



## Watermead Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY248193
<b>Inspection date</b>	16 June 2005
<b>Inspector</b>	Sheila Hartley
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<b>Registered person</b>	Sarah Louise Allen
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Watermead Nursery opened in 2004 and is situated on the edge of a residential area in Nanpantan, Loughborough. It operates from six rooms within the setting. The nursery serves the local and surrounding areas. There is access to a secure enclosed outdoor play area.

A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 all year round. There are currently 70

children aged from birth to under five years on roll. Of these, four 4-year-olds and ten 3-year-olds receive funding for nursery education.

The nursery employs 13 staff in addition to the manager. Of these, 12 hold appropriate early years qualifications. The nursery is a member of the National Day Nursery Association (NDNA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are familiar with daily routines, which ensure that they learn the importance of good personal hygiene, promoted by hand washing before eating and after using the toilet. Younger children are helped and encouraged by practitioners. Whilst older children use the toilet, and wash their hands confidently, and can explain the importance of washing their hands to get rid of germs that might make them poorly. Children's health is maintained by the consistent good hygiene standards met by practitioners. For example, wearing disposable gloves for nappy changes through which the risk of cross infection is minimised. Children have a very good choice of home-cooked, wholesome meals and fruit for snacks. They enjoy the food they are offered, eat well and thrive. Menus are reviewed regularly for nutritional value, which ensures that food provided meets children's dietary requirements and preferences. Young children demonstrate growing independence, and pride, in feeding themselves with knives and forks. This also helps to develop their hand/eye co-ordination. Drinks are available all day for children, and practitioners ensure that younger children always have access to these, which keeps them well hydrated. Children really enjoy opportunities for outdoor play, and activities which help to develop skills, such as, throwing and catching balls. They greet walks to a local playground with excitement; their confidence grows as they face different challenges and develop new skills using the large play equipment, such as, climbing frames and slides. Younger children enjoy a range of experiences, that promote their physical development, as practitioners use the Birth to three matters guidance well to plan activities. Children show growing control of their bodies as they learn to run and jump. Toddlers show delight as they roll around and try to stand in a ball pool learning about balance and spatial awareness.

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

The provision is good.

Children feel at home in the welcoming, child-friendly environment, where their creative work is proudly displayed. They are free to move confidently, and safely, around their base rooms and through out the nursery. They are protected from unfamiliar adults, and from straying unnoticed from the premises, by the very good restricted access system, including closed circuit television. Children are learning to negotiate the stairs with growing confidence supported and encouraged by practitioners. At the same time they are protected from accidents and falls by the very

effective use of stair gates. They have access to a range of toys, equipment and materials which are selected to be safe, and age and developmentally appropriate for them. They play and learn in an environment where risks are minimised and they are protected from harm. All children are familiar with effective procedures to keep them safe on walks to the park and they happily wait to be harnessed into pushchairs or for wrist restraints to be attached. They learn how to cross the road safely using the pedestrian crossing. Children's welfare is protected, and prioritised, by practitioners through the effective use of the setting's child protection procedures. Staff understand how to put them into practice should they have any concerns.

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

The provision is good.

Children separate confidently from their carers, settle well and really enjoy their time at the nursery. Babies and children feel secure, and develop a sense of their own self-worth, as they develop warm relationships with practitioners. Staff know the children in their rooms very well as individuals. Young children and babies are making good progress in areas, such as, communication and socialisation as activities are planned using Birth to three matters. They express their delight during activities, such as, making biscuits where their physical manipulation skills are developed as they roll the dough and cut out shapes successfully. At a very young age they learn to take turns with tools and wait patiently, occupying themselves, making marks with their finger in the flour on the table. Their language is developing as they try new words and practitioners praise, coax and encourage them. Children have many opportunities for craft and creative work, both adult and child initiated. This is reflected in the displays around the nursery. They welcome with enthusiasm any opportunities to enjoy a variety of outdoor facilities and experiences. However, these are not always used to full potential. Most children's interest is captivated as they access a range of toys and activities, appropriate to their age and stage of development, for example, construction toys, jigsaw puzzles and small-world play. They move freely around their base-rooms selecting various activities with confidence. Children take part in solitary and co-operative play, where they work well together, and are learning to share and take turns. They really enjoy listening to stories, and join in with familiar phrases, songs and actions at music time, developing their listening and musical skills.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are making progress along the stepping stones towards the early learning goals. This is reflected in assessments and progress reports shared with parents each term. They make less progress when plans for activities and opportunities, to cover all six areas of learning, are not consistently implemented by practitioners who do not have a secure knowledge and understanding of the Foundation Stage of Learning. Children are confident communicators and use words well to convey their experiences, both real and imaginary. For example, they talk about their favourite flavours as they sell ice-creams during role play. Four-year-olds have a wide vocabulary and are able to extend, and explain, their thoughts and ideas. They enjoy books, demonstrate that

