



Archway Nursery

Inspection report for early years provision

Unique Reference Number	EY340474
Inspection date	16 January 2007
Inspector	Janet Armstrong
Setting Address	Hyde Farm, Salisbury Road, Pimperne Dorset, DT11 8TX
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Registered person	Sandra Vivien Denise Slater
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?

Archway Nursery originally opened in 1996 and transferred to its current premises in October 2006. The nursery operates from a converted house in the village of Pimperne, on the outskirts of Blandford Forum, Dorset. The nursery is privately owned and provides full day care for up to 51 children under the age of six years.

The nursery is open Monday to Friday from 08.00 to 18.00. They are registered to receive the government funding for three and four-year-olds. There are currently 95 children on roll, of whom 24 are funded.

The nursery uses both levels of the premises. The accommodation offers six rooms, which are used to cater for the different age groups. There are enclosed outdoor play areas included in the registration.

The nursery owner has a Diploma in Preschool Practice. A qualified manager is employed, who holds a BTEC in child care and education. She is supported by 13 members of staff, of whom 12 hold a recognised childcare qualification and one who is working towards one.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health throughout the nursery is promoted well. Staff follow regular cleaning routines to keep all areas clean and suitable for use. Floors are swept after sand play and tables are wiped with antibacterial spray before meal times. Coloured cloths are identified and used for specific cleaning tasks. This helps to reduce the risk of cross contamination. In the baby unit, toys are cleaned on a weekly basis. Young children have individual sheets that are changed and washed regularly. Written hygiene policies are displayed on the walls in the changing areas to remind staff of expected procedures to follow. This means that all staff wear disposable gloves when changing nappies and cleaning potties. Children learn to wash their hands before meal times and after using the toilet and engaging in messy play activities. They have access to paper towels and liquid soap. These positive procedures all help in keeping children healthy and reducing the risk of the spread of germs.

All the necessary documentation and records are in place to promote children's well-being. There are high levels of first aid qualified staff to manage any accidents and administer medication, as required. Details of which are clearly recorded. Written permission to seek emergency medical advice and treatment and procedures to follow when children are sick enable staff to take appropriate action when needed.

Children have a good introduction to a healthy lifestyle. The nursery works closely with parents to ensure that children's likes, dislikes, food intolerances and allergies are catered for. This enables staff to positively promote and respect children's individual dietary needs. The nursery offers a varied and nutritious menu, providing children with hot meals at lunchtime and sandwiches at teatime. Home-cooked meals include tuna pasta bake, local fresh sausages, spaghetti bolognese and fish pie. Deserts of fresh fruit salad, bananas and custard, pears and yoghurt are offered. Parents are able to provide meals for their children, if they wish. They are encouraged to provide their children with healthy options so that children receive consistent and positive messages about healthy foods. A dedicated fridge is used for the storage of babies bottles and food. A fridge thermometer enables staff to monitor and record on a daily basis the temperature to ensure foods are correctly stored. Children's physical development is promoted throughout the nursery, usually on a daily basis so that children can get some fresh air and become physically active. A range of large and small equipment in the outdoor play areas enables children to learn new skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well. A safe environment is provided throughout the nursery to enable children to play and learn in an environment free from potential hazards. Good door

security ensures that children cannot leave unsupervised and visitors must be identified and their presence recorded. Stair gates restrict access to the stairwell, the kitchen and hazardous substances are inaccessible to children, exposed electrical points are protected with socket covers and all outdoor areas are securely fenced and gated. Formal risk assessments and the checking of electrical and fire equipment are completed on a yearly basis. Risk assessments are displayed in each area of the nursery, identifying potential hazards in their respective areas and what action has been taken to reduce or remove any risks. All the necessary furniture, equipment and play provision is in place to support the care and learning needs throughout the nursery. Staff complete informal daily checks to ensure that all is suitable for use and in a good state of repair. These effective procedures help to protect the safety of all children and adults on the premises.

