



# P A W S Nursery School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	119256
<b>Inspection date</b>	21 June 2007
<b>Inspector</b>	Deborah Jaqueline Newbury
<b>Setting Address</b>	Hayley Green, Warfield, BRACKNELL, Berkshire, RG42 6BS
<b>Telephone number</b>	01344 893636
<b>E-mail</b>	pawsnursery@tesco.net
<b>Registered person</b>	Augusta Kate Fretwell
<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 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?

Paws Nursery School is a privately owned provision, which registered in 1995. The group operates from two rooms within a self-contained commercial building in the Hayley Green area of Warfield, Berkshire. There are suitable toilet and kitchen facilities available and children have access to an enclosed outside play area. The nursery school serves the local community.

A maximum of 24 children from two to under five years of age may attend at any time. There are currently 52 children on roll. This includes 36 children who are in receipt of nursery education funding. The group welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language.

Opening hours are from 09:00 until 15:30 daily, during term time only. Children may attend for a variety of sessions; these run from 09:00 until 11:30 and 13.00 - 15.30. Children may also attend the lunch club which operates between 11.30 - 13.00.

A total of five part-time/full-time staff work with the children; of these two hold appropriate early years qualifications and one is attending training.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in premises that are maintained in a clean condition. Staff undertake additional cleaning as necessary during the day to ensure the environment remains in a hygienic state. Children display good understanding of the need to wash their hands at appropriate times and they independently take themselves off to the bathroom area to wash after they have finished painting or have been to the toilet and again, before eating. Information about exclusion periods in the event of illness is displayed on the noticeboard and parents also have access to this in the handbook they are issued with. Currently, there is one member of staff with a valid first aid certificate but there are no contingency plans in place in the event of this person not being on the premises. This may potentially place children at risk. A first aid box is accessible and staff maintain written records of most accidents.

Children have free access to drinking water throughout the session which means they do not go thirsty. They are provided with healthy snacks of fruit although monitoring arrangements in respect of the provision of food items and the quantity supplied is not fully effective. Staff seek information from parents about any allergies that children may have and this information is displayed in the kitchen area. Children have the opportunity to stay for lunch and bring a packed lunch from home. Parents are encouraged to provide healthy items and to consider including ice packs as lunch boxes are not refrigerated. Snack and meal times are sociable occasions as staff sit alongside children and engage in conversation.

Planning conditions limit the length of time each day that the nursery is able to utilise the outside play area but staff make sure that children go outdoors daily so they spend time in the fresh air. Children enjoy being outside; they dig, play in the sand tray and explore the different equipment available to them. Children choose to spend time relaxing in the book corner when they are feeling tired and in need of a rest.

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

The provision is satisfactory.

Overall, children's safety receives mostly good attention. Staff supervise children generally well and they complete daily safety checklists to identify possible areas of risk. A new risk assessment is in the process of being completed although the existing risk assessment has not been looked at for some time prior to this. Children learn how to keep themselves safe and avoid accidental injury to others as staff mostly intervene to stop potentially hazardous actions and they use explanations to guide children. For instance, they talk about the marbles children are using in an art activity being hard and the need to be careful with them and they explain that children should not push or they might hurt themselves. On occasions though children race around the room without purpose, placing themselves and possibly others at risk of tripping or falling and they are not spoken to about this. The nursery play rooms are light and airy with good levels of natural light. Educational posters and displays of children's artwork help to create a warm and welcoming environment for everyone. There are good security precautions in place which ensure children cannot leave the premises unattended and that they are only collected by

persons authorised to do so. Children take part in fire drills on regular occasions and fire safety equipment is checked.

Children have access to a broad range of age appropriate resources within the play rooms. Many items are arranged so that children can help themselves to what they wish to play with. This encourages children to become independent and aids their decision making. Staff check resources regularly to ensure they are safe and ready to use.

