

Ashford Family Nursery

Inspection report for early years provision

Unique Reference Number	126979
Inspection date	13 March 2007
Inspector	Clare Stone
Setting Address	Albert Road, Ashford, Kent, TN24 8NY
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Registered person	Jane Doherty
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?

Ashford Family Nursery opened in approximately 1964. It operates from one main room, library and hallway of The Quakers Meeting Place in the town of Ashford. There is a secure outdoor play area. It serves the local community.

There are currently 42 children from two to five years on roll. Children attend for a variety of sessions. There are 23 children that receive nursery education funding. The nursery also supports children with disabilities and learning difficulties. The group operates five days a week for 46 weeks a year. Sessions are from 09:00 to 15:00.

There are five part time staff working with the children. All the staff have an early years qualifications from NVQ level two to level three. Two staff are currently working towards a level four in early years qualification. The setting receives support from outside agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic physical play. This contributes to a healthy lifestyle. They move confidently in a variety of ways and are competent when riding bikes and balancing on scooters. The staff feel it is important for children to access outside play daily and plan a good variety of activities. The children have access to a mini multi-gym which allows them to develop their physical skills and co-ordination.

Effective daily routines ensure children are learning about good personal hygiene. They also use topics such as 'Ourselves' to help children learn the importance of a healthy diet and the need for sufficient rest. Children have access to drinks whenever they are thirsty and staff provide healthy snacks to encourage the five a day government programme. Packed lunches are stored appropriately and parents are encouraged to put in ice packs to prevent the food from becoming spoilt.

The nursery ensures the welfare of the children by clear procedures not to care for children when they are unwell. Parents have given prior written consent to administer medication which ensures that children receive the correct dosage according to each child's individual needs. Although, two members of staff have current first aid certificates, however, there are no plans in place to cover the nursery if these staff are absent.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery environment is warm, friendly and staff set out a good variety of toys and equipment for each session from which children can choose. Soft seating in the book area attracts the children, and encourages the use of books. Children enjoy this area independently. Toys and equipment are plentiful, and they are safe and clean for children's use.

Children's safety is paramount. This is done thorough risk assessments carried out by the staff. Children are well protected when they are taken on outings, for example, staff take with them the children's records and a first aid kit. When taking the children out on local visits, the staff always remind the children of the dangers of the road.

Staff have a sound knowledge and understanding of child protection procedures and issues, which means that children are protected from abuse. They work effectively with other professionals and parents to keep children safe. Although, the staff did not know the correct procedures to follow if there were any allegations made against them. The manager is secure in knowledge about her role regarding child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and relaxed. They are developing good relationships and get on well with peers. Children have warm relationship with the staff who respond well to individual needs. Children are interested in the resources available and spend time concentrating on self-chosen activities. Lots of praise and encouragement develops children's self-esteem. The

staff have attended training on Birth to three matters framework and use it to move children's development forward.

Nursery Education

The quality of teaching and learning is good. Staff know the Foundation Stage well and plan for children's next steps. Staff know the children and are able to provide a challenging and stimulating environment in which the children can learn at their own pace.

Children are learning to be independent and have time to practise getting undressed and dressed for physical education. They take turns and share resources when playing together. This ensures good relationships and harmony.

Children are confident speakers and express themselves well. Staff's patience and good questioning stimulates children's thoughts and allows them to express themselves. Children listen well to stories and make good use of the book corner which is inviting.

Children count confidently using one number for each item. However, they do not understand the concept of simple addition and subtraction. To help children learn this concept they are using number and nursery rhymes. Many activities help children recognise shape and they are learning to make patterns using threading beads and pegs.

Children investigate using their senses. They have plenty of opportunity to use natural objects such as shells and flowers. They grow plants and have the freedom to experiment with calculators and magnets. Although, children can use the computer well, they are not given access to this or other information technology daily.

Children use their imagination and express their ideas in a variety of ways. This includes singing, dancing and artwork. Here they can explore colour, texture and shape in fun everyday situations. This also helps children express and communicate their feelings.

Helping children make a positive contribution

The provision is good.

Children have equal opportunity to use all the toys and equipment on offer to them. Staff are working towards effectively meeting the developmental needs of all the children, by the use of the Birth to three matters framework and the Foundation Stage curriculum. Children learn about the diversity of the society we live in with trips into the local community and by the wide range of resources depicting other cultures, such as dressing up clothes, dolls and small world people. Staff use the celebration of festivals to introduce children to other cultures. Children also have a chance to try food from different countries.

Children with learning difficulties are welcomed into the group, and staff support parents and liaise with other professionals to help to meet their needs. There is a coordinator whose role is to plan and record children's individual achievements.

Children's behaviour is good, as staff use consistent strategies, such as distraction and time out to manage children's behaviour. Staff are good role models showing the children how to respect each other.

Partnership with parents and carers is good. The relationship with parents is friendly and supportive. Parents are encouraged to join in nursery life, helping to ensure that they are aware

of what happens during the nursery day. This helps parents feel welcome and the children feel secure.

Parents are kept informed about their child's educational programme. They receive information about the Foundation Stage curriculum by photos, book and posters on the notice board. They receive regular opportunities via appointments with staff to see and comment on their children's work.

Organisation

The organisation is good.

Leadership and management are good. Clear aims show a commitment to improving the quality of care and education. Staff meet daily to discuss the day ahead and everyone is encouraged to join in with the planning. The staff team are well established having worked together for a long time. Recruitment and induction procedures ensure staff have a good understanding of their roles and responsibility. There is an appraisal system in place to assess staff's strengths and weaknesses. Staff have the opportunity for professional development. Staff deployment is effective and ensures all children receive good support. This helps children to feel safe and secure. All documentation is in place. However, some information is not up to date. The staff are aware of confidentiality and records are stored accordingly.

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

Improvements since the last inspection

Not applicable.

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 of request. The complaints record may contain complaints other than those made to Ofsted.

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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 policies and procedures are up to date

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 ways to further children's awareness of information technology

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