

Zebedees Day Nursery

Inspection report for early years provision

Unique Reference Number	106891
Inspection date	25 May 2007
Inspector	Nigel Lindsay Smith
Setting Address	26-28 Walsingham Road, St Andrews, Bristol, BS6 5BT
Telephone number	0117 9853389
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Registered person	Zebedees Day Nursey
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?

Zebedees Day Nursery is one of three owned by Lansdown Day Nurseries. It opened in 1996 and operates from premises converted from two semi-detached houses close to St Andrews Park, in a residential area of Bristol. A maximum of 50 children may attend the nursery at any one time. Children from the age of three months to five years of age attend the nursery. The nursery opens five days a week for 50 weeks a year from 08.00 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 94 children on roll. Of these, 23 children receive funding for early education. The nursery serves the local and surrounding areas. 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 18 members of staff. Of these, 14 have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of the benefits of a healthy diet. They are able to make choices by helping themselves at snack time, as well as choosing when to have their snacks. A child says "We have black and green grapes and I like both; I like apple". At meal times children enjoy a healthy and well balanced diet. The cook prepares the meals on the premises and uses fresh ingredients. Children enjoy sociable meal times, with staff appropriately supporting children of all ages. Staff respect children's dietary needs and take note of any food allergies, ensuring that children do not have food which is not suitable for them. Children do not become dehydrated as staff ensure that they offer regular drinks and older children confidently help themselves to water from a jug.

Children learn about the importance of keeping healthy. They wash their hands regularly and are taught how to blow their noses. Staff minimise the risk of cross infection as they have good hygiene practices. These include wearing disposable gloves when changing nappies, and regularly cleaning toys and equipment, keeping records of these checks. A clear agreement with parents ensures children do not attend when they are sick so that illnesses are not spread unnecessarily.

Distress to children following an accident is minimised as sufficient staff have current first aid training. Staff clearly record accidents and the sharing of this record with parents enables them to watch for any further symptoms which may develop. Records of accidents are analysed to find out if they indicate any patterns of hazards. Parents give permission for emergency medical treatment, to avoid unnecessary delay. Staff record when they have administered medicine and parents sign the entry so that they are aware of how many doses their child receives at nursery, although the format used lacks clarity and on one occasion the record was not signed.

Children rest according to their needs. Their individual routines are respected and they sleep in a comfortable room, with staff checking them regularly. Children enjoy a well-planned range of physical activities which contribute to their good health. They have regular access to fresh air as good use is made of the garden. They crawl and jump; hop, skip and march, learn to balance on beams and walk across a chain bridge. Children develop their large muscle skills as they pedal and steer trikes and use the climbing equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in premises which are well resourced, bright and comfortable with stimulating images. There is a wide range of good quality, well maintained equipment to meet the needs of all the children, in different materials, including wood, to provide variety.

A thorough risk assessment helps staff ensure that the premises, toys and equipment are safe. A rear door is used by parents with a code system for entry. Staff state that the arrangements for the door to be secured, except for dropping off and collection time, ensures that unknown adults cannot enter the setting. Regular, unannounced fire drills take place which helps staff quickly know what to do in an emergency. Fire detection equipment is tested regularly.

Children are well safeguarded if there are child protection concerns as there are thorough arrangements in place to make a referral to the appropriate agency. Staff have good knowledge

of their role and receive relevant training. There are appropriate procedures in the event of an allegation being made against an adult in the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed, confident and secure in the nursery. Staff are warm and patient and explain and engage well with children of all ages. They give praise appropriately, and thanks for cooperation.

Children enjoy participating in a varied range of activities which interest them and encourage them to develop. For example, babies experience the feel of jelly and spaghetti, explore activity bottles safely and begin to experiment with books. Toddlers enjoy playing with play dough mixed with cocoa powder and one tells the inspector "I've made a cake". They cut and draw and they enjoy musical activities led by a specialist teacher.

Staff demonstrate they have a clear understanding of the Birth to three matters framework. They use their thorough knowledge of the children and written observations to plan activities which the children enjoy. Plans demonstrate that staff know which areas each child needs support in to develop further. The displaying of the plans for parents enables them to be aware of their child's day.

Nursery education.

The quality of teaching and learning is good. Children make good progress as staff plan activities that promote their learning. They are engaged in a range of stimulating activities each day and have access to good resources which support their learning across the six areas of the Foundation Stage. They enjoy a balanced mixture of adult-led, small group and individual activities. They have very good opportunities to use the garden for physical play, and for exploring nature. Staff also ensure that there are opportunities in the garden for other activities, such as construction, and to write and draw with crayons.