Children are protected as staff have a satisfactory understanding of issues relating to child protection issues. Local referral procedures are readily available to guide them in the action they should take if they have any concerns. Staff do not however keep a record of existing injuries.

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

The provision is satisfactory.

Children are happy and secure, both within the nursery environment and with the adults caring for them. They enjoy themselves and interact positively with others, children and staff alike and so, form good relationships. Children enter well; they wave goodbye to their parents and come and sit down on the cushions ready for registration. They show interest in the range of activities on offer and remain mostly involved in these as they move freely between the two rooms. Children enjoy free painting and a marbling activity where they choose which colour paints they wish to use, add the marbles and then manoeuvre the tray by themselves to create patterns. They are pleased with the results. Nursery sessions are organised to provide children with opportunities for free play, to take part in whole group activities such as circle time, music and story time, and to spend time outside.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Staff prepare the environment and activities before children arrive. They are familiar with the foundation stage curriculum and a newer member of staff is developing her knowledge through training. Staff are in the process of implementing a new planning system. Regular observations of children's learning and achievements are undertaken and these form part of the records staff keep on children. Pre-profiles which track children's progress through the stepping stones are in place for some children but not all. It is not clear from the information gathered how staff identify the next steps in children's learning and use this to inform future planning. Overall, use of time, space and resources is generally effective although staff do not make good use of the outside play area as an extension of the learning environment. This is something that has been identified as an area for development.

Children are sociable and have fun together. They have formed friendships and eagerly seek out others to come and join in with their play. They display good levels of independence, for example as they choose what they wish to do and as they change their shoes and put on the dressing-up clothes. Children are familiar with the daily routine. They move around indoors and outside with confidence. Children explore different ways of using their bodies as they participate in music and movement sessions. They use a range of construction toys, tools and materials safely and with increasing control. Children practise their counting skills as part of the session. For example, when they count the number of children and adults present. Some children are able to count to ten and beyond and they recognise written numerals. They become excited as they march around the room stepping on numbered stepping stones. Children

recognise and name colours and shapes. Children's spoken language and listening skills are developing well. They show curiosity and confidently make valuable contributions during whole group times when they seek clarification about things they do not understand. For instance, whilst singing the lullaby 'rock a bye baby', children ask what a cradle is and want to know what the line 'down will come baby' means. Staff provide explanations and sometimes show children something to illustrate what they are talking about, such as the shed padlock in response to a child's enquiry about what 'rusty' means. Some children are able to write their names using correctly formed letters although they are not encouraged to do this as staff tend to write names on children's work themselves. Children enjoy looking at books and their phonic awareness is developing as they are introduced to a different letter of the alphabet each week. Children explore free creativity through daily art and craft activities. Imaginative play is popular with many children and they spend time in the role-play area, which is in the process of being changed into a shoe shop, trying on the different shoes available. They enjoy themselves but learning opportunities are missed because staff do not spend any time playing alongside them. Children enjoy singing and using the musical instruments. They are encouraged to explore different sounds by playing these softly and loudly, slowly and fast. Daily calendar activities develop children's awareness of the passage of time and they confidently call out the day, month and year. Children enjoy using magnifying glasses and magnets but their learning is not successfully extended by staff as they do not respond to their interest. For example, children choose to play with large magnets when they are outside but after they have tested whether the magnets will attract the metal door handle and the metal on the gate, there is nothing else for them to test and staff do not provide any further items for them to investigate. Hence, they lose interest and use the magnets for other purposes. Children have free access to the computer and they enjoy using remote controlled cars. Staff do not take children off site although occasional visitors to the setting support topic work and help children to develop awareness of the roles of others in society.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are treated with equal concern by staff who show interest in them which adds to their sense of security. They approach staff freely, referring to them by name. Staff sit and cuddle children. Children are helped to find out about the wider world in which we live through books, the celebration of different festivals throughout the year and the tasting of different foods, for example noodles which they eat using chopsticks. They have access to resources that reflect positive images of different aspects of diversity within the nursery and have the freedom to choose what they wish to play with from the range of play materials available. Children with learning difficulties and/or disabilities are supported as staff work in partnership with parents and other professionals to meet their individual needs.

