



# Joyce Vakharia Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	108390
<b>Inspection date</b>	08 February 2007
<b>Inspector</b>	Patricia Joan Latham
<b>Setting Address</b>	Spiritualist Church, York Road, Maidenhead, Berkshire, SL6 1SF
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<b>Registered person</b>	Mary Lee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Joyce Vakharia Nursery is privately owned. It opened in 1973 and operates from a hall in the Spiritualist Church, Maidenhead, Berkshire. The nursery is open each weekday from 09.15 to 12.15 term time only.

There are currently 16 children aged from two to five years on roll. Of these, 10 children receive funding for nursery education. Children attending come from the local area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs three staff, two of whom hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are encouraged to follow hygienic practice and know it is important for them to wash hands before eating. Staff keep all areas children use clean and have a policy which excludes contagious illnesses. All of this helps to maintain children's health. The procedure for recording accidents, and any medicines administered to children, has been improved and parents are asked to sign all recordings to ensure that information is shared with them. However, not all staff are fully aware of the correct procedure to follow when there is the need to give medication to children.

Children now receive nutritious snacks each day which include fruit and vegetables; this promotes their health. They also now have easy access to water whenever they need a drink. Staff obtain information regarding any allergies children have and ensure they cater for all dietary needs. As children eat, staff discuss what foods are healthy and so children are gaining an understanding of how to keep themselves healthy.

Staff have extended the range of physical activities offered to promote children's physical well being. Children take part in activities, such as throwing balls into buckets, or in action games, which help develop their physical skills. Children still have limited opportunity to use large physical equipment to enable them to practise skills in climbing, balancing or spatial awareness.

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

The provision is satisfactory.

Children are cared for in a safe, welcoming environment. Staff ensure activities are ready so that children can begin playing as soon as they arrive and they decorate the room with bright posters, and examples of children's work, so that children feel welcome. Staff have begun to lock the outside doors during the times that children are on the premises and have established a procedure for identifying any hazards that may be present. This ensures children remain safe. Staff make good use of the indoor area available to children, however there is no access to an area for outside play, which limits staff's ability to provide a full range of physical activities for children. Children are supervised closely and staff encourage children to follow safe practice.

There are sufficient resources available to support children's play and these cover all areas of learning. Staff have extended the resources to help children develop their understanding of information technology and children enjoy playing with torches, cameras and electronic toys. Children have a range of imaginary play toys to choose from and are able to use small sports equipment, such as hoops and balls to extend physical skills. However, they do not have access to larger equipment to enable them to develop and practise other necessary physical skills.

Children's welfare is safeguarded. Staff follow clear procedures for recording, and referring, any child protection concerns they may have. All visitors to the premises are recorded and supervised.

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

The provision is satisfactory.

Children are happy, relaxed and enjoy the activities offered. Staff follow a consistent daily routine, which the children quickly begin to know and which provides security for them. Children are forming close relationships with staff, and with each other. Staff attend to their care needs well and are always close by to support children's play and learning.

## **NURSERY EDUCATION**

The quality of teaching and learning is satisfactory. Children are eager to learn and concentrate well. They proudly show their work to others and help their friends to complete tasks.

Staff have a basic understanding of the Foundation Stage stepping stones and have sought advice from the Early Years support teacher to help them implement the curriculum. Plans cover all areas of learning but there are still some elements of mathematical and physical development which are not fully covered. Staff's interaction with children is good and they quickly build on children's interest to further their learning. For example, introducing counting whilst children play shops and talking about pattern when children play in the sand. However, this is dependant on children choosing the activity and on staff being present to initiate the learning. As staff do not plan for free play activities to link into a specific aspect of learning, children's learning can be sporadic. Staff engage children in conversation at all times which enables all children, especially those who speak English as an additional language, to increase their vocabulary and practise language skills. They are aware of the more able children in the group and offer challenge to such children by encouraging them to complete a writing book, or begin simple number calculation. Staff have reviewed the way they manage large group sessions, for example, sitting children around a table for registration time. This enables all children to see, and encourages younger ones to concentrate more. At other times, such as large group story telling or singing, staff find it difficult to involve all of the children, and so some distract others from listening. Staff have improved the method of recording children's attainment. They take observations regularly and note them against the areas of learning, and are beginning to link recordings into the Foundation Stage stepping stones. They date these appropriately to clearly indicate children's progress.

Children's progress in communication, language and literacy is good. Children have many opportunities to practise writing skills and older ones are beginning to write their names clearly. Children can link the shape and sound of letters and each week discuss which words begin with the chosen letter of the week. Older ones write these simple words into their writing books. Children can select their own name and often spontaneously choose a book to look at; all enjoy story time, knowing the story line of favourite ones.

All children are competent at counting, and recognising numbers, and practise this in many of their activities, recognising the date, or counting during role play. The more able are gaining an understanding of basic calculation and enjoy doing 'sums' on the white board or using magnetic numbers. Although some children have a basic understanding of measurement and shape, staff do not plan sufficient opportunities for them to develop these skills through practical, worthwhile activities.

Children have a good understanding of the world around them and staff are beginning to plan activities to encourage children to investigate and explore. The resources to enable children to understand basic information technology have been extended and children are now able to practise how to turn items, such as torches and cassette players on and off. Children have an understanding of time, looking forward to birthdays and remembering things they have done in the past. They also take part in activities that raise their awareness of their own culture and that of others.

