

Abbotts Day Nursery

Inspection report for early years provision

Unique Reference Number	101533
Inspection date	04 July 2007
Inspector	Bridgette Williams
Setting Address	49 All Saints Road, Cheltenham, Gloucestershire, GL52 2HF
Telephone number	01242 515702
E-mail	
Registered person	Marguerita Kemple
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 satisfactory. 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?

Abbots Nursery opened in 1966 and is located on the ground floor of a Victorian house, situated in the residential area of central Cheltenham. The nursery have sole use of three play rooms during operating hours, a sleep room and an outdoor area. The premises are also used as a training centre for the National Vocational Qualification at level 3. The two organisations never use it at the same time. There is an enclosed outdoor area with grassed and impact absorbent surfaces. A studio, situated in the garden is used for additional physical and creative activities.

The nursery is registered to care for 37 children aged between birth and eight years at any one time. There are currently 47 children on roll. Of these, 26 receive funding for early education. The nursery is open from Monday to Friday between 08.00 and 17.45 for 49 weeks of the year, and offers care for children up to the age of eight years during school holidays. The nursery supports children who speak English as an additional language and children with learning difficulties and disabilities. Children attend from the local community and surrounding areas.

The children are cared for by a team of eight members of staff all of whom hold recognised childcare qualifications. The manager is a qualified teacher, has early years professional status

and the deputy has the National vocational qualification in early years. One member of staff is currently working towards the National Vocational Qualification at level 3. Specialist staff are employed to support children in French and dance. The nursery is a member of the National Day Nurseries Association and Gloucestershire Playgroup and Toddler Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from playing within a clean premises. Staff take positive steps to prevent the spread of infection for example, tables are cleaned before and after food is served and nappy changing procedures followed minimise the risk of cross infection. However, the nursery does not operate a no shoe policy in the baby room. Staff encourage children to wash their hands before snack, after messy activities and after using the toilet. Children are becoming aware of why they need to wash their hands for example, 'to get rid of germs'. Suitable procedures are in place to care for children who require medication. Accidents are recorded and this information is shared with families.

Children receive a range of nutritious snacks and meals that are prepared on the premises. All individual allergies and dietary needs are recorded and the cook has a copy to ensure special dietary needs are catered for. Drinking water is available throughout the day, pre school children bring in their own sports bottles which are filled with fresh drinking water by staff.

Babies benefit from climbing on soft play gym equipment and crawling through wooden boxes, developing their confidence in moving freely in the space around them. However, babies do not visit the garden area for fresh air and free exercise outdoors on a daily basis. Toddlers and pre school children enjoy physical activities, both indoors and out. They choose from a range of equipment for example, bikes, cars, a wooden climbing frame and crawling through a large tunnel. Children move freely and confidently around the space available expressing screams of delight and excitement. However, the outside area is not freely available for the older children to independently choose to play outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright, clean environment. Staff organise the space inside effectively, allowing children to move around safely and freely. Children benefit from a range of safe toys and resources appropriate to their age and stage of development. The children play happily in the outdoor space, the area is divided into three areas, an enclosed grassed garden, a barked area and a paved area which leads onto a garden studio. Risk assessments take place for the outdoor area to ensure children play safely. However, there is no action plan with time scales to identify action to be taken to minimise identified risks throughout the nursery.

Babies sleep in accordance with parental wishes, cots are changed between use, providing fresh bedding for each child. Monitoring of children asleep is adequate, however, there is no Nursery policy as to how frequently the sleeping babies are checked.

Staff have a sound knowledge of child protection issues. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are warmly welcomed by staff, they part from their carers with confidence and quickly settle. The children benefit from the staff having a sound knowledge of the Birth to three matters framework. Babies play and explore a range of different toys and show great delight when they successfully operate toys. For example, young ones confidently danced and sung nursery rhymes in response to the musical sorting toy they were playing with. Children in the two to three age group relate well to staff and work happily along side their peers. They are interested in the activities available and spend time concentrating on self chosen activities. For example, a small group of children worked hard at completing a challenging jigsaw.

Nursery Education

The quality of teaching and learning is satisfactory. Children benefit from the staff having a sound knowledge of the Foundation Stage, stepping stones and the early learning goals. Children enjoy playing in a stimulating environment which is organised to provide effective opportunities for the children to choose freely. For example, two young children were confidently making marks on their pieces of paper one child said to the other 'this is a pretty pattern for my mum'.

The pre school learning environment is attractive. Children enjoy seeing their work displayed on the walls, their work is complemented with photographs of them involved in different activities. The room is organised to cover different areas of the curriculum, children benefit from having free access to a craft area, book corner, maths corner, role play area and a computer area. However, children become frustrated in the computer corner as the computer is not working effectively. Written plans cover the six areas of the curriculum and staff make regular observations and record achievements in children's individual records. Staff have begun to make some links between their observations and planning, however, specific activities are not yet included in the planning to link with individual learning needs.