Children have good opportunities to develop their social skills and their awareness of their identity, for example through choosing friends through shared interests; they work well together and are learning to understand the need to share fairly and take turns whilst playing in a group. They are confident, and interested as a result of the enthusiasm of the staff, who build skilfully on their interests, for example when they are fascinated by a bug they have found staff lead a discussion at circle time, asking what it would feel like to be a bug being looked at by adults. The children said "scared", going on to think about what it would eat. They behave well as staff give clear expectations and instructions. Children's language skills are supported well by staff, who ask them open questions and encourage them to converse. They learn to develop a wide range of communication skills through enjoyable activities such as using books and story bags, writing in wet sand, and making up new endings for stories. If staff feel that children are missing out on aspects of learning because they prefer to choose other activities, they carefully plan how to introduce this learning into their favoured activities.

Children compare quantities and weights through using scales and calculate through activities that are relevant to them, such as counting how many children are there in the morning and the afternoon and subtracting to work out the difference. They explore how things float and sink, how water pumps and wheels work, and use magnets, mirrors, torches and a computer. They learn about a variety of cultures and religions and experience different languages through

a French club. Children for whom English is an additional language benefit from the clear labelling in the nursery. Parents are asked for key words in their language, and are invited to contribute to the other children's learning, for example through providing songs. However, the setting does not have a pictorial system for enabling children with little English to express their needs.

Children develop their creativity through a variety of activities such as cooking, printing, music and role play, some initiated and carefully prepared by staff and some initiated by the children; staff join in as appropriate.

Staff undertake written observations on the children's achievements and skilfully use these in their planning for the children's next stage of learning. Planning comprehensively covers the six areas of learning and staff effectively evaluate the activities.

Helping children make a positive contribution

The provision is good.

Children gain awareness of different cultures through using a good range of equipment such as a stimulating display about Afro-Caribbean hair. Staff have access to additional equipment from a specialist resource centre. Children's individual needs are met through inviting parents to indicate if there are any issues of their child's culture, religion or race which they want to bring to staff's attention. There are comprehensive arrangements in place to work with children who have learning difficulties or disabilities, and the setting has rigorously assessed its provision to ensure that all children can be included in the activities.

Children learn good behaviour through the skills of the staff, who set clear and consistent expectations. Staff have appropriate strategies to manage more challenging behaviour, such as asking a child who is over excited to sit with a book for a short while to calm down.

Children's spiritual, social, cultural and moral development is fostered.

Partnership with parents is good.

There is a comprehensive welcome pack and a good range of information available for parents, ranging from photos of the staff to information about how they can support their children's learning at the nursery. Plans are displayed for parents to see. There is good liaison before children start in the Foundation Stage in order to explain the curriculum, and parents are encouraged to access their children's records at any time. There are formal and informal arrangements to ensure that parents have regular feedback about their children's progress. During the inspection parents gave very positive verbal and written feedback about the nursery. There are thorough procedures in place to manage, record and share any complaints with parents.

Organisation

The organisation is good.

Good planning and organisation ensures that children have a varied programme of free-play and adult-led activities. Robust recruitment arrangements ensure that staff are appropriately checked and qualified, and the induction process ensures that they are aware of their responsibilities. Staff appraisals are given appropriate priority. The nursery's support for staff

to attend additional training events builds on their existing knowledge and skills. Records are thorough, policies are comprehensive and reviewed, and all are stored confidentially.

Leadership and management are good. The manager has a very clear vision for the nursery. Staff meet regularly and are involved in planning, observing and reviewing effectively. They are highly committed to working constructively with the children. The nursery is involved in a quality assurance scheme to evaluate its practice and welcomes feedback, for example from parents and staff when they leave.

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

Improvements since the last inspection

At the last inspection the setting was asked to ensure that suitable equipment is available to facilitate imaginative play, physical skills and knowledge of the multi-cultural society. This has been achieved. They were also asked to develop staff's understanding of equal opportunities; this has also been achieved. They were also asked to develop the complaints procedure and this has been achieved satisfactorily.

Complaints since the last inspection

Since 1 April 2004 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.

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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 that arrangements to inform parents of medication given facilitate obtaining all signatures

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):

- further develop arrangements to support children for whom English is an additional language to ensure that they can communicate their needs

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