



Strode College Day Nursery

Inspection report for early years provision

Unique Reference Number	142807
Inspection date	13 March 2007
Inspector	Claire Sheldrake
Setting Address	Church Road, Street, Somerset, BA16 0AB
Telephone number	01458 844412
E-mail	adavis@strode_college.ac.uk
Registered person	Strode College
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 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?

Strode College Day Nursery is situated on the campus of Strode College, in Street, Somerset. It has been operating since 1994, providing day care for 16 children from the age of two to five years. The nursery is situated in its own premises and the children have access to an enclosed outside area. They are able to use the college gym for extra physical development. The majority of children attending the nursery are of parents who are employed by or are studying at the college, however there are places for children from the local community.

The nursery operates from 08.45 until 17.00 Monday to Friday for 36 weeks of the year. There are currently 42 children on roll, of which 19 are funded three year olds. At present there are nine funded four year olds attending. All children speak English as their first language, and one child has been identified as having special educational needs. The supervisors at the setting work a job share position, and they work alongside two full time members of staff. All the staff

hold early years qualifications. There are a further two members of staff who cover for sickness and lunches. The setting receive support from the EYDCP.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are learning how to manage their own hygiene needs effectively. Most take themselves to the toilet, wash their hands using the automatic taps, and dry their hands under electric hand dryers. The bathroom is situated directly from the playroom and this encourages the children's independence, whilst staff are still able to supervise. Younger children have their nappies changed in the bathroom. Staff reduce the risk of cross infection by wearing disposable gloves to change children and wiping over the changing mat with anti bacterial spray after use, however this whole process has to be carried out on the bathroom floor.

Children are learning about keeping themselves healthy. They are reminded about why they need to wash their hands before cooking, as they could have germs on their hands, and to wash their hands after blowing their noses.

The children are well nourished and have their dietary needs effectively promoted. They have a nutritious snack of red pepper, cheese, apple and bread sticks mid morning, and a freshly prepared cooked meal for lunch, from the college kitchen. Children with special diets are accommodated and parents can see the choices of meals from a three weekly rota in the playroom. Records of children's allergies and preferences are recorded by staff to ensure children's health is maintained.

Children enjoy being involved in physical activities and they benefit from being able to use the sports hall for gym sessions each week. On a daily basis they are able to use the outdoor area, where they build on their skills, balancing along low beams, climbing on equipment and riding bikes. They move around confidently, build on their co-ordination and learn how to use their bodies.

Children use a range of tools and materials to help develop their hand to eye co-ordination, such as scissors and play dough. The children enjoy cutting out their pirate hats at the craft table.

In the event of an accident the incident is recorded appropriately giving a clear description of what occurred, however in one case, the record was not signed by the parent.

Unfortunately, only one part time member of staff holds a current first aid certificate, and in the event of her not being there, staff have to contact a first aider from the college campus, to come to the nursery. Overall the system is in place to promote children's health, however not having a trained member of staff on the premises does impact on the child, if they need attention quickly.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept secure in a modern, purpose built nursery. The entrance system is key coded, and all visitors are met at the door and asked to sign in. Staff are well deployed within the play room so that they can monitor each child as they arrive and leave with their parents. The outside area is completely enclosed with high fencing and a locked gate. A special surface to the ground, provides cushioning under climbing equipment, without the need to use mats. This also helps to reduce injuries to children if they fall over.

The children are not at risk from fire, they are involved in regular fire drills each half term and these are carried out over three days to ensure they all experience them. A fire blanket is kept in the kitchen and fire extinguishers are kept in the playroom.

Children are learning about keeping themselves safe. They are reminded not to walk around holding scissors and are shown a safe way to pass the scissors to others, keeping the blades closed and pointing low, to protect their eyes. At the cooking activity the children were reminded that the melted ingredients were hot, the staff needed oven gloves to carry the tray of flapjack as it was very hot, coming straight out of the oven.

Children's welfare is safeguarded. Staff are aware of the signs to look out for in a child protection incident, and through discussion they are able to demonstrate the knowledge that all agencies need to be informed, however it is not stated within their policy that they would inform Ofsted.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly and separate well from their parents. They begin to play with the activities, which have been invitingly set up for them. Each of the children are greeted and welcomed at the door by the staff, helping children to feel that they are important and belong. The children are familiar with the daily routines of the nursery and are keen to be involved. Children are confident. They self select their chosen activity and play together with their peers to create imaginative games. This is seen in the vet's corner, where children are caring for their sick and injured animals.

Children are able to see their work displayed around the playroom. They proudly show off their animal paintings and talk about their favourite animal.

Nursery Education

Children are interested and motivated in their play, and they concentrate well. They are forming relationships with staff and with their peers. The children are confident and are becoming independent in managing things for themselves. Overall the children are happy and settled in their environment.

Children communicate well, they ask questions and listen for the staff to reply. They enjoy singing and join in with familiar rhymes. The children enjoy looking at books, and they retell

stories. They talk to staff about characters in their favourite films. There are regular opportunities for children to mark make, and these are accessible to children at all times.