Children are developing confident communication skills. They talk happily to their peers and in large groups. For example, during circle time children confidently recalled activities they had been involved in 'I played with the dirt' and 'I played football'. Children enjoy listening to stories being told and take pleasure in reading stories to each other. Children freely choose mathematical equipment from the maths corner and show that they are able to count objects effectively. Staff use daily routines to help develop counting skills such as counting plates and beakers at snack time, however, opportunities for children to problem solve in routine and planned activities are limited. Children explore their outside environment with enthusiasm, they love seeing their vegetables grow, then eating the produce prepared by the cook. Children benefit from a weekly cooking activity with the cook in their activity room. Children have many opportunities to use their senses and explore a varied range of materials, such as, clay ,sand and rice . Children enjoy participating in expressive movement, confidently responding to musical tapes some children enjoy weekly dance lessons from an outside dance teacher.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the nursery and develop a positive relationship with the staff. Children are encouraged to be independent in their activity choices and in developing their own personal needs such as, putting on their aprons, visiting the toilet and washing their

hands, helping to prepare snacks and pouring their own drinks. Children are well mannered, staff encourage children to be polite they enjoy learning songs about how to be polite, at snack and meal times. Older children provide good role models when eating their lunch with the younger children. Children's spiritual, moral, social and cultural development is fostered.

Staff use appropriate behaviour management strategies and children respond well. Staff make expectations of behaviour clear ensuring children understand why certain behaviour is not acceptable. However, the behaviour strategies used are not reflected in the written policies. Staff encourage children to have respect for each other and for the resources and their environment. Through effective organisation in the activity rooms, children are able to tidy up well after activities and are encouraged to work together. For example, boxes and areas are clearly labelled for children to tidy the toys away correctly and sometimes music is used to indicate to the children it is tidy up time. Older children enjoy learning French from an outside teacher twice a week. Children gain an understanding of the wider world through topic work relating to festivals. They benefit from Japanese students visiting the nursery and enjoy learning the skill of origami. The nursery corresponds with a nursery in Japan exchanging story books from their own cultures.

Children's individual care needs are suitably met. When the children are collected parents are provided with a record sheet indicating what they have eaten, drunk, how much sleep they have had and what activities they have been involved in. The staff respect parents' wishes, this enables them to meet individual needs regarding routines. There are effective systems in place to support learning difficulties and disabilities. Close liaison with parents and outside agencies ensure children's needs are met. There is a complaints log in place which parents have access to.

The partnership with parents and carers is satisfactory. There are both formal and informal systems in place for staff and parents to share information such as, notice boards, activity boards, and sheets covering dates for your diary and children's individual daily activities. Relationship with parents are friendly and supportive. Staff talk individually to parents about the Foundation stage of learning, stepping stones and the early learning goals. However, parents are not asked to have an input in their children's assessment records. Parents feel welcome and staff encourage them to become involved with their child's learning and development. For example, children take home 'a monkey' while at home the monkey becomes part of their family, parents are encouraged to write about monkey's adventures in the story book. The children then share their experiences with their peers upon return to nursery.

Organisation

The organisation is satisfactory.

Children are happy at the nursery. The setting meets the needs of the range of children for whom it provides. They are supported in their play and learning, by a team of caring staff. Minimum ratios of adults to children are maintained. Even though ratios are met and staff work very hard there are times when baby care staff struggle to give sufficient attention to all babies in their care.

Leadership and management are satisfactory. Staff meetings are held to discuss any issues arising. Management actively encourage staff to undertake relevant training. This helps support children within the Nursery. However, there are no staff appraisals undertaken by management. Some policies are in place, although some are out of date. Documentation does not always reflect the practice within the Nursery. The setting has a complaints log in place and this is

compliant with Ofsted's requirements. Children's records and attendance are regularly available, however staffs details are not readily accessible. Records of visitors, accidents, medication administered and complaints are appropriately maintained. However, confidentiality of records are not suitably addressed . There are strategies in place to monitor children's progress through observations, though these are not sufficiently extended to develop individual children's learning needs.

Improvements since the last inspection

At the last inspection the nursery agreed to, organise staff and resources so that children are able to extend their own play ideas and interests and their individual needs are met. Use observations to plan the next steps in children's play learning and development. Ensure all staff fully understand and implement the behaviour management policy and the approach is consistent and developmentally appropriate. Develop staffs knowledge and understanding of child protection procedures.

In response, the nursery have developed free choice time which provides opportunities for children to choose from a range of activities and most of the time the staff are organised to allow the children independent choices. Staff are working with and evaluating different observational approaches to inform their planning, this is currently an on going process which staff are keen to continue to develop. Staff use a variety of positive behavioural strategies, however, these are not all reflected in their written policies. Staff are aware of how to protect children's welfare and how to implement the policies but not all staff have received child protection training.

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.

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 satisfactory. 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):

- Demonstrate how child ratios relate to staff working directly with children at all times to ensure the safety, welfare and development of all children

- demonstrate how sleeping babies are frequently checked
- ensure staff details are accessible on the premises
- implement an action plan, with time scales, to identify risks specific to the different care rooms within the nursery to minimise risks
- ensure all records are kept confidential.

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):

- Provide opportunities for ICT in the Nursery
- continue to develop systems to use observations to inform future planning of individual learning 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