



## Inglewood Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	317379
<b>Inspection date</b>	17 January 2007
<b>Inspector</b>	Andrea, Marie Paulson
<b>Setting Address</b>	Ivegill School, Ivegill, Carlisle, Cumbria, CA4 0PA
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<b>Registered person</b>	Inglewood Nursery Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Inglewood Nursery opened in 1991. It is a committee-run facility operating from a self-contained room in Ivegill Primary School in the village of Ivegill between Carlisle and Penrith. There is an enclosed area exclusively available to the children of the nursery for outside play. Inglewood Nursery serves Ivegill, and the surrounding villages and rural area.

There are currently 19 children from two to four years on roll, including 17 funded children. Children attend for a variety of sessions. There are currently no children attending with identified learning difficulties and/or disabilities, or who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 09.00 until 15.30.

Four staff are employed to work with the children. The manager is a nursery teacher with many years' experience. Two staff members are qualified to National Vocational Qualification (NVQ) Level 3, with another staff member working towards an NVQ Level 2.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay generally healthy through consistent and meaningful promotion of healthy food and physical activities. Their individual needs are met well through staff and parents working closely to discuss and record any needs such as diets and allergies. Accident and incident records are well maintained and kept confidential. The nursery ensures that an adult with current first aid training is present at each session.

Children rest on comfy cushions in the 'Inglewood Cottage' quiet corner. They enjoy physical outdoor activities in reasonable weather, developing their strength and coordination as they climb, run, play hopscotch, use tools in the sand pit and play in the playhouse. However, the outdoor sand pit is not covered to keep the sand clean. Children enjoy some physical activities indoors as they dance to the music, play action games and pretend to be 'jumping beans'. The space is limited, though, for more active movements.

Children learn about keeping themselves and their environment clean as they follow sound health and hygiene practices, such as washing hands and using individual towels, knowing not to eat a banana when it has fallen on the floor, and putting used tissues in the bin as, 'we don't put dirty ones in our pocket, do we?' says one child. Topics, for example, 'what do you wear in winter?' involve displays of winter clothes and children making up pictures of clothing, such as scarves and boots, so reinforcing their awareness of how to keep themselves warm.

Children are encouraged to make healthy food choices. They have lunch in school with nutritious foods, such as lasagne, roast ham, tuna pasta bake, with freshly made cakes and fruit. Snacks are provided when children enjoy food such as bananas and milk. They are also able to help themselves to drinking water when thirsty at any time throughout the day. Their awareness is reinforced through wall displays and topics such as 'b for banana'. Snack time is organised as a social occasion where children settle well at the table covered with a tablecloth. They enjoy chatting with each other and adults as they eat, so encouraging healthy eating routines.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe and secure through the consistent, effective practices in place. Risk assessments identify and resolve hazards to children. The staff ratio is at times particularly high so that children are very effectively supervised.

Children have good freedom of movement within an enclosed outdoor area that has some safety surfacing for large equipment. They are relaxed and have fun as they move freely around the effectively organised playroom. Children are kept continuously safe during the session with

practical safety procedures followed, such as carrying plates carefully at snack time, sitting in their own space at circle time and not running indoors. Children are, in this way, learning to look after themselves. The collection of the children is particularly well managed which ensures a safe handover to the parents and carers. The emergency evacuation plan is practised each month during various sessions so that all children have the chance to become familiar with the procedure.

Children are further protected with staff having good knowledge and awareness of their responsibilities in a child protection situation.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, relaxed, very confident, keen and enjoy their time at the nursery. Staff are actively involved with the children throughout the day. They are skilful in encouraging children's independence, for instance, in choosing activities and in offering support, such as for craft activities. The nursery follows the High/Scope approach for learning where children discuss and choose an activity to start their day, which promotes their keen participation. A wide range of imaginative and stimulating activities is provided to promote children's overall development. Staff effectively monitor children's progress to promote individual learning. Children are surrounded by bright, colourful displays, including topics such as 'a cold country', 'this is where we live' and much of their own work, which contributes to a stimulating environment.

Children's enjoyment of books is very well promoted. They often choose books to look at by themselves and as a group. They listen well at story time and are keen to join in the conversation. Children learn new words as they discuss if the swan looks like a pelican, and read about the badger. They celebrate World Book Day by bringing in their favourite books from home which are read out to the group.

