



## **Moor Lane Work Place Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281039
<b>Inspection date</b>	15 August 2005
<b>Inspector</b>	Sarah Street

<b>Setting Address</b>	Rear of Moor Lane Junior School, Moor Lane, Chessington, Surrey, KT9 2AA
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<b>Registered person</b>	Royal Borough of Kingston Upon Thames
<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 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?

Moor Lane Workplace Nursery is a joint initiative between the Royal Borough of Kingston upon Thames and HSBC Bank. It opened in 1990 and operates from four rooms in a former classroom annexe of Moor Lane Junior School. It is situated in Chessington, Surrey and is near to local transport links.

The nursery is open each weekday from 08:00 to 18:00 with the exception of Bank Holidays. All children share access to a secure enclosed outdoor play area.

There are currently 24 children from 3 months to 5 years on roll; of these, eight receive funding for nursery education. Children come from the local area and attend for a variety of sessions.

The nursery employs six staff. Of these, five, including the manager, hold appropriate early years qualifications.

The setting receives support from the local authority development workers and early years advisory teachers.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a well planned range of physical activities which contribute to their good health. They develop their motor skills as they participate in a wide range of indoor and outdoor activities. Children use the apparatus in the school hall, where they confidently practice their climbing and balance skills, and in the nursery they happily join in with action songs. In the garden they help develop control of their large motor skills as they ride bikes, skilfully use the climbing equipment and dig in the sand. Activities which include threading, drawing and using scissors help to develop small motor control.

Children begin to understand the importance of a healthy diet. They help themselves to drinking water throughout the day and enjoy eating fruit every day. Information for parents makes them aware of the fruits their child tries. Children eat a well balanced diet as the setting provides them with a variety of foods which are freshly prepared on the premises. Babies experience new foods as the cook provides them with a healthy range of purées. Meal times are social occasions where the staff sit and talk to the children and encourage independence with feeding. The kitchen is very clean. The cook and several of the staff have food handling certificates which ensures food is appropriately prepared and stored, for example, the cook records the fridge and food temperatures several times a day.

Risk of cross infection and exposure to infection is minimised to children. Staff regularly remind them to wash their hands, brush their teeth after meals and have good hygiene practices when changing nappies. Children who are toilet training have their own potty. Children who are unwell do not attend as the written sick child policy is very clear.

All staff receive first aid training but currently all of the certificates are out of date. Several staff are to attend courses next month. However, distress to children following accidents is minimised as staff use their knowledge and well stocked first aid box to quickly deal with accidents. The clear recording of accidents and sharing of this information with parents allows them to watch for any further symptoms.

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

The provision is good.

Children are cared for in premises where vigilant staff identify and minimise risks and implement a good range of safety measures. For example, all children wear sun cream and hats in the garden on sunny days and develop their understanding of the need to protect themselves. When staff asked what they needed before they went to the garden, several children confidently said 'sun cream', 'hats' and 'maybe sunglasses'. Staff use the natural shade to position activities when outside. Radiators have covers, access to the kitchen is prevented with the use of safety gates and electrical equipment is checked to ensure it is safe for use. The fire evacuation plan is clear and practising it more frequently will further enhance children's safety. Fire exits are clear and fire detection equipment is in place.

Children play in clean premises using equipment and resources which are plentiful and in good condition, for example, all babies have their own cots or low mattress and clean bedding.

All required policies and procedures are in place and mostly ensure the welfare of the children. Ensuring parents sign the entry in the medicine book when their child has been given medicine will fully inform parents.

Staff protect children from possible abuse as they attend child protection training, which keeps them up to date with current practice, keep a record of existing injuries and have the referral procedures in place.

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

The provision is good.

Happy children enter the setting confidently and choose what to play with. The well planned organisation of the rooms means that children can independently select from the shelving units. For example, in the under 2s room staff are knowledgeable about children's favourite activities and ensure these are at a level the children can reach and find. This encourages their independence as they learn to make choices.

Children involve themselves in a varied range of activities which encourage them to develop. Staff effectively use the Birth to three matters framework to help them plan. Children and staff have excellent relationships. All children feel valued as staff take time to greet them, offer cuddles and hold regular conversations; for example, a baby who had not seen a staff member while she had been on leave smiled broadly when she walked in. During the morning, the baby often looked at her and smiled and the staff member positively responded to his smiles and sounds, by sitting with him, chatting and smiling back. During activities all of the staff sit and chat to the children, asking questions which extend language and conversations. Following a recent trip to the farm, staff asked the children if they remembered where they had been and how they had got there. The children responded confidently and excitedly, talking about the cars they had travelled in and the animals they had seen.

