

Talbot Park Day Nursery

Inspection report for early years provision

Unique Reference Number	100482
Inspection date	11 May 2007
Inspector	Christine Coram

Setting Address	32 Talbot Road, Bournemouth, Dorset, BH9 2JF
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Registered person	Margaret Dixon
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Talbot Park Day Nursery is privately owned. It opened in 1994 and operates from the ground floor of a converted house. It is situated in a residential area of Winton, Bournemouth. A maximum of 22 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. Most children come from the local area. The nursery currently supports children with learning difficulties and/or disabilities and supports a number of children who speak English as an additional language.

The nursery employs five members of staff. They all hold appropriate early years qualifications and one are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's hygiene is promoted very well. Children are reminded to wash their hands after using the toilet. An adult asks 'What do you need to do when you've been to the toilet?' Children respond by going to the sink and independently washing their hands using the pump foam soap without prompting. Children all wash their hands before snacks and lunch. They know that they cannot give out the fruit with their fingers because of the germs. Staff follow very clear nappy changing routines.

Children who have an accident or are taken ill are protected well because accident and medication recording is clear and detailed. A form is also completed if a child is taken ill whilst at the setting. The information includes symptoms, record of temperature, any treatment given and the time the child was collected. A separate record of children's detail is completed for use in the case of emergency treatment. Most staff hold a current first aid certificate. Children's emotional wellbeing is also promoted very well. Staff give comfort as needed. Children have excellent opportunities for physical play and fresh air. They go out into the garden even when it is raining and explore the rain and its effect on the ground, the sound of the rain drops on the umbrellas. They have additional opportunities for physical play on the equipment indoors.

Records about dietary needs or cultural requirements are posted on the wall where children eat and where snacks are prepared, so that staff have good access to the information. Snacks and drinks are healthy and comprise of milk or water, with different fruit, or humus, celery, and carrot sticks. Children benefit from the excellent variety. The list of snacks is sent home for parents to comment on or for their information. They are then aware of what the children eat. Children have very good access to drinking water. A water dispenser and cups are available in the main playroom. The setting does not provide meals but are proactive in promoting healthy lunches. For example, children are given stickers as rewards for eating items of fruit in their lunch boxes. Staff put the savoury items on the plate first to encourage healthy eating. Children are enthusiastically encouraged to eat a good lunch. Setting has HEY (Healthy Early Years) status having completed the required validation visit.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected well through the security of premises. No one can enter unless a member of staff opens the door. Parents are clear that they cannot open the door for any reason. All the necessary safety equipment is in place in rooms used by children. The rooms are child-orientated and safe for their use. Risk assessments are completed. Daily checklist ensures that basic measures are taken such as making sure that escape routes are clear.

Supervision is very good and keeps children safe. For example, the staff are vigilant and stop children from climbing on chairs to reach books. They give simple and clear explanations. Children develop clear knowledge about keeping themselves safe. They understand that if they had the climbing frame out in the rain, it would become slippery and could cause an accident. They participate enthusiastically in discussions about safety. For example, a member of staff begins by suggesting that the children listen to the different sound of the cars on the wet road. This leads to a discussion about accidents and a four-year-old says that they should wear their

seat belts to keep them safe. Children are also protected because staff have a good knowledge and understanding of safe-guarding issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the very wide range of activities and resources throughout the setting. All children are suitably occupied and challenged. There are many resources and necessarily, some are stored out of reach of the children. However, they can see most of the resources and many are accessible to the children for free choice. These include imaginative play equipment, craft and art resources. Throughout the session, children have opportunities to explore and investigate. However, sensory and messy play opportunities are limited.

Children's experiences in the nursery are enhanced by excellent and effective interaction and input from staff. They talk with the children and support them in their activities. They are attentive and listen to what the children have to say. Staff listen and communicate with all the children appropriately. Children are encouraged to express themselves, as they are able, and their responses and contributions are valued.

Children select their activities for part of the session by putting their names in pockets bearing pictures of the activity. This promotes their independent choice and helps them to plan for themselves. All children are encouraged to participate in the main activity planned for the day. Their involvement in activities are monitored and assessed.

Nursery Education

The quality of teaching and learning is good. All staff are qualified. They work full time ensuring consistency. They demonstrate a very good understanding of the way in which children learn through their questioning. For example, they ask children about the effect of exercise on their bodies. A variety of teaching methods is used effectively. However, staff do not always manage to hold the attention of the full group of children and learning for the more able children is affected by needs of the younger children. Staff spontaneously teach children well. For example, when children see an insect on the window, an adult tries to get it on paper for the children to see. When it has flown away, an adult fetches a box of plastic bugs, encourages the children to find one that looks the same and extends the conversation well.

Key activities are planned in detail and well evaluated. Planning shows very clearly how activities will achieve the stated aims and promote the Early Learning Goals. Children's records of achievement are completed using different methods of observation. Charts are used to plot progress. Evaluations are very clear and informed, and clearly show what the next steps for individual children are intended to achieve.

Organisation of staff and resources is excellent. Sessions run very smoothly without need for much instruction to staff. Resources are always easily available to them. They instinctively adapt activities for more and less able children. Children with specific requirements receive appropriate care because staff work closely with parents and other professionals. The Special Needs Co-ordinator meets with parents and has a good understanding of the children and their families. Targets for learning are selected that meet needs of individual children and are achievable. Children who speak English as an additional language have a 'nursery/home' book that includes feedback from parents.

Children of three and four years demonstrate great confidence. They arrive happily and find their name card. They are clear about the routine and help to tidy up the toys with enthusiasm at the given time. They pour own drinks and serve each other, demonstrating good levels of self assurance as they do so. A four-year-old maintains a self-assured posture and ask 'Do you want milk?' They demonstrate good levels of involvement, concentrating on chosen tasks for periods and completing their tasks in many cases. Most children choose to play in groups and seek out others to join in their activities. Children's behaviour is generally good. Although they do not always concentrate well, or listen to staff. However, they are able to listen in a game for a short time.

