



Old Felixstowe Nursery

Inspection report for early years provision

Unique Reference Number	251778
Inspection date	12 March 2007
Inspector	Moira Oliver
Setting Address	Kingsfleet School, Ferry Road, Felixstowe, Suffolk, IP11 9LY
Telephone number	01394 275466
E-mail	
Registered person	Old Felixstowe Nursery
Type of inspection	Integrated
Type of 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Old Felixstowe Nursery opened in 1965. It operates from a portacabin with two rooms and kitchen and cloakroom facilities. The portacabin is situated in the grounds of Kingsfleet Primary School in Felixstowe. The nursery serves the local community. A maximum of 21 children may attend the nursery at any one time. The nursery is open each weekday from 09:05 to 11:45 and from 12:45 until 15:25 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 62 children on roll of these 47 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs nine staff, the majority of which hold appropriate early years qualifications. The nursery receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children stay healthy and are protected from the risk of infection because the staff are excellent role models on hygiene practices talking to the children about washing their own hands before snack. There is a notice in the toilet area to remind children to wash their hands and staff talk to the children about the importance of hand washing. The kitchen and food preparation areas are clean and hygienic with different cloths in use for different purposes. The majority of the staff are trained in food hygiene and health and hygiene guidelines are discussed with all staff to ensure consistency. Nappy changing procedures are robust and staff are respectful of children's privacy.

Children are exceptionally well cared for when they are unwell or have an accident. Staff ensure they are comfortable and cleaned up when necessary. They stay with the child until they feel better and contact the parents if the child is unwell, staying with the child until they arrive. The first aid box is well stocked with all required items which are checked regularly to ensure they are in-date and replaced. A separate first aid box is available for staff and adults to use in the setting. Staff are conscientious about attending required training and they are booked onto the courses to renew their qualifications ensuring they are all up to date with first aid and food hygiene training. Accident, medication and incident books are kept for children and staff and are completed accurately and signed by parents. Key workers ensure they know their children well and discuss any medical issues with the parents making sure they know how and when to use items such as inhalers.

Children have a very good understanding of simple good health and hygiene practices, they routinely wash their hands after using the toilet and before snack. They manage the taps, soap and towels independently. Children are encouraged to cover their mouths when coughing and to turn away from the snack table, clear explanations are given about germs getting from their mouths to the food. Children access tissues and are learning to wipe their own noses before throwing the tissues in the bin.

An extensive range of healthy foods are offered at snack time. Children are introduced to and encouraged to try new foods such as mangoes and other exotic fruits. They enjoy a sociable snack time in small groups with a member of staff, giving opportunities to discuss the food and learn about healthy eating. Staff work closely with the parents who inform them of any allergies or food intolerances and a list is kept for easy reference on the kitchen wall. Snacks are planned each half term and the menu is displayed to parents in advance giving them an opportunity to discuss any issues with the staff ensuring they are happy with the foods offered to their children. Children enjoy pitta bread, sandwiches, dried and fresh fruit, raw vegetables, fruit cake, cheese and a range of other foods, ensuring children are well nourished. Fresh

drinking water is available at all times and children confidently help themselves from the jug, putting their used cup in the tray underneath, ensuring they are hydrated.

Children are eager to use the extensive, stimulating range of physical activities outside and have regular opportunities for fresh air and exercise. They use climbing and balancing equipment with high levels of skill and confidence and staff support new children to manage the equipment, to travel over, under and through it, increasing their confidence. Children pedal tricycles and can negotiate obstacles such as other children and equipment. They work together digging the sand with a range of spades, rakes and construction vehicles, proud in their accomplishment when they fill the scoop on the digger and successfully dump it to the side. Children increase their hand, eye co-ordination as they weave strips of wallpaper through net and throw bean bags into hoops or onto a number mat. They paint with large and small brushes as they use water to paint the steps, walls and rails. Children skilfully share a tape dispenser, helping each other and suggesting ways to get it to stick paper together.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an extremely welcoming, child centred, secure and safe indoor and outdoor environment. The premises are bright and light and set up invitingly for play. The premises are enclosed, a secure gate ensures children cannot leave the premises unsupervised. There is a notice on the gate to remind parents and visitors to lock it and staff are vigilant and check it when all the children have arrived. The group carry out a full, written risk assessment where actions are addressed immediately and a daily risk assessment to ensure children are safe from hazards. The main door is closely monitored when children arrive and depart and the children are recorded in the register. Parents inform the staff both verbally and in writing if someone other than themselves is collecting their child to ensure children do not leave with unauthorised adults.

