



The Nest Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY337691
Inspection date	22 January 2007
Inspector	Janet Butlin
Setting Address	Brixham C of E Primary School, Higher Ranscombe Road, BRIXHAM, Devon, TQ5 9HF
Telephone number	01803 882421
E-mail	
Registered person	Sure Start Paignton
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

The Nest was originally registered in 2004 and re-registered in 2006. It is located in Brixham in Devon and is attached to Brixham Church of England Primary School. It is managed by Paignton and Brixham Children's Centres, an organisation which is part of the local authority. The Nest is registered to provide up to 55 places for children aged from birth to eight years. It is open for 51 weeks of the year, Monday to Friday, from 08:00 to 18:00, but is closed on Bank Holidays. Children can attend for a variety of sessions during these times. Funded nursery education sessions are available at the setting for three and four-year-olds, but these are provided by the adjacent school. There are currently 79 children attending the setting. Priority for places goes to children living within the ward of St Peter and St Mary, followed by children in other neighbourhood nursery areas, before places can be offered to children living in other areas. The Nest is purpose built and consists of four playrooms, and associated facilities. The Nest has its own enclosed garden area. All staff either hold, or are working towards, an appropriate childcare qualification. The Nest receives support from the local authority and

other professionals such as social workers, speech and language therapists and Foundation Stage advisory teachers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children eat an extremely healthy diet at the nursery. Very strong emphasis is given to providing the children with at least five portions of fruit and vegetables a day. They enjoy plentiful quantities of fruit at morning and afternoon snack times, and their lunches are equally healthy and nutritious. These are freshly prepared in the kitchen of one of the setting's sister nurseries a few miles away. They are brought to the setting in good time for the children to have their lunch so that they do not have to wait for it. They respond with excitement to the appetising smell of their delicious lunch and the majority of children consume their meals with enthusiasm. They have regular healthy drinks and are also able to access a drink of water whenever they want one from the conveniently placed dispenser. This ensures that children remain very well hydrated.

Children learn about keeping themselves healthy as they wash their hands very thoroughly before meals and after using the lavatory. They use liquid soap and paper towels, and this protects them effectively from cross infection. Babies benefit from the setting's scrupulous attention to hygienic procedures when preparing feeds, changing nappies. Their cots and bedding are fresh and immaculate. The setting also has a responsible attitude to protecting children from each other's germs as children who are sick, infectious, or who become unwell during a session, are requested not to attend. Children are well cared for in the event of an emergency as a high proportion of staff are qualified in first aid. Children have continuity of care as any accidents that they have in the setting are well documented and this information is relayed promptly to their parents.

Children enjoy the health giving properties of fresh air every day. They develop their large muscles as they operate wheeled toys, throw and catch, and run about outside in the nursery's play area. They also go on walks which further develops their physical strength.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a wonderfully bright and welcoming environment. They enjoy excellent facilities indoors and out. Babies and young children benefit from the homely and comforting ambience that helps them to feel secure and cosy. Babies are cared for in a dedicated room, but also enjoy family style get-togethers in the adjacent room where they can mingle safely with their older playmates. Older children are cared for in their own, self contained unit where they have very well organised spaces to play. All children enjoy a secure and safe outside play space. This is positioned so that children are able to move easily from the indoors to the outdoors. Children play with a vast array of superb toys and games. These are attractively presented and are all of excellent quality. Staff set out the toys that the children are going to focus on using, but all games are easily accessible. Babies' playthings are clean and in pristine

condition. From an early age, children's independence is promoted by the available resources. For example; very young toddlers, who are still in nappies, climb to the nappy changing area on safe and sturdy steps which are part of the unit. This also means that staff maintain a safe posture whilst completing changing procedures.

Children are kept safe in the setting as regularly completed risk assessments identify and address hazards. Also, hazards that are identified during the day to day running of the nursery are promptly made safe and repairs actioned immediately. Children are kept safe in the event of an emergency as there is a clear evacuation procedure and children are secure in following it. They are also kept safe in the setting as the premises are secure and there is an excellent system for monitoring access. Staff are vigilant about rigorously recording when children arrive. There is a clear and accurate record of who is on the premises.

