



Norwich Road Nursery

Inspection report for early years provision

Unique Reference Number	EY288164
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Inspector	Christine Eglinton
Setting Address	Norwich Road, Attleborough, Norfolk, NR17 2JX
Telephone number	01953 453316
E-mail	dpgriffiths@yahoo.co.uk
Registered person	D & SPG Limited
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?

The Norwich Road Nursery registered in 2004 and operates from a former residential property in the town of Attleborough. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday during the year from 08:00 to 18:30 hours, except bank holidays and a week at Christmas. Children are grouped into three different rooms and all share an enclosed garden.

There are currently 63 children aged under five years on roll and of these 17 receive funding for nursery education. Children who attend the nursery come from a wide catchment area, as some of the parents travel in to work. The nursery has experience of supporting children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 11 staff. Of these, nine hold early years qualifications. Both providers are working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from playing in a very clean environment where staff follow effective health and hygiene practices, which help to sustain children's good health. For instance, staff clean toys and equipment regularly, and wash tables with appropriate anti-bacterial sprays before children sit down to eat. Effective nappy changing routines help to prevent the risk of cross-infection. Children automatically wash their hands before eating their meals, after visiting the toilet, and clean their teeth after meals. This helps them learn the importance of good personal hygiene. Staff use gentle reminders such as reminding children to cover their mouths when they cough or sneeze which in turn, helps them understand about how to prevent the spread of germs.

A suitable ratio of staff hold a current first aid certificate which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication which ensures children receive the correct dosage according to their needs. Staff are vigilant in recognising when children show signs of becoming unwell, and they take appropriate action. For example, they notice that two of the children appear to be unwell due to a change in their usual behaviour, and overall appearance, and quickly monitor their temperature. The nursery operates an exclusion procedure for infectious illnesses which is made known to parents. This helps to prevent the spread of infectious ailments and contributes towards keeping children healthy.

Staff gather all relevant information regarding diet and medical history to ensure children's individual dietary and medical needs are met. Children receive a balanced range of wholesome meals and snacks which are all freshly prepared, avoiding non-processed foods where possible. Mealtimes are generally a social occasion where children sit and chat freely to each other. Children are able to freely access their own drinking water during the day which helps them to think about their personal needs. Children are learning about healthy food options through practical ways. For instance, children visit the local greengrocers, and then sample the fresh juice they have made from juicing the fruit.

Opportunities for children to be active, learn control of their bodies, and develop their physical skills are good. They have great fun playing and digging the sand in the garden and then carefully transfer the sand by carrying their spades to another area of the garden. They are competent in manoeuvring the cars backwards and forwards by energetically shuffling their feet along the ground, and enjoy crawling through the play tunnel. Children are developing their fine motor skills very well when they practise fitting small keys into padlocks, and place small rows of beads in wooden shapes.

Staff follow babies' individual routines for eating and sleeping which is beneficial to young babies because it helps to establish continuity of care. Subsequently, this contributes towards

supporting babies' overall physical development. Babies and children receive lots of warmth and affection which fosters children's emotional development and gives them confidence to explore new experiences. However, although staff interact warmly with babies while changing them, babies are not always changed by their key person which helps to establish consistency during intimate care routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a welcoming, homely, and generally well-organised environment which enables them to move around safely and freely. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Staff set up a variety of continuous provision in all of the rooms which helps to support children's overall development. However, toddlers do not have the same opportunities as the older children, to self-select their own resources apart from a selection of musical instruments which are stored at low level. Consequently, they have to ask staff if they want to play with other equipment, so have less opportunity to make their own choices, and take the initiative during their play and learning.

Toys and resources are carefully selected to ensure they remain safe and suitable for children. Appropriate routines and gentle reminders help children to learn about safety. For example, staff remind children about the dangers of putting their knife in their mouths when they eat. Regular fire drills, help children become familiar with the procedure, so they learn how to leave the premises quickly and safely. Good staff deployment helps to ensure children are well supervised, and children benefit from a good range of safety measures. For instance, electric sockets are not accessible to children, and radiators are fitted with protective guards to minimise hazards and ensure the safety of children.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and they arrive happy and confident. Sensitive individual settling-in routines, help children quickly settle into the nursery environment. For example, they are able to bring special comforters from home, and are able to see photos of themselves and of their families displayed in the room. This helps young children to develop a sense of belonging and helps them to develop positive self-image. Consequently, they are making good progress in their personal, social and emotional development. Children are very competent in taking care of their own personal needs. For example, toddlers under staff supervision, confidently climb steps to wash their hands independently, and clean their teeth competently. This helps children to become independent, and helps them develop good self-esteem.

Staff make good use of 'Birth to three matters' framework to plan a good range of sensory experiences for children under three years. They are able to explore natural materials such as fir cones, shells, sand, water, and wooden brushes. They have explored a good variety of mess

making activities including blancmange and cooked spaghetti. Staff have formed positive relationships with the children and are very caring. Children are genuinely happy to see some staff return after their break, and link arms with staff while enjoying special cuddles, and rest their heads lovingly on staff's shoulders. Staff listen attentively to what children are saying and as a result, children are confident, happy, and secure.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children are engaged and generally enthusiastic when they take part in the activities, however some periods of the day for example, the period after lunch time results in children remaining inactive for a considerable length of time. Consequently, this results in some children not being able to concentrate very well, which does not enhance the learning opportunities during this key period of the session. There is a good balance of adult-led and child-initiated activities and staff offer children good support during their play. Teaching allows children time for repetition so that they are able to consolidate what they have learned. Staff consistently talk to children to help them connect ideas, and encourage them to explain what is happening during certain activities to help them think. Staff are aware of children's current interests and use this effectively to facilitate further learning. For instance, they are aware that some children have shown lots of interest in playing with the trains, so turn the role play area into a station, and use other resources to help extend and motivate children's learning and development in meaningful ways.