Children use high quality suitable and safe equipment. All equipment is checked as it is taken out and put away and anything which is not complete or is broken is discarded. The outdoor area and equipment is maintained to a high standard, equipment is stored undercover to protect it from adverse effects of the weather. All toys and equipment are clean and stored in labelled boxes. Children are supervised at all times by staff who are vetted and have a wealth of relevant experience, knowledge, skills and qualifications.

Children actively contribute to keeping themselves safe. They know how to use the climbing equipment and slide safely. They understand to walk indoors and to ride the bikes carefully outside avoiding others. Staff ensure that all children take part in fire drills on a regular basis. On hearing the bell children leave their activities and follow a member of staff out of the building through the nearest exit. They walk in a line to the school field where they answer their names for the register and help to count the children and adults. Children are aware of the reasons for the fire drills as staff use simple explanations to help them to understand the importance of the practise.

Children remain safe on exceptionally well organised outings. Staff always visit the proposed sight for the outing and carry out a thorough risk assessment in advance ensuring that it is

safe for children and they know where all the amenities are. They use a reputable coach company which have fitted seat belts which they ensure all children use. Child to adult ratios are increased to ensure there is one adult to every two children, resulting in children receiving high levels of adult attention and supervision, keeping them safe.

Children are protected because the staff have an excellent understanding of their roles in child protection and are able to put appropriate procedures into practice when necessary. They update their training every three years and have a child protection policy which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive in the well resourced, stimulating play areas both indoors and out. They confidently come into the setting and choose their activity, accessing the toys and equipment from those set out or those in the storage units. Children excitedly join their friends in the role play areas which include a travel agent office and a shop. They buy tickets, look at brochures and book holidays using a laptop. Children buy food in the shop whilst they are waiting and chat happily to each other. Play-dough offers children the opportunity to use malleable material on a daily basis, they squeeze, press and roll the dough and some use their imagination making cakes which they cook in the play oven or sell in the shop.

Children use their initiative and access the outdoor tap to get water for the sand, they comment that they need it to make the sand 'mushy'. They access view finders, magnets and magnifying glasses as they explore their environment finding worms or plastic insects to look at. Children shout out excitedly to staff when they find 'treasure' in the sand pit and staff encourage their imaginations further by joining in the fun and looking for more. Children acquire new knowledge and skills as they learn how to balance and climb steps and they concentrate as they catch plastic fish with large hooks from a tray of water.

Children actively seek out others to play with, making positive relationships. For example, a small group of children make a train-track, negotiating the sharing of the trains and passing each other track pieces to put together. Children offer to take others for a ride on the three seated tricycle, they go round the garden asking others if they want a ride. Staff have an excellent understanding of the needs of individual children and accept that not all children want to sit in a large group for story. They encourage the children to join the group and support the children listening by sitting with them, however, other staff are available to play board games or finish craft activities with the children who do not want to join the group, meeting their individual needs. Children have lots of opportunities to share books on their own, with a member of staff or in a small group, therefore fostering a love of stories.

Children under three years old attend for a session for their age group only. They are supported by skilled, caring staff who understand this age group and their individual needs. Valuable time is spent supporting the children to settle and gain a sense of belonging to the group. Parents are welcome to stay with their child for as long as necessary and staff work closely with the parents to help in the separation for those children who find it more difficult. Children happily play in a rich and stimulating environment where they can move freely from one area to another

and access the outdoors. They have complete freedom to choose their activities and staff work closely with them supporting them to share resources and build relationships with their peers.

Nursery education

Children are making outstanding progress towards the early learning goals. They respond to the activities with lively interest and enthusiastically take part. They speak fondly of their nursery and look forward to their day. They are happy to volunteer with unusual activities, such as, offering to be wrapped up in toilet roll to pretend to be an Egyptian mummy. A flexible, child-centred approach to the planning and an excellent balance of adult and child led activities allows children to learn at their own pace. For example, children making snake bracelets were offered a range of resources and staff supported a child who did not want to make a snake to follow his idea enabling him to make a turtle instead. Children are given time to complete their work and can even come back to it the next session. Children's achievements are celebrated, they are recorded and often photographed to use for discussion at a later date and to share with parents.

