

Early Years Childcare Nursery

Inspection report for early years provision

Unique Reference Number 113469
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Inspector Teresa Elkington / Helen Penticost

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Registered person Early Years Childcare PLC
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?

Early Years Childcare Nursery was registered in 2000. It operates from a purpose built premises located in Horsham, West Sussex. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year excluding Bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 164 children from three months to five years on roll. Of these 85 children receive funding for early education. Children attend from Horsham and a large surrounding area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 47 members of staff. Of these, 23 hold appropriate early years qualifications and 18 staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff effectively follow current and appropriate environmental health and hygiene guidelines and the clear health and safety procedures produced by the nursery. All members of staff hold a current first aid certificate, which enables them to carry out first aid to children to ensure their well-being. Children are kept safe and their health needs met as parents give permission for prescribed medication to be administered. All staff are fully aware of the procedure for administering medication and parents sign to acknowledge the entry on the medication record. Children who are ill or infectious do not attend thus preventing the spread of cross infection.

Children are developing their personal independence well, as they can access the toilets and hand wash basins easily. They are encouraged to wash hands independently and use liquid soap. Children place paper towels in covered bin to prevent cross infection. They are reminded throughout the day the importance of toilet routines by staff. Children are well cared for because staff normally follow appropriate nappy changing routines, for example they wear protective gloves and use anti-bacterial sprays. However, staff do not consistently follow the nurseries nappy changing procedure, which does not fully prevent the spread of cross contamination.

Children are well nourished and enjoy a wide variety of healthy meals and snacks. The nursery have a four week rotating menu which is adapted to reflect the age groups of children cared for, ensuring that their individual dietary needs are met. Meals are served to the children at the table where staff engage children in conversation and vocalisation, this compounds the family values of the nursery. However, children and babies access to fresh drinking water needs to be developed to ensure that children are kept hydrated and their independence promoted.

Children take part in physical exercise every day through the participation of both indoor and outdoor play. Outdoor play equipment includes wheeled toys, selection of ball games and a climbing frame. Indoor play includes a slide, where young children have the opportunity to practice climbing up the stairs, manoeuvring and sliding down. Many opportunities are provided for children to practice small muscle movement through the use of a broad selection of pens, pencils, scissors and malleable materials, such as water and sand. Babies are given the opportunity to go on daily walks within the local area ensuring that they have plenty of fresh air. Indoors they have the opportunity to pull themselves to a standing position using the furniture for support.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, bright and clean indoor environment. Risks of accidental injury is minimised because staff have clear procedures in place and they complete risk assessments to identify and reduce potential hazards. Children are beginning to develop an awareness of their own safety and that of others because staff are vigilant and give gentle reminders for example as children use the wheeled toys and the slide in the play street. Parents and visitors use a verbal intercom system to gain entry to the nursery, visitors are met at the door and are requested to sign in. However, further development of this procedure will ensure that the safety of children remains paramount.

Children use suitable and safe equipment which is of a good quality, for example, small world toys, garage and cars, computer equipment, dressing up and role play equipment. Children confidently help themselves to what they want to play with from the range of resources provided by staff and at times self select independently. Resources are rotated on a regular basis to enable children to make choices and have easy access. Staff are vigilant and ensure equipment is clean and checked for safety on a regular basis, this minimises the risks to children. Good staff deployment ensures children are appropriately supervised in their play and when using equipment. The provision uses resources and provides activities that challenge children and enable them to take 'risks' in safe surroundings for example when using scissors. Regular fire drills and effective policies and procedures ensures that children's safety is promoted in the event of a fire.

Children are well protected because staff understand their role in safeguarding children and are able to put appropriate procedures into practice when necessary. The policy documentation is up to date and includes current changes and reflects local child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The child centred nursery offers children a calm, relaxed environment in which to learn and develop. Staff know the children well and welcome them into the nursery where they settle quickly.

Babies are stimulated as they explore different sounds and textures. They are supported and praised well by staff as they explore sensory bottles and toys with sounds, which helps to encourage children's curiosity and motivation to explore. Displays show pictures of babies and toddlers with their families which encourages strong links with home and a sense of belonging. There are limited low level resources for babies to allow them to explore. Babies access material and card books helping them to develop language and communication and staff respond to babies' non-verbal communication and encourage language. There is close interaction between babies and staff. They hold babies closely on their laps for bottle feeding and stroke their faces as they soothe them. Babies are observed to approach staff confidently, receiving plenty of physical affection and cuddles, resulting in warm and happy relationships between them and the staff caring for them.

There are good opportunities for independence for example children visit the bathroom on their own and staff give support if requested. They can access their own toys from the labelled accessible boxes. Toddlers particularly like joining in with action songs and rhymes, joining in enthusiastically with dancing and moving around and staff encourage creative movement. Children enjoy very close and warm relationships with the staff and there is a fun and vibrant atmosphere evident. Staff have a secure understanding of Birth to three and use this as a basis for planning and assessing children's developmental progress. Children's developmental progress is monitored well and activities are planned to support children's individual learning needs.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage curriculum. Observations are carried out on children's progress and are used effectively to plan for future activities. Staff form very close relationships with children, they clearly reflect a close understanding of each child's individual needs. Children approach staff happily and confidently and enjoy engaging in conversation with them. Children and staff play

together and staff are very sensitive to children's needs and respond positively to their individual needs. There is a real focus on practical, child-initiated learning as staff allow children to take the lead in their play. This is exceptionally highlighted in the valuable discovery room as children experience and explore very rich learning opportunities.

