

Cornerhouse Day Nursery

Inspection report for early years provision

Unique Reference Number	EY317869
Inspection date	06 June 2007
Inspector	Christine Coram
Setting Address	62 Portchester Road, Bournemouth, Dorset, BH8 8LA
Telephone number	01202 553108
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Registered person	Cygnets Day Nurseries (Bournemouth) Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Corner House Day Nursery is one of the nurseries run by Cygnets Day Nurseries Ltd and opened under new management in 2005. It operates from six rooms in a converted, detached house. It is situated in Bournemouth, not far from the town centre. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from birth to under five years on roll. Of these, 21 children receive funding for early education. Children come from the local area. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff who work directly with the children. Of these, 11 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted well. Clear hand washing routines are maintained. Children know that they must wash their hands before snack and that this is because of germs. Pre-school children clean their teeth after lunch. They have their own brush and tooth paste in a labelled cup, and undertake this task very independently. Nappy changing facilities are in the rooms where younger children are cared for. Gloves are used and mats are wiped with anti-bacterial spray after each use. Disposal units for the nappies are provided. Hygiene is promoted well as the babies have clean cots sheets each day and never share sheets with other children. Sun-safety is promoted because parents all provide sun cream and are asked to supply hats for the children.

Staff caring for younger children are very clear about the needs of individual children for sleep and feeds. They are clear about each child's routines, having discussed these with their parents. All children have very good opportunities for physical play and fresh air in the large garden. There are areas of grass, wood chip and decking, enabling play at all times of the year.

Children's nutritional health is promoted very well. They greatly enjoy the healthy snacks such as rice cakes, crackers or cereal and fresh fruit. They have a drink of milk or water at snack and meal times. They have very good access to drinking water throughout the day. This is in easy reach of the children in named bottles for the older children so that they can help themselves at any time. Lunches are varied and nutritious, and usually include fresh vegetables. Tea includes a variety of sandwiches, for example, and also includes crudités and fruit. The setting is part of the 'Healthy Early Years' (HEY) project which promotes healthy eating with the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected through the effective security of the premises. Staff admit all parents and visitors and the door is kept locked. Staff report that if they are at all concerned about the person at the door when they answer the entry-phone, they do not press the buzzer, but go to the door to see the person for themselves. Parents do not admit others to the building. Staff check the identity of strangers before admitting them. They are aware of who is in the building at any one time as they vigilantly use the systems to record visitors.

Safety equipment is in place in the rooms used by children. This includes cushioning on corners at head-height, and a daily safety checklist for the outside area. Any rubbish is removed and any other hazards dealt with. However, the gate at the bottom of the stairs is broken and could potentially be opened by a child. The trellis at the windows is not sufficiently sturdy and presents a potential hazard. Toys and other equipment are safe. They are visually checked as used, and any broken items thrown away immediately and reported to manager.

Supervision is effective in keeping children safe. Staff carefully supervise the children and are aware if they leave the room to use the toilet, for example. Adults caring for babies frequently scan the room to ensure that all the children are safe. In the garden, staff position themselves by equipment that presents most hazards, such as the climbing frame. Children learn about keeping themselves safe through projects and visits from the police or fire department with subsequent craft activities. The setting borrows the Local Authority road-safety equipment.

Children are also protected because staff have a good knowledge and understanding of safeguarding issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

There is a good range of activities and resources throughout the setting. Each room has suitable resources for the stage of development for the children in the room. The care of babies and toddlers is good. They have their own rooms and key staff to help them to feel secure. They are cared for in small groups.

Planned activities provide a stimulating range of experiences and good opportunities to extend the children's knowledge. For example, as pre-school children make police officer's hats, they talk about police work and look at pictures. They discuss their experiences and the recent visit from a police officer. As two-year-olds play with the play-dough, staff take the opportunity to talk about pattern and texture, asking open questions.

Varied sensory activities are provided each day. Babies have a range of play opportunities including exploration and messy and creative play, such as play with jelly, and painting. They investigate the sand, watching intently as the sand runs out of the sieve, and rubbing it between their fingers. They hold it out to member of staff and wriggle their toes as it falls on their feet. A toddler explores the toy sink, taking out the bowl and dropping items into the cupboard below. He then opens the door to find it and then repeats this several times.

There are plenty of resources throughout the setting to promote development and learning. Many of these are accessible to the children for free choice. For example in one of the toddler rooms, toys such as trains and cars are stored in low-level drawer units and children freely open the drawers and select toys. They are encouraged to help to put them away when they have finished. This helps to develop their independence.

All the children are happy, well occupied. They have varied activities through the day. Good interaction and input from adults enhances their learning and development. Staff work closely with the children, asking suitable questions and finding challenging activities for them.

Nursery Education

The quality of teaching and learning is satisfactory. Planning is detailed and includes long term planning of topics and a sheet to demonstrate how each topic will promote each area of learning. It is clear that this is monitored to ensure that all stepping stones are covered. Individual activities are planned and at each free play session, the person in charge monitors the type of activities set out to ensure a variety and children have good choice from the resources offered. However, staff member's understanding of the Foundation Stage curriculum is limited at times. They do not always promote the Early Learning Goals in general activities or through sufficient open questioning. Observation and recording of children's progress is factual but does not always contain sufficient evaluation. There is no formal planning for next steps or individual targets for their progress.

Children are very confident and enthusiastic in general play. They show great pleasure in their achievements. A four-year-old smiles broadly and looks around at the adults for acknowledgment after completing part of a programme on the computer. They demonstrated independence. For example, they find their own drink bottles when they are thirsty and help to apply their sun

cream. Most children demonstrate good levels of involvement and focus on chosen tasks for suitable periods. Most choose to play in groups although some still play alone. They are generally very sociable. Their behaviour is good and they are clear about the expectations of staff. They share and take turns with adult support.