Children are learning acceptable ways to behave with the support of staff as they talk about being kind to one another and encourage children's good manners although a fully consistent approach is not adopted on all occasions. Children are encouraged to take on roles of responsibility within the setting as they help to tidy up before snack time. Children's efforts and achievements are praised which fosters their self-esteem.

The partnership with parents and carers is satisfactory. Parents receive comprehensive information about the nursery; its curriculum, routines and some policies. Staff and parents form friendly relationships and they exchange information informally when children are dropped off and collected at the start and end of sessions. Parent open sessions are held termly which

provides opportunities for parents to find out about their children's progress although records do not show the next steps in their children's learning. Parents are happy with the provision. They find staff approachable and feel that their children enjoy coming to nursery. However, some parents are unsure about what their children are doing whilst at nursery as plans are not currently displayed on the noticeboard.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. The owner of the nursery lives abroad and communication with the manager and support for staff is predominantly maintained via email. There are appropriate recruitment systems in place to ensure children are cared for by adults who are suitable to do so and the setting is in the process of updating criminal record bureau checks on all its staff. Staff work together as a team and are aware of their roles and responsibilities which helps to ensure sessions flow smoothly. Currently, there is no named deputy who will take charge in the absence of the manager. Staff meet regularly to discuss practice issues but no appraisals have been conducted since 2003 to monitor staff performance and identify areas for development.

Required documentation and other records that contribute to the health, safety and welfare of children are mostly in place. Written policies underpin practice although the complaints procedure has yet to be updated to reflect the amendments to the National Standards (October 2005) and there are some gaps in in the procedure for monitoring some aspects of the provision.

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

## **Improvements since the last inspection**

Recommendations made at the setting's last care inspection required the registered provider to ensure all staff are familiar with the indicators of child protection issues and to ensure the presence of at least one first aider with an up to date qualification at all times. The group was also asked to re-evaluate and implement safety of boundaries and exits from the rear outside play area, to allow full use of the outside facilities.

Awareness of child protection issues has been addressed through discussion. Staff display satisfactory awareness of possible signs and symptoms although nobody has attended child protection training in recent years. Currently, only one member of the staff team holds a valid first aid qualification. It is intended that another staff member will undertake this training.

Additional safety precautions have been implemented in respect of the gate to the side of the property. Currently, full use of all outside facilities is not being made due to some outstanding safety issues and this restricts the opportunities children have to develop some skills, for instance, climbing.

Points for consideration identified at the setting's last nursery education inspection recommended that staff improve opportunities for children to further extend their independence skills at snack time and to utilise everyday opportunities to further enhance children's awareness of numbers and simple calculations. Children are now encouraged to pour out their own drinks at snack time and older children often assist younger children by offering to pour drinks for them. Some use is made of the daily routine to enhance children's use of numbers. For instance, they count the number of children sitting at their table at snack time.

## **Complaints since the last inspection**

Since 01 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):

- develop contingency plans to ensure that there is at least one member of staff with a current first aid certificate on the premises at all times
- improve the safety of the outside garden play area to allow full use of the facilities available. Keep a record of all existing injuries
- ensure consistency of good practice in respect of behaviour management strategies at all times
- ensure staff appraisals are conducted regularly and that there are effective procedures in place to deputise in the absence of the manager
- improve existing documentation by updating the existing complaints procedure to take account of the amendments to the National Standards (October 2005)
- improve systems for monitoring some aspects of practice within the nursery (nursery education also).

#### **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):

- continue to develop planning procedures and use information gained from assessment of children's progress and achievements to identify the next steps in their learning and inform future planning
- provide more opportunities for children to explore emergent writing.

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](http://www.ofsted.gov.uk)