Children's safety is further promoted through the written policies and documentation in place. These include procedures for outings, lost and uncollected children and for seeking written permission from parents for the authorised collection of their child by named persons only. Children are learning safe practices to enable them to make positive decisions with regards to their own and others' safety. For example, no throwing toys or running indoors, how to use scissors safely and to tuck chairs in and tidy up to help keep the areas clear. All children throughout the nursery participate in fire drills. This enables staff and children to practise the safe evacuation of the premises in an emergency situation. In the baby unit, sleeping babies are monitored and checked every 10 minutes to ensure they are safe. They receive positive levels of support to meet their care and learning needs. However, on occasion, staff deployment is not consistently effective in the baby unit. This means, that during some busy periods, staff do not effectively organise themselves to offer the continued high levels of supervision.

Staff have a clear awareness and knowledge of child protection issues and know what to do should they have a concern about a child in their care. This helps to keep children safe from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Throughout the nursery, children are happy and settled. They have access to a wide range of play provision, that is suitable to their ages and stages of development and helps to promote their learning and independence in making free choices in their play. The different playrooms have been set up well to provide children of all ages with clear space and accessibility to explore and become engrossed in their play. Consistent and regular routines are followed throughout the nursery to help provide children with a sense of security and well-being. They are cared for by familiar faces that enables them to form trusting bonds and relationships with staff.

The Birth to three matters framework is used by staff to support the development and learning of children under the age of three. In the baby unit, monthly planning links elements from the framework to a range of creative, physical and sensorial activities to introduce the babies to new experiences. For example, sand and water play, the use of paint brushes and playing with bubbles. Their achievements are clearly recorded to identify the progress they are making. Staff have a good awareness of the babies' individual needs. They support their care well and record nappy changing, sleep and feeding patterns for parents. This helps to promote continuity of

care. The babies respond well to the high levels of reassurance and cuddles from the staff. They receive good encouragement to explore. For example, when playing with the role-play garden they continuously repeat learned actions and show delight from the responses they receive, such as posting the letters in the post box, opening and closing the gate and throwing the toy carrot over the side and then finding it, much to their surprise and enjoyment.

In the toddler unit, staff use the Birth to three matters framework well. They provide young children with many regular experiences to explore creatively, imaginatively and through self-initiation. The children's records of assessment successfully shows the progress and development these children are making through Birth to three. The planned daily routines, activities and use of rooms ensures that the children have access to a good balance of activities to promote their development. For example, baking activities, exploring Lux flakes, gloop, play dough and sand and water. The children enjoy staff-led group activities. An electronic bug game is used well to develop their confidence, listening and social skills. Children listen carefully to the verbal instructions from the bug and obey his instructions. In role-play, they enjoy a tea party and busy themselves making cups of tea and cakes. They pour, stir and pretend to drink and eat what they have made. A two-year-old plays with the dolls house and acts out the role of Daddy. He sings quietly to himself 'I'm the dingly, dangly Daddy' to a familiar tune and then laughs as he tries to squeeze the figure in through the window.

In the preschool room, children's confidence is promoted well through positive interaction from staff. The play areas have been set up well, offering free access to clearly labelled toys and activities to support their ideas and interests. Daily routines ensure children have the opportunity for quiet, creative, imaginative, free and physical play. They have the time within these routines to explore and build on their own ideas and of those around them, especially in role-play where children pretend to be nurses, doctors and patients.

Nursery education

The quality of teaching and learning is good.