Children are motivated and eager to learn, they work exceptionally well together, sharing the resources and negotiating turn taking as they wait to catch fish, watching the others, supporting and praising their efforts. They play together splashing the wall with water from large brushes, making room for each other and comparing the height of the splash marks. Children have well developed self-help skills as they pour their own drinks during the session and at snack time. They manage their aprons and successfully wash paint off their hands and arms using the soap. Children choose resources accessing items such as puppets from well labelled boxes in storage trolleys. Children are interested in the activities presented, they speak confidently and in an informed way to staff and other children about the desert whilst making sand and camel pictures.

The extremely wide range of writing resources available in all areas both indoors and out encourage children to write for a purpose and mark make. For example, there are chinks, pencils and paint brushes outside, shopping lists in the shop, tickets to write in the travel agency, as well as a range of pencils, pens and crayons and other office stationery in the writing area. Children confidently write their names on their work and proudly show staff letter-like marks and patterns. Photographs show children enjoying making patterns in shaving foam and corn flour. Children listen to stories with rhyming prose and listen for similar sounds in a rhyming card game. There is an excellent range of high quality reference and story books for children to share in the nursery with other children, the staff and to take home to share with parents. Children know how to use books, they start at the front and turn the pages one at a time.

Mathematical understanding is promoted well through planned activities, during child initiated play and the daily routine. Children confidently use number to count each other, snack food, bowls and money. They are introduced to simple addition and subtraction and are encouraged to problem solve, for example, at snack time when sharing the cucumber. The rich environment includes a wealth of mathematical equipment such as balancing scales, number mats, puzzles, counters and board games. Children count the spots on a die and expertly move their counters in the snakes and ladders game. Children have a good knowledge of shape and size and use mathematical language to explain positioning as they climb under and over the apparatus in

the garden. They confidently speak about volume as they fill and empty their buckets with sand and water.

Valuable experiences take place when children discover nature and their local environment. They take part in town events such as 'Felixstowe in Flower' and create an imaginative garden to enter the competition. They watch and feed birds, plant daffodils and other flowers. Children visit the Town hall to collect their prizes and have been involved in a competition on the local radio station where they were interviewed. They experience a range activities planned around topics which broaden their horizons and underpin learning about the wider world. Discovering places such as Arabia, Australia, Egypt and the north and south poles, learning about the people and animals and taking part in celebrating religious or cultural festivals throughout the year, increasing children's knowledge and understanding. Curiosity is provoked when using junk boxes to make a car and whilst using technology. Children use computers with skill as they manipulate the mouse and use the keyboard to complete games and their learning is well supported by staff.

Children delight in creating pictures and models from the wide range of craft materials which are available throughout the session. They confidently access the materials including paints and glue to make bracelets, crowns, cars, and sand pictures. Children have splendid opportunities to use their imagination in well resourced role play areas both indoors and out. They book holidays, dress up, fill their baskets with shopping and feed their babies. Children create dens and make tents to extend their imagination further. They are introduced to a range of music from around the world such as eastern music to enhance their work around the topic of Arabia and Egypt. They confidently sing as a group or individually and enjoy musical and percussion instruments.

The quality of teaching and learning is outstanding. The staff work as an highly effective and supportive team and children benefit from their expert knowledge and understanding of the Foundation Stage. A key worker system ensures staff get to know the children and parents very well and can meet their individual needs. Staff work directly with the children, talking to them, skilfully questioning them, actively encouraging them to think for themselves. Staff plan a broad and balanced program across all six areas of learning. They plan as a group, using children's assessments and evaluation sheets from focused activities to inform the planning, ensuring plans reflect individual children's learning. Staff record children's achievements on a daily basis, up-dating their records regularly to share with the parents. High staff to child ratios provide children with individual attention when necessary helping children to manage their own behaviour effectively. Inclusion for all children is planned and monitored exceptionally well, staff attend courses and workshops and work very closely with parents and other professionals to provide a consistent approach where all children's needs are met.

Helping children make a positive contribution

The provision is outstanding.

Children enthusiastically make choices and decisions throughout the session choosing their activities and accessing the equipment. They have opportunities to continue their chosen activities during group times if they do not wish to join the group. Staff encourage the children to join in for group story and snack, however, ultimately the children's choice is respected by

the staff who support them in their chosen activity. Children are eager to arrive at nursery and cope with separating from their parents well. Staff work closely with parents to ensure they know the child's interests, likes and dislikes in order for them to support the child to feel safe and secure when their parents leave. Parents are welcome to join the sessions on a rota system. They are encouraged to contribute to the group in other ways, some choose to join the committee, offer talents or special skills, help with fund raising or with general repairs and maintenance of the building.