they know how to handle them carefully, and listen intently, when they ask practitioners to read stories to them during free-play. Children progress from mark-making to forming recognisable letters. Most four-year-olds write their names clearly, as shown on the displays around the room, where they have written their own names on their work. They develop fine motor skills, using tools such as scissors, although opportunities are not always used to their full potential, by practitioners who carry out the task for them. As a result, children are not sufficiently challenged and do not make good progress. All children can count from one to ten without help, recognise numerals and understand the meaning of numbers. Four-year olds count backwards and understand the concept of decreasing numbers. Some children are not interested, or engaged, in the limited range of activities and resources freely accessible to them and spend some of their time waiting for direction. They all relish opportunities for outdoor play; they explore their environment looking for insects and develop skills in throwing and catching balls. Younger children find some challenges too difficult, become disinterested as they are not able to catch the ball, and wander away, so any potential learning or skill development is lost. Children are developing a good awareness of time and space by talking about their families and their place in them. They develop a sense of the community in which they live. during trips to a local park and as four-year-olds talk about their progression to local schools and where they are sited in relation to the nursery.

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

The provision is satisfactory.

Children's individual needs are met as practitioners use the detailed information collected from parents, when they enrol at the nursery, and continue to liaise with them regularly. Their confidence, self-assurance and sense of belonging is enhanced by affectionate, warm relationships with staff. Children and babies know their carers well as staff are permanently placed in rooms. Children demonstrate growing independence, four-year-olds are self-caring, and happily help younger children to fasten their shoes, before going out to play. Younger children also develop independence skills, and grow in confidence, as they receive an appropriate level of support and encouragement from practitioners. All children are welcomed into the setting and consideration is given to any adaptations that may need to be made to ensure all children, including those with special needs, can be included. Most children know and understand what is expected of them during daily routines and are well behaved. However, when engaged in activities some three and four-year-olds find the concept of sharing difficult to adopt when left to occupy themselves. Children have access to a range of resources which reflect positive images and promote positive attitudes of gender, disability, race and culture. This is further supported by practitioner's use of stories and other opportunities and the positive approach fosters children's spiritual, moral and cultural development. Verbal and written feedback is designed to keep parents and practitioners informed and provide continuity and consistency of care, enhancing children's sense of security and confidence. However, information is not always individualised and therefore does not contain the detail required to enable parents to actively support their children's learning. Feedback from parents is welcomed and used well to ensure the needs of children are met and to foster the partnership with parents and carers.

## **Organisation**

The organisation is satisfactory.

Children's care benefits from effective organisation of the nursery. Babies and children receive good care from a high percentage of well-qualified, motivated staff, who are familiar with effective procedures and policies. They are able to implement them with the focus clearly on children's best interests. Children's needs are met effectively in most areas through good use of space, resources and the deployment of knowledgeable staff. In this way, they are able to present activities which attract children and maintain their interest. However, this is not always consistent for children receiving nursery education so they are not always engaged and do not achieve the full potential learning from all opportunities. Children's health, safety and welfare is enhanced by records, policies and procedures which meet legal requirements and are regularly reviewed. Their security and confidence benefits from a regular exchange of information between parents and practitioners to help provide continuity and consistency of care. However, it is not always sufficiently individualised to allow parents to take a full, and active, part in their child's learning. Leadership and management is satisfactory. The manager is focussed on continuous improvement, and providing good leadership, to work towards providing an excellent standard of care and ensuring all children attending the nursery achieve their potential. Evaluation and monitoring, including feedback from parents, is sought and strengths and areas for improvement are identified and acted upon. Overall, the range of children's needs are met.

## **Improvements since the last inspection**

At the last inspection the nursery was required to devise a special needs statement which was consistent with current guidance and legislation. The special needs statement has been updated, and staff have access to up-to-date information, which relates to the Disability Discrimination Act. This has enhanced the information available to ensure the welfare of children with special needs is promoted.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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 there is a system in place for the regular exchange of information, between parents and staff, about the individual child, their care and learning

### **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 managers and practitioners knowledge and understanding of the Early Learning Goals and the Foundation Stage of Learning to ensure that all children receiving funded nursery education have consistent access to a range of activities and learning opportunities to enable them to make good progress in all six areas of learning

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