Staff have a sound knowledge of the early learning goals and steps within to enable them to support children's learning and progress well. They work well together, sharing tasks and responsibilities. Good deployment enables them to supervise and oversee the children's activities, recognising when to intervene and when to take a step back. Planning works well to enable children to make progress through the steps within all six areas of learning. An interesting range of themes and topics introduces children to the world around them. Staff interact well with the children. They have a positive approach and have developed trusting and warm relationships with the children. Children's communication, language and literacy is promoted well. Staff are patient and give clear instructions regarding their expectations. This means that children have developed strong listening skills that positively supports their learning, enabling them to complete tasks, both within their learning and daily care needs. For example, when playing as a large group with the parachute out of doors. This means that staff are able to focus on the planned activity and children's learning. Staff make good use of daily routines and opportunities to support children's learning. This includes circle time, free play, opportunities for creative and physical development and quiet time. Staff support children's learning in large and small groups and on a one-to-one basis through a range of child and adult-led activities.

However, they do not always provide children with sufficient challenges to further promote their personal independence. Children's records of assessment successfully shows the progress children are making in some areas of their learning. For example, their hand-eye co-ordination and mark making. However, they do not successfully show the progress children are making through all six areas of learning.

Children are confident learners and have formed positive relationships with others and familiar staff. They play well together, sharing their ideas and needs. They are well behaved and recognise right from wrong, and on occasion are able to resolve their own issues. Their personal independence is developing as they use toilet facilities unaided and have free access to a wide range of play provision. However, they are not always sufficiently challenged to help promote this further. For example, at snack time, putting on aprons and labelling their own work. Children use their language well to communicate with those around them. They have very good listening skills that enable them to complete tasks and make a positive contribution to their activities. For example, listening to instructions to play games in a large group, getting ready for mealtimes and outdoor play. Children enjoy books in a range of situations. They sit quietly and participate in group story times. They are learning to recognise the sounds of familiar letters. For example, those that begin with their own name or other children in their group. Children have many opportunities to mark make. They have access to pens and paper and records of assessment show they are learning to form recognisable letters to write their own names. However, children are not encouraged nor have the opportunity to use these new skills to label their own work.

Children learn to count in a range of situations throughout the day. A three-year-old confidently counts to four to identify the number of petals he has, a four-year-old draws a circle and states 'that it looks like a number six'. Children also learn to count and solve simple number problems through using computer games where they count how many skittles have been knocked down and identify how many are left. They learn that one plus two equals three. Children explore shape, space and measure through access to sand play and junk modelling on a regular basis. Children have good opportunities to explore and investigate. For example, using snowdrops, children explore the effects of adding food colouring to the water, they participate in floating and sinking experiments and use of magnets. Children have daily opportunities to complete simple puzzles, offering a range of challenges and use construction materials, such as building train tracks, using stickle bricks, Duplo and wooden blocks to build tall towers. Children have a good introduction to modern day technology on a regular basis. For example, they have daily access to appropriate games on the computer where they learn to complete simple tasks using the mouse. They have access to a tape player and use a range of kitchen equipment when baking, such as liquidisers, popcorn makers and food mixers to explore the effects. A range of planned activities introduces them to the natural world around them. They keep Giant African snails as pets, have visited local farms and participate in gardening, flower arranging and looking at the weather and four seasons.

Children use the indoor space well to support their play. They negotiate space, moving around furniture and others to avoid any accidents. Outdoors, they enjoy the fresh air to run around the large grassed area. In a group activity they work together to control a ball on the parachute to make it roll and bounce high and low without it falling off. They listen carefully to instructions to perform each task. Children also have access to ride on toys and a range of climbing and large-scale equipment to develop their large motor skills. They enjoy playing with balls and

show increasing control and coordination to kick, throw, catch and shoot baskets into a net. Children use one-handed tools with increasing skill. They receive good levels of support to develop and learn new skills. For example, when drawing around a circle and learning to use scissors. Children have regular opportunities to participate in planned adult and self-initiated creative activities. They use their imagination well in role-play as they act out learned and imagined roles of a doctor, nurse and patient. A four-year-old uses a toy stethoscope to identify a sore throat. He confidently diagnoses 'a dinosaur', confirming that 'medicine will make it better, it tastes nice'.

Helping children make a positive contribution

The provision is good.