They use increasingly complex sentences to communicate such as 'I've got my very own commuter and it's too tricky for me'. They greatly enjoy books and stories and enthusiastically choose books to look at alone or with peers. A four-year-old imitates adults and 'reads' a book to the other children. A child remembers the story and recites it with great expression. They are developing the ability to link letters and sounds. For example, a four-year-old picks up wooden 'Z' and says 'zebra'. They are beginning to use numbers as labels. A four-year-old finds the number 16 on the computer when asked. A three-year-old attempts to count 11 boxes but gets confused towards the end and counts to 12. They develop early calculation and problem solving skills. They know that 11 is one more than 10 and that if there are 10 and one is taken away, there are nine. They learn about shape and measure and state that when three of them are seated on the ground they make the shape of a triangle. They compare the size of their hands and observe who has the biggest.

Children enjoy exploring and investigating a range of items such as shakers with different sounds, magnifying glasses and binoculars. They take great interest in an insect on the window. They join in discussions about legs and wings and talk about kindness to the insect before letting it out of window. Children demonstrate proficiency with computers, using the mouse very effectively. A four-year-old places the cursor as suggested by member of staff who asks the child to 'put the arrow on the number 16'.

Children are involved in creating pictures with paint. A three-year-old makes small marks in a variety of colours. Another paints colour on colour and enjoys watching the effect that this makes on the paper. Children join in with songs and attempt to do the actions as well as sing. They sing well without the staff leading. During a rhythm activity, some attempt to imitate the rhythm of a metronome. They spontaneously sing 'Wind The Bobbin Up' whilst turning the steering wheel in the car. Their imaginative and role-play is generally imitative. For example, a three-year-old pours imaginary drink into a cup from a jug in the garden. However, a group of four-year-olds enter into imaginary play of their invention.

Children enjoy a range of movement such as jumping and running, climbing, crawling and sliding. They learn about health and develop bodily awareness. They know that when they run, they get warm. Some understand that their hearts beat faster if they run. A three-year-old told members of staff that he is strong. He said this to indicate that he had finished his lunch. They use equipment very efficiently. A three-year-old peddles a bike with stabilisers up hill with determination and steers it round the track accurately. Children confidently pour from small jugs or serve small pieces of apple and banana with large tweezers.

Helping children make a positive contribution

The provision is good.

The children are welcomed into a child-centred environment where the rooms are decorated with children work and other pictures. Many resources make the environment exiting and simulating, which also helps to make the children feel welcome and involved. Children have a clear sense of belonging to the setting and demonstrate ownership of the routine through their familiarity and confidence. Resources throughout the setting positively reflect diversity, including the many posters that depict children from a variety of backgrounds. This helps the children to develop an open attitude towards diversity. Staff have a good knowledge of individual children, their personalities, preferences and needs. Children's specific requirements met because the staff have clear procedures to identify and meet these, in conjunction with health professionals. Staff address behaviour issues calmly and in a caring manner. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are invited to meet with staff every six months for a summary of their child's progress. Following their discussion, the individual learning plan for the child is drawn up. A parent's notice board has clear information about the curriculum. Each day a chart is completed about what the children have been involved in during free play. Parents find this helpful. They state that they feel confident to contribute their knowledge of their child and express great satisfaction with level of information provided by the staff. They are consulted at regular intervals through questionnaires about different aspects of the setting.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Children are protected because there are clear systems in place to recruit and check new staff. Induction procedures are clear and comprehensive so that new staff know their roles, the basic health and safety information and the routine very quickly. All of the staff are qualified and are actively encouraged to undergo short courses and further training so that they update their knowledge. They also benefit from frequent in-house training sessions. Staff development is encouraged through twice-yearly appraisals and the system of peer observations.

Space is organised effectively to meet the children's needs and allow sufficient space to play, both indoors and outdoors. Deployment of staff is very effective and staff undertake their responsibilities without prompting. They are efficient and show initiative. This means that the day is seamless for the children. The relevant policies and procedures are in place. All recorded information about the children is stored in individual files in the office where it is confidential and secure.

Leadership and management of the setting are good. There is a clear philosophy for nursery education. This includes promoting self-esteem and progress at the child's own pace. This is evident in practice. The manager makes sure that the setting is evaluated and assessed on a regular basis. This includes assessment of the planned activities, the involvement of the children in the activities and the practice of the staff. A self-evaluation from is completed and issues are discussed at staff meetings. All staff are involved in implementing the Local Authority quality assurance scheme. The setting is clearly committed to on-going improvement.

Improvements since the last inspection

At the last inspection, the setting agreed to ensure that parents acknowledge medication administered to their children, and that times of arrival and departure for staff and children are recorded. In Nursery Education, they also agreed to ensure that everyday routines and activities offer appropriate challenges to extend the older and more able children, and to develop children's independence in selecting and using resources to initiate their own learning.

The required changes to recording and documentation have been implemented, so that information is complete and clear. Greater challenges are now given throughout the session and staff challenge the more able children appropriately. For example, in an activity involving writing names, the more able children are encouraged to try unaided whilst less able children encouraged to trace their name. Also, the questioning of staff provides good challenges in all activities. An area of the main playroom contains low level shelves and draws with a large variety of craft equipment. Children can self-select from here at any time. An activity is set out each day to encourage participation, but children are free to choose from other items.

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

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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):

- increase the opportunities for sensory and messy play, particularly for younger children

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):

- consider grouping the children for parts of the day to promote concentration, the ability to listen to staff and to respond to instructions, with those who are more able

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