Children develop self-esteem and respect for others through the excellent resources for diversity, for example, books, posters, dressing-up clothes, dolls, dolls house figures and musical instruments. Children discover other cultures and countries as they join in with religious festivals and other celebrations from the wider world, actively promoting positive attitudes towards other. All children are included fully in the life of the setting, including those with special needs. Staff are highly trained and work closely with parents and others to plan effectively to help all children progress. The setting welcomes children with special needs and has made alterations to the building making it accessible to all. Children are supported to communicate more effectively using signs and picture timetables which all children can access.

Children's behaviour within the setting is consistently of a high standard. Children understand right and wrong as staff give clear explanations and encourage them to support each other and to play together. Children happily take turns on the computer using a sand timer to time themselves. They are skilled in negotiating and organising themselves as they make space for each other at the wall to splash their water brushes. Children are aware of using good manners, for example, at the snack table as they pass the snack round thanking each other.

Partnership with parents and carers is outstanding. Parents are welcomed as they arrive and there is a member of staff always available to speak to them. Parents are encouraged to share in their child's learning at nursery, they are provided with activity sheets with ideas of how to extend their child's learning and link into the topics at home. For example, ideas are given to parents to suggest they take their child to a travel agent to give them a real life experience. Sheets are provided each half term giving them prior notice of planned activities. Parents are involved in their child's records. They complete a booklet about their child before they start and then a 'home sheet' periodically throughout their time at nursery which provides the parents with the opportunity to record achievements they have noticed at home and the activities their child enjoys. Records are shared with the parents and they have regular opportunities to discuss their child's progress with their child's key worker. Parents receive information about the curriculum through meetings, discussions and displays on the notice board as well as laminated sheets at different activities around the room, keeping them well informed.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

Robust recruitment and vetting procedures ensure children are extremely well protected and cared for by experienced and qualified staff. They have an excellent knowledge and understanding of child development, the 'Birth to three matters' framework and the Curriculum

guidance for the foundation stage. New staff receive clear job descriptions and are given time and support to become familiar with the nursery and all the policies and procedures.

Staff have a very high regard for the well-being of the children, they speak to them with respect and value them as individuals, encouraging and supporting the children to develop their ideas. High adult to child ratios positively support children's care, learning and play, ensuring they receive high levels of attention and support daily. Staff deployment contributes to children's very good health, safety, enjoyment and achievement and ability to take an active part in the setting. Close links are built with the school to enable the smooth transition of the children.

All paperwork is meticulously organised, confidential and accessible. An operational plan, organised into the National Standards, contains up to date information, policies and procedures contributing to the smooth running of the setting.

Leadership and management is outstanding. The leadership and management of the nursery education contributes to the children's outstanding progress towards the early learning goals. Managers support each other and the staff in their roles within the nursery and in their professional development through yearly appraisals and on-going conversations. The committee use expert knowledge from a member to improve their appraisal forms and contracts further, keeping them in line with current legislation. Managers are committed to the training and further development of the staff, providing opportunities and funding as well as encouragement and support. The committee and the supervisor monitor and evaluate the provision on a regular basis. They have a well informed understanding of what they do well, for example, the use of space and the availability and amount of high quality resources they provide. They identify areas to develop and communication between the committee and the staff has improved substantially. The introduction of a craft table being available at all times and extending some activities over to another day allows children more choice and time. The committee and the staff strive to further improve the setting and are planning new outdoor storage to include a bike shed where parents, staff and children can store their bikes out of the rain.

Overall the needs of the range of children are met.

Improvements since the last inspection

At the last inspection the nursery was asked to give consideration to improving their registration time. The registration time has been altered and works very well. Children come into the main room where they are recorded in the register by a member of staff, relieving congestion at the entrance where additional staff are available to parents providing them with opportunities to speak to staff when they arrive.

Staff ensure parents names are on their child's details to ensure they have contact names when necessary.

The staff are proactive and provide a range of information for parents about the Foundation Stage, the areas of learning and the stepping stones to increase the parent's awareness. Information is clearly laid out in the parents prospectus which each family receive and planning is shared on a regular basis to give parents prior notice to areas the children will be covering.

Parents are invited to attend evening meetings where staff show videos of curriculum guidance and parents have the opportunity to look at and discuss their child's records with their child's key worker.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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