Children are very independent. They choose their own equipment, pour their own drinks and help with daily routine such as tidying up time. Children talk happily about their friends and family and they clearly know each other very well and play happily and co-operatively together, waiting turns and sharing resources. Topics such as family trees help children to learn about themselves helping to develop self-confidence and high self-esteem. Children talk very politely to one another, they have very well-developed language skills and develop their vocabulary through topic work and conversation. Children have many opportunities for mark making and some children can write their names confidently. Books are available to support children's learning and develop their interests in topics and activities.

Number recognition is practised through daily counting using singing number rhymes; however children do not have opportunities to undertake simple calculation during everyday activities. Children explore different colours and learn about different shapes. They confidently recognise shapes such as circle, triangle, square for example as they play with shape mats. Children have access to information technology on a daily basis. Children thoroughly enjoy the use of the discovery room where they have free access to a range of natural resources allowing them to explore different textures, both natural and man made. Children make models from junk using differing sticking mediums all freely available to them. They sit and cut in the cutting corner and then display these on a Velcro board. This room is completely child orientated which is overwhelmingly resourced by the nursery. Children have regular opportunities to express their imagination through music and action rhymes. They join in enthusiastically with all musical activities and explore instruments. Children's art work is on display and reflects children's own work. Children enjoy the role play areas which change frequently and are well resourced to support meaningful role play scenarios.

Helping children make a positive contribution

The provision is good.

Good provision is in place for children to be treated equally and fairly, where children learn about the wider world and learn to respect the needs of others. They show very good social skills with high levels of courtesy and respect for each other. Children celebrate festivals and have ample resources available to them to increase their awareness of the diversity of the world. As a result, children's social, moral, spiritual and cultural development is fostered. There is good provision to support children's individual needs. A designated Special Educational Needs Co-ordinator is in place who has a very good understanding of Code of Practice and how to support children and parents, through the use of individual education programmes. The premises offer an inclusive environment for children and adults due to the well thought through layout and amenities.

Children behave well because of the positive approach of the staffing team which is evident throughout nursery. An ethos of rewarding children's positive behaviour is promoted and children are offered high levels of praise and positive recognition. A written behaviour management policy reflects the nursery's commitment to acknowledging children's positive behaviour, which encourages social skills.

The partnership with parents and carers is good. There are good strategies to help encourage partnerships between home and nursery, for example, a written account is made of the daily activities of children. All required documentation is requested from parents and consents obtained ensuring that children's individual needs are highlighted and met. There are comprehensive parents' notice boards in each room and in the hallways giving information on planning, activities, policies and procedures. Parents' evenings and written reports help parents to learn about their children's developmental progress and nursery activities. Good quality information is given regarding The Foundation Stage and the curriculum. This helps to strengthen the partnership between home and nursery and enables children to see nursery staff and their parents or carers as equal partners in their learning.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. A robust recruitment, induction and appraisal programme is in place, which results in a staffing team who have a strong understanding of their roles and responsibilities. Unvetted persons are never left in charge of children which ensures that children are protected at all times. The setting ensures that the correct ratio of qualified staff are on duty and there is a good level of commitment to personal development shown by all staff and the company who invest in their staff and strive for high quality. All staff have completed first aid training and there is a strong commitment to updating this regularly.

Daily routine offers very good opportunities for uninterrupted play and child-initiated learning. Babies follow their own feeding and sleep routines and staff organise this well to ensure that individual routines are consistently followed. Staff have a very good understanding of regulations and room ratios are adhered to with the support of additional staff to provide cover for absent staff from other nurseries. Comprehensive documentation is maintained and policies are extremely detailed and are made available to staff, students and parents to ensure the smooth organisation of the nursery. Children's records and confidential documentation is stored securely and confidentially and attendance records are maintained with details of children's and staff's times of arrival and departure.

The leadership and management is good. The management team are thoroughly committed to striving for high quality care and is fully aware of the strengths and weaknesses of the nursery. They have a clear vision for the nursery education; they set clear directions for the continual improvements in the organisation of nursery education, birth to three matters and the outcomes for children. Staff appraisals are used continuously and effectively to enable all staff to assess their own training needs. All staff take part in team meetings which establish how the setting is to be developed, meaning that they will fully own their practice. The leadership and management promote an inclusive care and learning environment in which every child matters.

Improvements since the last inspection

At the last care inspection two recommendations were raised. These were to ensure that the registration certificate is displayed and to ensure that existing injuries are recorded. The certificate is now clearly displayed and existing injuries are now fully recorded with parents signing any entries.

Complaints since the last inspection

Since the last inspection after the 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 there is appropriate access to drinking water for all children including babies
- improve hygiene practices to prevent the spread of infection in regards to nappy changing routines
- ensure that unauthorised persons cannot gain access to the building
- develop the resources available to babies

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):

- extend the use of mathematics especially in the area of simple calculation in every day activities

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