Children develop their senses very well through the interesting use of natural materials. They make collages using wool, tissue, seeds, feathers and cellophane, and explore the feel of them, for instance as they crunch up the tissue. Children are involved in much conversation during the nursery day and are encouraged to contribute their ideas at story time, so promoting their self-expression and confidence. They listen well and respond eagerly to 'what happened to Humpty Dumpty?' with the response 'he's an egg and they break'.

Children spontaneously dance to the music tapes and sing along with the nursery rhymes, so demonstrating their confidence and promoting self-expression. They enjoy role play in 'Inglewood Cottage' and with the farmyard, where they use their imagination and own experiences to act out situations such as 'the animals playing with their friends in the fields'. Children are self-assured with adults as they introduce themselves and initiate conversation. Children concentrate well as they thread a pet snake out of beads and construct models out of magnetic blocks. They learn new skills and are challenged as they try to blow bubbles in the paint to make white bubble prints on black paper. Children count spontaneously during the session, for instance, as they play with the buttons. They enjoy making patterns with buttons imprinted in the play dough. Children are becoming familiar with letters and numbers through wall displays and planned, practical activities based on the letter and number of the week.

## Nursery Education

The quality of teaching and learning is good. Inglewood Nursery provides good quality nursery education overall, which enables children to make good progress towards the early learning goals in all six areas of learning. Staff demonstrate a good understanding of the early learning goals and the Foundation Stage. They ensure a warm and welcoming environment in which children are happy, secure and eager to attend. Staff use the High/Scope approach to teaching which allows children to actively take part in the planning and selection of their own activities and resources. Staff ensure that resources are interesting and challenging for all children. Staff are excellent role models for encouraging children's learning through providing a stimulating environment in which children participate enthusiastically. Effective methods are used to promote consistent good quality of teaching, for instance, each play area displays guidance for adults on how to support children's learning.

Children show a high level of interest and motivation to learn. The High/Scope approach to learning gives children good choices as they plan and select their own resources. Children therefore develop a high standard of independence where their views and ideas are valued. The interaction with children is very effective, with staff being closely involved in children's play where appropriate. Children are keen to learn, engage in play well and are eager to try out new experiences, such as exploring blowing bubbles to make prints on paper. They show confidence as they approach adults to ask questions such as 'what kind of pen is that?' or talk about their favourite book. Children are extremely well behaved and adults act as good role models for setting consistent boundaries. Children are polite and develop good relationships with adults and each other. They choose to sit with friends at snack time and work well together in groups.

Children develop excellent communication skills as they are encouraged to listen and talk to each other throughout the sessions. They speak confidently at circle time and enjoy sharing their ideas with others. Children learn new vocabulary as they discuss the story. They learn to recognise letters and familiar words with many opportunities to practise writing their names. The love of books is promoted particularly well so that children learn to handle and enjoy them. They particularly enjoy singing and at times children sing spontaneously to the music tapes and make up their own songs.

Children are confident as they practise counting. Their learning is reinforced through counting themselves, the buttons on the picture and pieces of fruit. They calculate how many buttons are left when some are taken away. They enjoy action number songs and learn to record number as they complete buttons on the picture and sort them out into the number tray. Children recognise shapes as they work with patterns in play dough and make stripes when painting. They learn mathematical language as they choose a large piece of paper for their drawing and a small one to write their name.

Children enjoy learning about living things as they observe birds and look at charts to see what kind they are and discuss what they like to eat. They find out about their community as they work on a wall display of 'where we live', and about the wider world as they eat Chinese food as part of Chinese New Year. They learn about past and present and talk about yesterday and previous experiences such as holidays. Children enjoy role play and use their imagination well

to make up games, for example, making dinner in the home corner. Staff provide a wide range of interesting materials and resources for children to explore, build with and create pictures. Children are skilful in their use of the computer, using deft movements to control the mouse as they follow visual instructions on the screen.

Children move with confidence and with increasing control over their bodies. Their coordination and handling of small tools is promoted well as they regularly use an interesting selection of tools in the water and sand trays. Children enjoy music through songs, music tapes and making sounds with musical instruments. They respond eagerly to action games. The outdoor area is well equipped and provides interesting outdoor play in reasonable weather. However, the opportunities for physical play, such as climbing and balancing, are limited in bad weather. Children thread wooden beads to make a pet snake and make shapes out of play dough, so developing manipulative skills. They learn about healthy eating and living and how to keep themselves well, such as wrapping up warmly in cold weather.