Written plans are linked to the six areas of learning and make clear what children are expected to learn. However, regular evaluation of activities is not always recorded to demonstrate that learning objectives have been successful. This does not help staff recognise where they are successful in promoting learning, and where aspects require improvements. Staff observe children during free and focused activities and use notes to assess children's achievements. This helps to identify children's progress however, although observations are clearly recorded, evaluated, and link to the stepping stones, there are no identified systems in place to demonstrate how observations are being used by staff to plan the next steps in children's learning.

Children are keen to communicate with staff and with each other. They confidently talk about their feelings and important people in their lives such as their grandparents, and siblings. This helps children develop a sense of belonging. Adult help extend children's vocabulary when they introduce new words when reading books such as 'hog'. Children have lots of opportunities of developing hand-eye co-ordination, to help them master hand writing skills, by using sweeping movements when they hold paintbrushes and clean the wipe board with cloths. Children use every day activities to write in meaningful ways such as writing their name on the snack board, and are becoming very aware of sounds in words when they listen to stories that include specific letters. For example, they confidently identify objects that begin with the letter 'H' and one child talks about the bees in his granny's garden making 'Honey'.

Children understand the concept of simple addition through singing songs that involve counting down from five to one. They are able to recognise numerals while playing with a book that has a phone on the front, and are aware of measure when they talk about the 'big helicopter' and

'small mouse'. Although children are able to confidently count, and recognise patterns and shapes, they are not given consistent opportunities through practical activities, to help them develop an awareness of calculating, and problem solving.

Children discuss the weather and seasons to help them become aware of changes, and are learning about living things when they feed the giant African snails. They use tools for a purpose such as using tongs to pick up objects, and are able to build towers out of bricks. Children show good awareness of past and present events when they remember drinking from a feeding bottle, and talk about people they know such as staff member who is currently pregnant.

Children are developing their imagination well and take great delight in dressing up in firefighters outfits and pretend to rescue everyone. They are able to express their creativity and feelings through using a wide range of different materials and media. For example, by exploring different types of painting, listening to a wide variety of music, drama and role play. They are encouraged to develop their senses such as touch, when they explore boxes containing different textures such as star fish, shiny smooth ribbon, and rough hairy string. Children are learning about their local environment when they visit the local greengrocers, library, and butchers. They are learning about people working in the local community when they cover topics such as people who help us which include visits from some of the emergency services.

Helping children make a positive contribution

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities, and as they discuss and celebrate a variety of cultural festivals. Displays such as 'Europe' help children to learn to appreciate and value each others cultures by discussing similarities and differences. For instance, they have discussed and looked at different types of money such as euros, compared different clothes, food, and made different European national flags. Consequently, children's spiritual, moral, social, and cultural development is fostered. Staff have a positive attitude towards diversity. There are appropriate systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensure all children's needs are well planned for and met.

Staff make expectations clear and give clear reasons for request which help children understand why certain behaviour is not acceptable. Staff help children to develop good social skills such as sharing and taking turns during their play, and praise children for showing kindness and consideration towards to others. Consequently, children are becoming aware of the needs of others and their behaviour is good.

The partnership with parents and carers of funded children is good. Relationships with parents are friendly and supportive, and parents provide appropriate and relevant information about their child's medical and dietary needs to the staff. This helps to ensure children receive individual care and attention. Parents are given appropriate information about the nursery through the prospectus, and regular newsletters, and are able to access additional information kept in a resources file, which covers various topics concerning children and families. Parents are able to view their children's progress records when requested, and displays help inform

parents about the Foundation Stage. However, they are not given sufficient opportunities to help them take an active role in their child's learning at home. For example, by giving them suggestions of meaningful activities that can extend learning at home which in turn, engages both child and parent in the learning process.

Organisation

The organisation is good.

Children benefit from qualified staff who are very caring. Management actively encourage staff to undertake relevant courses which are then cascaded to the team. This ensures staff have the latest and most relevant child care information, and reflects a positive commitment towards improving the quality of care, and education. Staff understand their role and responsibility and work well as a team. This means they are able to offer children a stimulating and well-balanced programme. Information kept about children is relevant and helps to promote their welfare. The premises layout is appropriately organised, and enables children to play safely and freely. All mandatory records are in place, confidential, and generally appropriately maintained. However, although the provider uses staff appraisals and informal supervision systems, they have not developed further systems to guarantee the ongoing suitability of staff.

Leadership and management of the nursery is good. There are effective systems for monitoring the quality of nursery education for example, by the provider closely observing teaching practices. Management and staff are aware of the strengths of the provision and of areas which need to be developed, and have sought help from other professionals. For example, development plans clearly identify key issues for action, and include timescales and evidence of success. Children's care and learning is enhanced by the effective deployment of staff and clear leadership of the setting. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to improve the resources reflecting positive images of diversity, and to improve safety for some of the equipment. The provider has now increased their range of resources and play equipment, which now reflects positive images of the wider world to help develop children's awareness of diversity. The provider has now implemented protective covers to some of the radiators in the rooms where children play, which helps to minimise hazards and promotes children's safety.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- improve opportunities for toddlers to access their own resources independently, and ensure focused activities in the afternoon session are not resulting in children remaining physically inactive for extended periods of time
- develop robust systems to ensure the ongoing suitability of staff

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):

- make sure there are effective systems in place to demonstrate if learning intentions have been successfully achieved for focused activities, and ensure assessments of children's progress clearly identifies the next steps in children's learning
- improve opportunities to help parents take an active role in their child's learning at home.

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