Children are able to use their imagination in many ways. They enthusiastically take part in role play, re-create pictures using paint and crayons and enjoy singing and dancing. Children enjoy using sand and making things with play dough, but the range of differing mediums they are able to explore is limited.

Staff plan regular physical activities, such as doing action songs and musical movement. Children practise aiming games, such as throwing balls into buckets and can use small equipment, such as scissors and pencils skilfully. However, they do not have the opportunity of using larger physical equipment to develop large motor skills such as climbing, balancing or to gain an understanding of space around them.

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

The provision is satisfactory.

Children are developing a feeling of self worth and their social, moral, spiritual and cultural development is fostered. Children's personal independence is encouraged; children taking responsibility for toileting and dressing themselves. They receive lots of praise when they achieve and this encourages them to persevere. By taking part in interesting activities children gain an understanding of differing cultures and are learning to respect other's views. Children, over all, behave well, sharing resources and helping each other when needed. They know to wear aprons for messy play and to wash hands before eating. However, some find it difficult to accept group rules, such as sitting still and listening to others during large group activities, and so distract others.

Staff have clear procedures in place to support children with disabilities or a learning difficulty. There is a designated member of staff to co-ordinate any support needed and to liaise with parents and relevant professionals.

Partnership with parents is satisfactory and staff have made many improvements to the ways parents are kept informed. They are encouraged to take part in activities and sent regular newsletters to make them aware of activities their children are doing. All parents have received written information regarding the Foundation Stage areas of learning and have been offered the opportunity of discussing, with staff, their child's progress. A form has been established for parents to inform staff of their child's attainment on entry to the nursery and their child's records are available for parents to view whenever they wish. Written policies are being reviewed and are yet to be available for parents.

## **Organisation**

The organisation is satisfactory.

Staff are committed to raising standards within the nursery. They have attended additional training, and have other workshops booked, such as first aid and child protection training, to ensure children remain healthy and safe. All staff are checked for their suitability and there is an induction procedure which ensures all staff read and understand the policies and procedures within the group. However there are staff who are still unsure of some medical procedures.

The leadership and management of nursery education is satisfactory. Staff have sought advice from the Early Years support teacher and have begun to formalise the planning of activities. The effective planning of adult led activities to deliver set learning aims are still being developed and are not yet in regular use. Existing plans carry clear learning aims but do not identify how activities can be extended to meet differing learning abilities. Nor do they provide any means of evaluation to ensure that learning aim have been met or how the activity may be improved. Evaluation of the overall education provision is presently carried out informally and does not identify the weaknesses of the curriculum or the management of activities.

All paperwork is organised and staff have established clear procedures for the recording of staff and children's attendance, any accidents that occur and any medication that is administered. All documentation is stored securely to ensure the confidentiality of children's information.

The nursery meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery were set actions to improve the care offered to children. These included carrying out risk assessments, ensuring premises are secure, and recording accurately the daily attendance of children and staff; having clear procedures for recording accidents and medicines administered along with relevant health and safety policies which are understood by staff; and ensuring children are provided with nutritious snacks and regular drinks.

Staff have made progress and the standard of care is now satisfactory. Regular safety risk assessments are carried out and all exits are secure. All necessary recordings are maintained accurately; health and safety policies and procedures have been reviewed and are being typed so that they are available to all staff and parents. However, some staff are still unsure of medical procedures. Snacks now include fruit and vegetables and children have access to drinks of water at all times.

Actions were also set at the last inspection to improve the standard of nursery education. These included ensuring activities and resources were provided to enable children to investigate, explore, develop an understanding of information technology and have the opportunity for using large physical equipment to improve physical skills. Staff have extended the range of activities and resources available to children but the opportunity for them to develop and practise physical skills such as climbing or having an awareness of space around them, is limited.

Staff were also asked to review the way they kept parents informed of the educational provision, how they involved parents and how they informed them of their child's progress. There has been good progress on this. Parents are now given detailed information on the Foundation Stage early learning goals, are kept aware of, and invited to take part in, activities that children undertake, and open days have been arranged so that parents can discuss children's progress and see all progress records.

Staff were asked to improve the monitoring of the educational provision and to review the management of whole group activities. There has been some progress with these issues. Staff have begun monitoring children's progress and have reviewed the way group activities are managed. However, activities and the overall provision, are not evaluated effectively and staff still find the management of some group activities difficult.

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

The quality and standards of the nursery education are satisfactory.

### **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 undertake relevant training to help them provide a range of practical free play activities which enables children to re-enforce their learning (also applies to nursery education)
- ensure whole group activities are managed effectively to help children develop their understanding of group rules
- ensure all required policies and procedures are in written form, understood and signed by staff, reviewed regularly and made available to parents.

## **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):

- ensure curriculum plans cover all aspects of learning especially in relation to children's understanding of measurement and shape, and practising skills in climbing, balancing and spatial awareness
- ensure written plans for adult led activity has clear indication of how to extend for differing abilities and is evaluated to indicate if activity was effective in delivering learning aims
- make improvements as indicated in the care section above.

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