feeding times and rock them to sleep in their arms when this is the way they settle best at home. Staff dim overhead lights and play classical music to create a peaceful environment at rest times.

Children develop close and supportive relationships with their key workers who show sensitive concern for their welfare and happiness. Particular care is shown to re-settle children in at the start of term by planning experiences that link home-life to the nursery routine. Loved toys from home take part in activities, for example, the Teddy Bears Picnic Staff show respect for toys brought in from home in acknowledgment of the important role they play in the child's emotional development. This care is reflected in the positive way children greet staff on arrival, often with a cuddle, and delight in their company as they play.

Children are active, independent learners choosing what they would like to do following their own interests as they develop their own ideas. Babies and staff playfully explore and mimic sounds; toddlers explore the colours of paint and the traces left by wheeled toys in different colours of paint. Children receive individual attention to their needs and are keen to join in with group activities, such as story time and group singing.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards all the early learning goals. Children's good progress in personal, social and emotional development under pins their learning in all other aspects of the curriculum. They understand the rules of the setting, showing high levels of ability to moderate their own behaviour. Staff are very good role models for children and offer praise and congratulations for their good work. As a result, children's confidence in their ability and self-esteem grows. They learn how to solve their own and one another's problems without the need for intervention by an adult. For example, when numbers of children in the role-play area exceeds three, they sort this out by counting how many there are and deciding how many have to leave. By referring to the notice on display,

children demonstrate a developing understanding of how to use, and the purpose of, numbers as labels. Children develop secure relationships with practitioners. This enables children to feel safe to talk openly about members of their family and express their feelings in pictures and in words, sharing and demonstrating concern for others. For example, a child leaving his soft toy behind when he goes to the toilet expresses concern that the toy might be lonely if he cannot see him and is re-assured when told his toy is sitting alongside the other toys who are his friends. Children play well on their own and in groups. They listen attentively to traditional stories such as 'The Three Bears', making comments and asking relevant questions. Children speak confidently in front of the whole group, sharing details about their favourite toy and making jokes. Everyone laughs when after naming his toy a child says ' he is always exercising' when he accidentally lets him fall.

Children are adept users of tools such as pencils, crayons, and scissors. They use their well-developed hand-to-eye co-ordination to thread laces, write and draw recognisable shapes at will, copy handwriting to annotate their work and throw balls and beanbags accurately at a target. They manoeuvre safely as they ride and pedal outside, avoiding cones and controlling their speed when the stop sign is displayed at the zebra crossing. They use numbers to count and predict as part of their play because practitioners plan to use the daily routines and the environment particularly well to re-enforce their understanding. Children complete the calendar and weather chart with its numbers and pictures, recognising that symbols have meaning. They count how many pieces of fruit they can have at the first helping and receive assistance to work out how many more or less they can have with help from practitioners or children that are more able. As a result, all children can accurately match numbers to objects. Children do not have regular use of programmable toys and simple machinery to help them gain an understanding of how technology works. Although there is a till in the role-play area, the computer is broken and other pieces of equipment, for example, the cassette recorder is not readily accessible. Children enjoy being creative. They sing and hum along to music they make, sharing favourite songs and learning new ones that appeal to their imagination.

Practitioner's have a very good knowledge of the foundation stage and use this knowledge effectively to plan a wide range of meaningful experiences, linked through a central theme, for children of all abilities. They carry out regular observations of learning to share with parents. They also make good use of their knowledge of the individual children's stages in development to promote learning. For example, they know who recognises their own name card so they encourage them to find the name cards of other children. Those who are less able are given clues that help them succeed through their mistakes. All staff have high expectations of behaviour and encourage children to be well mannered by being good role models in all they do. Relationships are very good and children enjoy their time learning through play in a well-organised indoor and outdoor environment.

Helping children make a positive contribution

The provision is good.

Newcomers quickly gain confidence and are welcomed into the group by caring staff who take time to show them around and explain how the nursery operates. Children learn to respect the needs and feelings of others through planned activities about their own and other cultures

throughout the year. They explore a variety of festivals with respect for each child's culture and beliefs. Notices around the nursery in languages other than English ensure staff communicate effectively with all parents and children. Social, moral, spiritual and cultural development is fostered.

Children are confident in the relaxed atmosphere and behave very well. They follow agreed codes very well, for example waiting patiently to take their turn to speak in large group activities, and washing their hands before meals. Children are very polite saying please and thank you as appropriate, following the lead of staff who are, very good role models for behaviour in all they do and say. When the cook arrives with meals, she receives a hearty welcome and thanks from the children showing relationships at all levels of the nursery are friendly and supportive. Good systems ensure that children's individual needs are known and respected. Staff are experienced in liaising with support agencies and this helps them develop strategies to ensure that children who have additional needs are well cared for.

Partnership with parents and carers is good. Detailed information about the management of the setting helps parents understand how it runs. Children's care needs and personal information is fully recorded on enrolment. Regular newsletters, twice-yearly one-to-one meetings based on detailed assessment records and daily informal feedback keeps them up to date with their child's activities and daily routines. Weekly notices sent out to keep parents informed about their part in the next week's topic are informative and fun. The provider takes positive steps to ensure parents are kept up-to-date with all the relevant policies and procedures.

Organisation

The organisation is good.

Children are well cared for by a consistent, responsive and suitably qualified team of staff. Staff attend regular team meetings where information gained on courses is cascaded down to ensure their continual reflection on and improvement in their practice. The comprehensive operational plan contains clear, well-written policies and procedures. New staff receive induction training that includes health and safety policies and procedures. The staff ratio more than meets requirements. Senior management step in routinely to ensure these good ratios are maintained to provide cover when staff leave their base room to manage children's toileting routines and staff breaks. As a result, children receive high levels of supervision from adults whom they know well, which helps them feel safe and secure, and develop supportive relationships. The setting meets the needs of the range of the children for whom it provides.

Leadership and management are good. The registered person is active in the overall management of the setting and monitors the quality of the nursery through regular visits and discussion with staff and parents. Practitioners have recently adopted a locally used planning and assessment system linked to the stepping-stones to the early learning goals. They use the curricula materials effectively as a source for ideas to help them plan interesting experiences for children. Practitioners are particularly adept at using their knowledge of the individual children and daily routines to ensure children make progress as they play and learn how to take care of themselves independently.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, Ofsted received one complaint relating to; (National Standard 1- Suitable person) a member of the committees knowledge of the Birth to Three Framework; (Standard 2- Organisation) not maintaining ratios when changing nappies; (Standard 4- Physical environment and annex A) inappropriate changing facilities; room too hot; and children not allowed messy play; (Standard 6- Safety) children being able to leave the building; (Standard 7- Health) personal hygiene routines; and (Standard 12- Partnership with parents and carers) not responding to written complaints.

Ofsted made an unannounced visit on 23 May 2006. The inspector made observations, looked at relevant documents and discussed the concern. The provider was meeting most of the standards, but there was no clear complaints procedure. The provider was therefore given one action under National Standard 12 to address this. A response to the action was received on 26 June 2006 confirming that the new procedure was displayed on the parent's notice board. The provider remained qualified for registration.

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):

- carry out fire drills at a frequency agreed with the Fire Safety Officer.

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):

- stimulate children's interest in technology so they can learn how to operate simple equipment relevant to their everyday lives in the setting, at home, and in the local environment.

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