### **Nursery Education**

The quality of teaching and learning is good. Children are progressing well, supported by staff's experience, confidence and comprehensive knowledge of the foundation stage. Detailed plans cover all the areas of learning and highlight learning intentions. Staff record in their curriculum guidance the areas they plan for; this ensures that all areas are covered. Including in the planning more regular opportunities for children to find the total number of items in groups by counting them and to observe the effect that activity has on their bodies will further enhance children's learning. Staff seek information about the skills children already have on arrival, from discussions with parents and information from other staff. This helps them to provide activities which provide challenge and encourage them to develop.

Staff use their clearly and honestly written observations and evaluations to complete the early years profiles, write reports and plan for the next stage of learning. The regular observations relate to individual children and demonstrate staff's knowledge that all the children are different.

Children make good progress in all areas of learning. They confidently make choices as they choose what to do; for example, a child announced 'I am going to do a painting now', got an apron, went to the table and started her picture. They develop their sense of belonging as the older children look out for the younger children and check where they are. Staff help children to feel good about themselves as they regularly give appropriate praise: "What a lot of stars you all are!". Interesting and regular conversations take place, with staff asking open ended questions which encourage language. Children are confident to ask and answer questions: "where does this one go?", "how did we get there?". They enjoy looking at books and listening to stories: "my favourite stories have polar bears in". Confident children begin to link sounds to letters and begin to recognise and write letters. Children are skilful in their number use, counting and recognising numerals. They use scales, bottles and jugs with interest as they explore weight and measure. Sequencing by size takes place, with the children correctly using language such as smallest, tallest, tiny and big. They learn to care for others as they look after the snails and hamsters, taking turns to take them home at weekends.

Learning about festivals different to their own, through a range of art and food activities, helps children to develop their understanding of differences. Children confidently explore the natural environment as they plant seeds and care for their sunflowers in the garden. Creative skills develop during activities as they draw, paint, design two and three dimensional pictures and models and enjoy using malleable materials including shaving foam, cornflour and play dough. They join in enthusiastically when singing and enjoy listening to music: "it's the Lion King, I love this". Children regularly use their imagination during their play, for example, they pretend to be animals, engage in detailed play in the home area and enjoy art.

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

The provision is good.

Children feel valued and welcomed into the setting as staff individually greet them all: "hello, how are you?", "do you want to come and join us?" and "are you better? we

missed you". Staff take time to ensure all children can participate; for example, when one child kept choosing the songs during singing, staff gently suggested that others may like to choose. Children have access to resources, posters and books which give positive images of culture and gender. The setting is aware that they need to develop their resources which promote disability and plan to do this. Children develop their awareness of cultures different to their own as staff attend training and use the knowledge they gain to explore and celebrate events such as Chinese New Year, Shavuot and Easter.

Children behave very well and are polite. Staff are positive role models who do not shout but calmly give explanations and reasonable warnings. For example, staff use a five minute egg timer to tell the older children that when the sand has run out it will be time to tidy up; all of the children respond well to this. Explanations given include "don't push your chair back, you might fall off".

Partnership with parents is good. Parents receive clear information about the activities through newsletters, plans on display and conversations with staff. This enables them to participate in their child's learning. Effective and regular discussions, sharing of observations, reports and six monthly meetings help staff and parents work effectively together to help children make progress. Parents of babies receive written information about their child's day, development and a record of food intakes. Parents of funded children access records which relate to their child's progress towards the early learning goals. Conversations with parents on their views of the setting include "staff are very approachable" and "I get honest and constructive feedback".

Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. All staff have childcare experience and the majority have childcare qualifications. The friendly staff team have worked in the setting for several years and work very well together to ensure they meet the needs of all the children.

All legally required documentation which contributes to children's health, safety and wellbeing is in place, although two areas require attention. Staff records are accessible and demonstrate staff's suitability to work with children. All policies are available for parents and this helps keep them informed.

Leadership and management is good. Staff are led by a manager who they describe as supportive. The manager regularly spends time in the rooms and communicates effectively with the staff; this helps them to feel supported. The manager encourages and enables her staff to attend training, which demonstrates commitment to development and keeps staff up to date with current practice. Regular team and individual meetings help staff to feel valued and included. A folder for students, which informs them of policies and procedures, helps them to feel part of the setting. The setting demonstrate their commitment to continual development as they seek advice

from early years workers and participate in a quality assurance scheme.

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

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

## **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):

- make sure at least one member of staff with current first aid training is on the premises
- make sure parents sign the record of any medicine given to their child

### **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 children with more regular opportunities to observe the effect activity has on their bodies and to find the total number of two groups by counting them all

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