Throughout the nursery, children have a good introduction to the wider world in which they live. Children under the age of three have access to a range of toys and play provision that raise their awareness of diversity and ability. In the preschool room, children are also introduced to a range of different cultures. They celebrate festivals from around the world that include Chinese New Year, Hanakaah, Easter, Christmas and Diwali. They have tasted a selection of foods from around the world and using photographs and a map of the world they identify places visited when on holiday. A range of visitors to the nursery, as well as trips out to the local church to celebrate harvest festival introduce children to their local environment. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. Staff use appropriate strategies to appropriately manage and promote good behaviour throughout the nursery. Children under the age of three are learning to share, take turns and consider those around them. They receive positive levels of support and reinforcement from staff to enable them to learn what is expected of them and why. Children learn good manners. They are encouraged to say 'please' and 'thank you' when appropriate. In the preschool room, children are learning to resolve minor disputes in their play, where they share the resources and take turns without intervention from staff.

Partnership with parents is good.

Good working relationships have been formed with parents. Parents receive a useful written prospectus that informs them of the nursery's aims, practices and activities promoted throughout the nursery. Children's records of information are updated formerly on a yearly basis to ensure that all details are current and up-to-date. Notice boards, regular newsletters and planned activities keep parents informed of what goes on throughout the nursery. Daily discussions with parents, and the use of recorded care routines for children under the age of three ensures that both parties are well informed about individual care needs, activities enjoyed and progress made. This helps to promote continuity of care and provide children with a sense of security. Parents are invited to formally view their children's records of assessment throughout the nursery and discuss the progress their children are making on a regular basis. They are encouraged to share and become involved in their children's learning through verbal discussions and participating in the sessions. There are clear procedures to follow should a complaint be made by a parent. These systems reflect current legislation and management are clear on their responsibility. However, the written policy has not yet been updated to reflect this.

Organisation

The organisation is good.

Rooms are organised well to cater and support the children's care and learning needs throughout the nursery. Good use has been made of space and furniture to create clear areas for the children to explore and become engrossed in their play. Free access to play provision and toys in each room helps to encourage children's natural curiosity and personal independence. Staff are positive, caring and approachable. They interact naturally with the children. Children respond well to the staff and are confident and relaxed in their environment. Overall, children's care and learning is promoted well. Although, at times, staff deployment is not always effective. There are high levels of qualified staff who use their childcare knowledge and skills well to support the children's learning. Well-organised management systems oversee the smooth running of the nursery and support staff positively. The setting meets the needs of the range of children for whom it provides.

All the necessary records and documentation are in place to support staff in meeting the individual care needs of those children attending. Records and documentation are stored confidentially and reviewed on a regular basis. Written policies and procedures are in place to promote consistency amongst staff and inform parents of nursery practices. There are clear systems and records in place to determine staff's suitability to help keep children safe from harm. However, the written policy, along with complaints procedure have not yet been updated to reflect this.

Leadership and management is good.

Effective systems in place enable management to effectively monitor the setting's strengths and weaknesses. Through a detailed and comprehensive self-evaluation they are able to celebrate their success and identify areas for improvement. Systems for evaluating the nursery education offered enables management to monitor their effectiveness through checking planning and monitoring the activities offered. This is supported through regular advice and feedback from outside agencies, such as the advisory teacher and school. Secure systems in place enable management to monitor staff effectiveness through the use of regular staff meetings, yearly appraisals and informal discussions. An extended induction programme for new members of staff ensures they are clear of expectations and written policies and procedures in place. Staff attend regular training courses to update their skills. They are encouraged to make their own decisions within their respective rooms which helps to motivate and give them a sense of value.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure staff deployment effectively promotes young children's safety at all times
- ensure all written policies are up-to-date to reflect current legislation

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):

- extend opportunities for children to further develop their personal independence
- further develop children's records of assessment to show the progress they are making in all six areas of learning.

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