Children are learning about shape and size, playing with the round coloured boxes that fit inside one another. They are experimenting with weight and measure as they join in with the cooking activities and are introduced to following a recipe. The children are learning about volume, when they play with sand and water toys, as they fill and pour using jugs and bottles.

Children recognise numbers in the recipe book during the cooking activity, however there is little evidence of children counting out loud, or early problem solving like 'how many more.'

Children enjoy being creative. They use paint, crayons, stencils and scissors. The activities are well organised and resourced by the staff, to ensure that the activity runs smoothly.

Children use their imagination. They tend to their sick puppet pets at the veterinary surgery, checking their breathing with a stethoscope and giving vaccinations and tablets to make them better.

Children are involved in their community, they go on visits around the college campus, use the sports hall for gym sessions, and watch a performance put on by the students for them in the college theatre.

Children use technology. There is a computer for them to use to experience using a mouse and a keyboard. The programmes used requires the children to listen, and respond to particular actions, and they delight at the animal signing a song back to them.

The quality of teaching and learning is satisfactory.

Staff interact well with the children and they help them to make progress towards the early learning goals. They have knowledge of the Foundation Stage and this has been used to inform their most recent planning, however in the past the planning has not been so effective.

The staff deploy themselves with the children well, and move where the children need them. Each child has a key worker who takes responsibility for that child. A list of the key workers are in the office, however parents are not able to see this.

Staff manage the children's behaviour well. They supervise and monitor the children, to ensure that they are supported to manage any conflict themselves, developing their independence and confidence.

Children's progress is recorded in their profiles. Observations taken of the children are used to inform this profile along with examples of the children's work. A significant number of these children's profiles are not up to date, and this means that not every child has a written record of the progress that he, or she has made.

Helping children make a positive contribution

The provision is good.

Children behave well and are learning about making relationships with each other. They share the toys and are encouraged to take turns. Children's spiritual, moral, social, and cultural development is fostered.

The children are settled in their daily routine, and there is a strong feeling of belonging. They select their name at the beginning of the session, and see their work is displayed around the room. They are relaxed and happy, and respond positively to the praise and encouragement, given by the staff.

The children learn about diversity and the wider world, through celebrations and access to toys and resources. They are involved in their community, taking visits to the college sports hall for gym sessions and to watch plays in the college theatre.

Overall, the children's needs are met, because staff know the children well. The staff are confident in identifying and supporting a child, so that they can reach their full potential. However, an incomplete children's profile does affect how the child's progress is monitored and recorded.

The children are learning about using different methods to communicate, and use signing, to respond to staff at registration time.

The quality of the partnership with parents is satisfactory

Parents are encouraged to be involved in the nursery. They are encouraged to stay and help their child settle and are informed of the topics and themes that the children are studying. A regular newsletter keeps parents up to date with key dates and events at the nursery, and parents evenings are organised twice a year to discuss children's progress. The children's profiles are used in part, to inform parents of their child's achievements during these meetings.

A nursery prospectus is not currently available for parents, wishing to find out about the nursery, however it is in the process of being updated and reprinted.

Organisation

The organisation is satisfactory.

Children benefit from a well organised session, with times for active, quiet, free play and structured activities. There is a clear routine and staff are aware of their roles within it. There is a positive attitude from the staff and they work well as a team. They have a shared vision and they know where and how to improve.

The adult to child ratio is high and this encourages children to feel valued and involved, and plenty of individual attention helps children to feel supported.

The written documentation for the provision is incomplete and important details in policies and records are missing. The lack of current first aid certificates also impacts on the organisation of the nursery.

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

The quality of leadership and management is satisfactory.

Staff are supported within their role at the nursery through an organised induction programme, and regular review and development plans, identifying staff's strengths and any weaknesses, and how these can be developed.

Staff benefit from regular staff meetings, these are used to discuss concerns and achievements, and to develop plans and activities as a team effort. This ensures that all staff are informed and feel part of the organisation of the nursery.

At the beginning of 2007, there have been staff changes within the nursery team, however Ofsted has not been informed of all of these changes or been given all the relevant documentation. This is a breach of regulation.

Improvements since the last inspection

At the previous care inspection, the nursery was asked to provide a policy for lost and uncollected children and to include Ofsted's details in the complaints procedure for parents. These have both been written and are found in the nursery's outcome file and policy documents. This ensures that children remain safe and that parents are aware of how to make a complaint if it becomes necessary.

At the previous Nursery education inspection, the nursery was asked to improve their planning, to show clear aims and objectives for each activity. They were asked to improve children's assessments, to ensure that children's individual needs are being met, and they are making progress through all the developmental stepping stones.

Overall these areas are being addressed and new planning, shows clear aims and learning objectives for each activity. These also include how to support and extend more able children and each has a written evaluation. The children's profile recording is still an area that staff are developing.

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 all staff hold a current first aid qualification
- update policy documents and ensure that parents sign all records of accidents and medication

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):

- develop records of children's progress and ensure they are up to date
- inform Ofsted of any changes of staff (also applies to care)

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