Children explore a wide range of coloured and textured materials. They make patterns in the wet sand and describe the fur as soft when making collages. Children enjoy making up songs as they play with instruments. They describe feelings with facial expressions as they talk about the happy rabbit and grumpy crocodile. Children use resources imaginatively as they enjoy role play.

### **Helping children make a positive contribution**

The provision is good.

Children access a good range of resources to learn through practical play about different cultures and the wider world. They become aware of different ways of living through topics such as 'a cold country', with related displays and activities. Children enjoy their own culture as they explore topics about their community with interesting displays, for example, 'this is where we live', and visits to local amenities such as a supermarket. Staff have good knowledge of the children as individuals, therefore their individual needs are met well. The staff group has the skills and experience to support children with learning difficulties and/or disabilities, if required. They have experience of working closely with parents and the appropriate support network, and the manager has a significant amount of relevant training. All children, therefore, take an active part in the nursery.

Children respond well to the calm and consistent staff who are effective role models in promoting good manners and considering others. They are learning to be responsible by tidying up, putting aprons on for painting, replacing tops on pens and putting them away without any reminder, and by taking turns to hand around the fruit at snack time. Children know that they and their work are valued, with much praise and encouragement given for helping out, listening well and making pictures and models. They learn through the effective behaviour management techniques used by the skilful staff, for instance, explaining that, 'playing the musical instruments too loud means we can't hear the rest of the music', and making sure each child has sufficient space during story time. Children are settled well, happy and learning to be confident in a busy and friendly atmosphere. They learn to work together as they build a mountain of sand and then try to find the treasure. Children are very well behaved and considerate to each other.

Partnerships with parents and carers is good. Parents are involved in several ways, including an informative notice board and informal discussion so that a good working partnership is well promoted. The nursery informs parents about the current topics to further encourage continuity and home to nursery links. Parents and carers spoken with were positive about the care, the approachability of the staff and how happy the children are to attend. The required policies are in place and are mostly comprehensive, although the complaints policy is out of date. Parental consents are also in place as part of a thorough system to ensure that each child receives appropriate care.

The provision fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

Staff members are mostly qualified, experienced and show commitment in attending further training to further develop their knowledge, which demonstrates that children are cared for by staff who have a high regard for their well-being. The provision is effectively organised so that all children can take an active part as they move freely around and choose from the exciting activities available. Children are welcomed into a bright and colourful environment with many stimulating displays, including the children's own work. They settle well into a familiar routine, made possible by staff working closely to ensure the smooth running of the session.

The system for monitoring staff checks is well organised and confidential. The ratio of staff to children is often higher than the required standard. Children are, therefore, effectively supervised throughout the session, indoors and outdoors, through the good organisation and supervision skills of staff members. The daily records are up to date, parental consents are in place and individual details are recorded to support continuity of care for all the children. The policies and procedures are generally implemented well so that the children's overall development is promoted in a stimulating, friendly, safe environment.

Children's needs are known and recorded through efficient systems which are regularly reviewed. Parents have access to the policies and procedures, further promoting good relationships, and working towards the well-being of the children. Parents are seen to be welcomed when collecting the children, which enables an informal exchange of information and further promotes continuity of individual care.

Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management are good. The manager is a qualified early years teacher with many years' experience of maintaining good standards. She is conscientious in maintaining a high quality of learning for the children as shown through attendance at additional training to keep updated. The manager leads and closely supports the staff with enthusiasm so that all children benefit. Staff support includes induction, appraisal and an ongoing training programme. The nursery works closely with the school to promote the continuity of the Foundation Stage. The partnership with parents is good as they are well informed about the early learning goals and of their children's progress.

### **Improvements since the last inspection**

At the previous inspection, recommendations were made to make sure that drinking water is readily available and that accident and incident records are confidential.

Children are able to help themselves to drinking water with cups provided so that their individual health needs are further supported.

The accident and incident records are recorded separately in books so that confidentiality is maintained.

### **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):

- ensure that the outdoor sand pit is covered
- update the complaints policy to include the recent regulations about keeping a complaints record and informing parents that they can access it on request

#### **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):

- consider ways to provide more opportunities for physical activities such as climbing and balancing during bad weather



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](http://www.ofsted.gov.uk)