

Papillon Nursery School

Inspection report for early years provision

Unique Reference Number	127434
Inspection date	17 May 2007
Inspector	Jackie Liffen
Setting Address	1 Lansdowne Road, Tunbridge Wells, Kent, TN1 2NG
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Registered person	Lynette Blunkett-Evans
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?

Papillon nursery has been registered since 1994 and is privately owned. It operates from the owner's private home and is situated in the centre of Tunbridge Well, Kent. A maximum of 36 children may attend the nursery at any one time. The nursery is open term time only from 09:00 until 15:40, Monday to Friday. All children share access to a secure enclosed outdoor play area.

There are currently 86 children aged two to five years on role. Of these 66 receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs nine members of staff. All of them hold appropriate early years qualifications.

The nursery receives support from Early Years Advisory Teachers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Staff provide excellent facilities for children so that they very quickly learn about simple good health and hygiene practices. For example, children very easily wash their hands at the low level wash hand basins and dry them on the accessible paper towels. Without exception, all children diligently wash their hands after visiting the toilet and before eating, aided by considerate staff who help them understand expectations from a young age. Staff are proactive in protecting children from infection and regularly review their arrangements by inviting comments from the local environmental health officer (EHO). Children are not affected by the spread of germs because staff ensure that surfaces are disinfected. Children also capably blow their own noses on paper tissues which are then straight away put into a lidded bin. They rest and sleep comfortably according to their needs on soft cushions which are put out in the larger classroom. If older children become tired, then special fold-up beds are provided where individual sheets are used to ensure cleanliness. Children regularly take part in physical activity outside where the garden is well equipped with a large number of different apparatus. There is also a special weather-proof turf, which enables the rain to drain so that children sit comfortably on it whatever the weather. At lunchtimes children eat food provided by their parents; this is stored as recommended by the EHO. Otherwise children are well nourished by staff who provide nutritious snacks such as fruit and vegetables. Children help themselves to a drink at any time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, child-friendly, clean setting. In the larger classroom younger children have sufficient space to explore and experiment in a secure and comfortable environment where the temperature is suitable and the fixtures and fittings are adapted to suit them. Staff are vigilant in keeping the outside doors locked so that children do not exit the premises unaided and also use a range of other safety strategies such as socket covers. Children are unable to exit the outdoor area unaided because it is surrounded by fencing and secure gates. They go down the steps leading into the garden using a handrail to promote their self assurance. However, some children need help descending the three steps leading to the main house because there is no handrail in this area. Staff regularly replace any broken equipment or toys so that children easily access a range of age appropriate, safe, attractive and well maintained activities. The owner and a member of staff both undertake a risk assessment at the beginning of each session so that children are as safe as possible; this is reviewed regularly. Children are learning quickly how to avoid accidental injury as staff frequently remind them of simple safety rules and encourage them to put toys away after use. Children practise fire drills on a regular basis so that if necessary they evacuate the building quickly and efficiently. On outings each adult is responsible for two children so that safety is maintained at all times. Children are cared for by adults who have a sound knowledge of child protection procedures. Their welfare is safeguarded because staff automatically report any concerns to the owner.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting with their parents and quickly settle in the familiar environment as they seek out games and activities to amuse them. They are becoming confident and self assured as they remove their coats and enter the classroom to search out a chosen activity. For example,

some four year olds decide to play with mini-beasts whilst others choose junk modelling or build constructions out of wooden bricks. Younger children have a wider range to choose from and spend some time manipulating playdough, playing with water or choosing from the broad range of planned and spontaneous events which support their development and learning. All children also experience professional tuition in music, French and dance each week. Staff try to incorporate a number of teaching methods into the curriculum, including sensory learning, so that all children receive suitable and stimulating education.

Nursery Education

The quality of teaching and learning is good. Children are taught well because the staff's knowledge and understanding of the Foundation Stage is sufficient to help them progress appropriately. Employees tend to stay at the nursery for long periods of time and as a result children are reassured and secure because staff are experienced and cater for their needs very well. Children are helped to reach their potential because key workers make notes throughout the session which are then used to inform future planning. For example, some children need extra attention in certain areas and staff contribute to their self esteem by ensuring that they practise the areas they are less competent in.