Children benefit from staff's thorough understanding of the child protection procedures. Staff have access to up to date and helpful information regarding the procedures to be followed. Appropriate regard is given to confidentiality and the nursery is experienced in working with supportive agencies.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children are happy and enjoy their time in the setting, they settle quickly and soon become confident to explore and investigate their environment. They respond to the enthusiasm of staff and demonstrate warm and comfortable relationships. They snuggle up cosily and very young babies soon feel secure. Staff ensure babies have their comforters from home and follow their familiar rhythms and routines. Young babies explore textures and develop their senses. They laugh and explore intently, for example; as they print with oranges and run their fingers through lentils. As children become older and begin to toddle, they venture into the adjacent area where they develop their social skills with the older children. All activities are clearly linked to the Birth to three matters framework and clear, detailed plans are followed each day. These show that children enjoy a wealth of stimulating experiences. They become competent learners as they organise and count toy animals, connect construction equipment and watch how bubbles are formed. They become skilful communicators as they talk to staff, for example; about how they will get wet when things splash and they also discuss their role-play. Even very young babies' attempts at vocalisation are reinforced by sensitive staff, who respond as if in conversation. Children laugh with joy and watch completely absorbed in wonder, as they sit beneath a slowly billowing and descending chiffon 'tent' that a member of staff has created for them. Staff make frequent, regular observations of the children and record this information in the child's assessment file. These assessments are detailed, accurate and show the targets for children's progress. They are referenced effectively to the Birth to three matters framework.

Children who are eligible for early years education receive this in the nursery's Foundation Stage unit, and the programme is delivered by the adjacent school. They enjoy excellent care whilst in this unit. During the periods that children are not in receipt of educational funding they still enjoy activities that help them to grow and progress extremely well in all areas. For example; they investigate a variety of textured materials, including sand and mashed potato. They are particularly skilled in the use of the group's computers. Appropriately challenging

puzzles, building blocks and interesting books further support their enjoyment and help them to achieve. Children who attend the setting after school use the computers, play with age appropriate toys and, if they wish, work on their homework. They also enjoy family style tea-times with the younger children.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are known and respected. Very strong emphasis is given to ensuring that all children feel included, for example; making sure that any special foods they have to eat are similar in appearance to the foods being enjoyed by the others. Children develop their awareness of cultural and social diversity in meaningful ways. For example; by playing with toys and looking at books that promote positive images of different cultures and abilities.

Children with special needs receive excellent, thoughtful care. Their progress is supported by regular observations, assessments and planning to ensure that activities meet their needs. The setting works closely with local agencies such as speech therapy and early years advisers to plan highly effective programmes, for example; to promote communication skills. Children's care in this area is underpinned by staff's thorough understanding, acquired by training and experience.

Children's behaviour is exemplary. They say please and thank you without being reminded to do so. They show care and concern for one another, for example; when helping to clear away after lunch they check that their neighbour has actually finished before taking their plate. Children conduct themselves with mature social decorum at mealtimes. They respond positively to effective strategies in the setting. Staff ensure that children are always busy and engaged in worthwhile and interesting activities and as a result they are calm and exceedingly well behaved.

Partnership with parents is outstanding. Children are cared for in accordance with their parents' wishes and their continuity of care is supported as parents are kept well informed regarding their daily activities and care. Parents of young babies receive details of their child's daily activities by means of a communication diary and this also provides a useful mechanism for parents to communicate with the nursery. Older children benefit from their parents' opportunities to look at their assessment files and have discussions with staff regarding their progress. All parents are welcomed into the setting and are provided with excellent, helpful information regarding the day to day running of the nursery and also about regulatory procedures. The setting is extending parents' opportunities to access information by providing telephone discussion appointments for those who are unable to attend the setting or join in the regular parents' evenings.

Organisation

The organisation is outstanding.

Children are cared for in an exceedingly well organised setting. They enjoy a range of excellent activities that support their development in all areas. They have extremely good relationships

with staff who are consistent and responsive to their needs. They are securely cared for by suitable staff who have been thoroughly and efficiently inducted into the running of the nursery. Staff are enthusiastic and eagerly take on additional roles and responsibilities, for example; helping to run a communication group and taking the lead in promoting healthy eating. A feature of the nursery is the way that staff co-operate and actively identify areas for improvement. They have created an excellent plan by looking at the National Standards and outcomes for children. They have a vision of enhancing and developing the extended services that the group is linked to. They have also identified thoughtful enhancements that will support children's safety and requested extra training to extend their understanding of caring for children with special needs. This commitment to ongoing and effective reflection enriches practice and enhances the experiences of the children attending. The setting meets the needs of the range of children for whom it provides. All regulatory documentation is in place and is securely stored. An accurate registration system is maintained and the setting promptly informs Ofsted of any changes to the organisation of the setting.

The setting offers additional, extended services to families. These comprise Rhythm and Rhyme sessions and also Baby Massage groups. The nursery has offered, and is about to run another programme of, communication groups. These services have a positive impact on the children attending the nursery as they provide additional opportunities for parents to be involved in their child's development.

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

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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.

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