Children confidently use talk to communicate together and chatter constantly as they play. They enjoy books and stories. When asked to look at books, they choose to share them. They look at the pictures together, talking about what they see and what they remember about the story. A four-year-old tells a story with great expression and actions. They are beginning to link letters and sounds. For example, many can list words that begin with a given sound. Many of the children recognise their names and the letters in them. They also recognise other children's names. They have good pencil control. They have a good level of recognition of numbers one to nine. When looking at a number book, one child turns over two pages from one to three and correctly and immediately identifies three. Another child tells him to turn back because he has missed two. They identify the 'smallest' in computer games and put items in size order with adult support.

Children construct with a purpose using commercially produced construction toys. A four year old extends the car he has made and searches for the pieces he needs. Children develop good skills with information and communication technology. With adult support, they use a basic computer programme and know how to move the cursor with the mouse and click the correct buttons. They make links between ideas and concepts. A member of staff says 'it's not a race' and child begins a conversation about racing cars. They have good opportunities to find out about the world around them through visits such as from the fire and police officers to the setting. Children enjoy activities such as sticking. They also enjoy music sessions and are able to play instruments in turn. They sing with enthusiasm. Their imaginative play is well developed. They use basic shapes made with construction toys to represent objects in their play. For example, a child finds a cross-shaped construction and it becomes an aeroplane. A three-year-old uses hand puppet and continues a long commentary to herself as she manipulates the puppet. Another three-year-old has a tray and toy money and says that the tray is an island and the green cloth on the table is the grass.

Children enjoy moving in many different ways. They jump over obstacles with both feet together. They climb and slide with great confidence. They develop a sense of space, stepping over toys and avoiding others. They generally do this well. They develop skills in using equipment and construct with dexterity. They manipulate small items in the doll's house with care and success. They have an understanding of health and a developing bodily awareness. A four-year-old says 'you can't have sugar its bad'.

Helping children make a positive contribution

The provision is good.

Children are welcomed into a child-centred environment where the rooms are bright and colourful. Children's pictures and creations are displayed, helping them to feel that they belong to the setting. They generally arrive with enthusiasm and know which room is theirs. They relate affectionately to the staff. There are resources that positively reflect diversity such as books about people from different backgrounds. This helps children to develop a broad understanding and an open attitude towards society. Staff have a good knowledge of children's individual needs and are able to discuss their abilities, preferences and personalities. As a result, children have the individual care that meets their needs. Specific requirements are met because staff are clearly aware of them. Children with special needs are fully included in the activities of the

setting. Staff work in partnership with parents and carers, exchanging information and liaising to ensure consistency. Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is managed effectively and where specific procedures are needed, staff are aware and there is consistency. For example, 'sitting out' is used for short periods as this has been found to be effective and enables the other children to continue play. Staff support each other well in behaviour management. They are generally good role models and treat the children with respect. They are firm but gentle and calm.

Partnership with parents and carers is good. Plenty of information is given to parents, such as a regular newsletter which includes topics for all children. Frequent parents' evenings give them opportunities to view their child's records and discuss any issues with their child's key worker. Verbal information is given each day about what the children have been doing. Parents report that they are satisfied with the level of information given. They are clear that they feel able to continue their child's learning at home. Parents of younger children also have a sheet completed each day with information including detail about feeds, nappy changes and activities.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Suitable adults care for the children because a clear and thorough system is in place to check new staff. This includes prospective staff completing health declaration forms. New adults in the setting know their roles and the essential health and safety information through an effective system for induction. A good number of staff are qualified and the owner and manager actively encourage staff to undertake further training to enhance their knowledge and childcare practice.

Space is organised effectively to meet the needs of all the children and to allow sufficient space to play. Good procedures are in place for security and safety, although some safety equipment is not in good condition. Effective use is made of the outdoor area and a rota is in place to ensure the safety of the children. Staff are deployed effectively. Bank staff stand in for members of staff who are absent. They are known to the children and clear about the routine and children's names. Staff breaks are well organised and sufficient staff are always available. Comprehensive policies and procedures are in place and information about individuals is stored confidentially.

Leadership and management of the nursery education are satisfactory. There is a clear vision for nursery education. The aim is that children reach their potential. The manager leads by example, and spends as much time as she can with the staff. They are motivated through the appraisal system. The manager has some insight into the strengths and weaknesses of the provision and monitors this through informal discussions and observations. The setting is supported by the local authority through monthly visits. The owner and manager are clearly committed to improvement.

Improvements since the last inspection

At their last inspection, the setting agreed to ensure that entry to the provision is effectively monitored and improve the organisation of mealtimes to promote children's independence. In nursery education, they also agreed to develop the organisation of activities to ensure that children have a greater choice throughout the day and ensure that written observations of children effectively determine the next steps for their development.

Staff are now clear about the policies regarding entry to the building and so security has been improved. At meal times, children are able to serve themselves unless the food is hot. This means that they have more independence. Many resources are at child-height, so that children can select them. This also promotes their independence. Staff have not yet introduced a written system to determine the next steps for individual children.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 6 - Safety. Concerns were raised that a child was not suitably supervised. Ofsted conducted an unannounced visit to investigate the concern. As result the provider was set one action under National Standard 6 to ensure that children are supervised at all times. A suitable response was received and Ofsted are satisfied that the provider had taken appropriate steps. The provider remains qualified for registration.

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.

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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):

- make sure that safety equipment is in good condition and suitable for its purpose

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):

- increase the staffs knowledge and understanding of the Foundation Stage and make sure that the areas of learning are promoted through all activities
- continue to develop a system for recording children's achievements, and identifying the next steps for children's learning

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