Children are becoming confident to make decisions, explore and investigate their surroundings within the confines of the established programme. For example, children choose which piece of fruit they wish to eat at snack time but do not always help in serving the food or pouring drinks. Children are developing a positive sense of themselves as they interact with their peers and become happily involved in their play. They are developing independence as they put on their own coats, take themselves to the toilet and wash their hands afterwards. Children are beginning to recognise words as they hang up their coats on the named pegs and also put their names on paintings and creations. They are learning to read and write as they study a different letter each day and link it to appropriate words and activities. Children are constantly using speech to organise and explore real and imagined experiences as they chat to each other during snack time and as they play imaginative games with their peers. They are knowledgeable about why things happen and how things work because staff tend to programme the information into the curriculum. They are exposed to technology on a rota basis when the computer is used or other toys are introduced. Children are learning about the world about us as they explore different aspects of nature within a structured learning environment. Staff introduce different religions and cultures and as a result children are beginning to compare their own and others' beliefs and way of life. Children use mathematics in a familiar context because staff take every opportunity to encourage them to count and sort objects such as bricks whilst matching patterns and sizes. However, opportunities for children to spontaneously investigate weighing, measuring and making comparisons on a daily basis, without staff input, are restricted. Children regularly express and communicate their ideas, thoughts and feelings by using tools in imaginative play. For example, they enjoy making models out of junk using a range of implements and materials. Children are enthusiastic about joining in songs and rhymes during music time and also respond with enjoyment when listening to stories. They recognise and explore how sounds are changed and sing simple songs from memory. Children are helped to understand that print carries meaning as they look at the well-used books on the shelves in the hall. They are frequently encouraged to investigate the environment through their play and are becoming inquisitive when exploring different life-cycles of insects. Children are finding out about past and present events in their own lives and those of other people when staff discuss relevant topics and introduce them to history lessons. Children are developing fine manipulative control as they learn to write and sometimes play with bricks, puzzles and other toys within the classroom. Outside they are beginning to move with control and co-ordination as they travel around,

under, over and through the balancing and climbing equipment. They are also strengthening their limbs as they invent games on the wheeled toys.

Helping children make a positive contribution

The provision is good.

Children are valued and included because staff follow an equal opportunities policy detailing how they give each child equal respect and concern. Children benefit from activities, such as celebrating festivals, which help them to value diversity. They also assimilate knowledge from the appropriate pictures and posters displayed on the walls. Overall spiritual, moral, social and cultural development is fostered. Children have their specific needs met by staff who work closely with parents in order to provide well for them. Special needs advisers visit the group regularly in order to promote some children's welfare appropriately and the owner speaks with parents to help and advise. Children also undertake group work with health visitors and speech therapists. Children quickly learn to respond to appropriate expectations for their behaviour and to consider the consequences of their words and actions. Sometimes staff praise children for producing good work and as a result most children gain in self esteem. Although sometimes staff use unusual methods of maintaining control, generally they crouch down to the children's level to discuss the behaviour rather than embarrassing the child, so that children's equilibrium is maintained.

Partnership with parents and carers is good. Parents are very pleased with the care and attention that their children receive and staff are very approachable. Parents read the group's policies when they first register their children but do not have the opportunity of revisiting them on a regular basis. However, children thrive because staff make every effort to speak with parents on a daily basis regarding their children's progress. Parents receive regular newsletters and read about the daily and weekly educational programme on the noticeboard outside the classroom. As a result children's continuity of care is enhanced.

Organisation

The organisation is good.

Children's security and development is enhanced by the owner who is very experienced and has a clear sense of purpose. They are developing well because they are cared for by staff with a good basic knowledge and understanding of child development. The owner arranges on-going courses and all staff are shortly attending one on child protection and one on behaviour management, so that children's well-being and welfare continues to be extended. Leadership and management is good. The owner ensures that children only come into contact with adults who are suitable by using detailed recruitment procedures and making sure that criminal records checks are clear. Children benefit from continuity of care because staff tend to stay at the nursery for long periods of time and are experienced in working in partnership with parents. Children's safety, enjoyment and ability to take an active part in the setting is enhanced because the owner regularly reviews the policies and makes sure that procedures work in practice. Staff ensure that the paperwork is up to date and regulations adhered to so that the record keeping systems are used well to meet children's needs.

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

Improvements since the last inspection

At the last inspection the group was asked to consider producing information for parents regarding their child's progression from one room to the other. Staff now make sure that they inform parents why their children are moving and they also send out relevant forms. The nursery school was also asked to make the complaints procedure available to parents at all times and they now ensure that a clear poster with relevant telephone numbers is displayed in the cloakroom which parents and children regularly visit. The owner is also considering how to make the policies more accessible to parents. The group was asked to ensure that staff training is continually assessed and undertaken so that children benefit from their enhanced knowledge and ability. Staff training is monitored and reviewed at staff meetings and at appraisals, resulting in the owner arranging new courses for them to undertake.

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.

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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):

- consider providing a rail to help children move more easily up and down the front steps
- review policies and make it easier for parents to refer to them.

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 how to further extend children's interest in mathematical concepts.

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