



New Century Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY299023
Inspection date	23 June 2005
Inspector	Beth Kingsland

Setting Address	Playing Field, Western Road, Deal, Kent, CT14 6RX
------------------------	---

Telephone number	01304 373409
-------------------------	--------------

E-mail

Registered person	New Century Nursery Ltd
--------------------------	-------------------------

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

New Century Nursery Ltd opened in 2005 and is situated in the seaside town of Deal, Kent. It operates from three rooms in a purpose-built building. Children have access to an enclosed area for outside play. The nursery serves families from the local community and wider towns.

There are currently 115 children on roll, which includes 57 children in receipt of funding for nursery education . Children can attend a variety of sessions. The nursery staff have experience working with children who have special needs.

The nursery opens five days a week all year round. Sessions are from 08.00 to 18.00. Cooked meals are offered for the after school sessions and parents provide a packed lunch.

There are 9 members of staff working with the children. Of these, 6 staff have early years qualifications and attend short courses. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are aware of the importance of their own personal hygiene and take responsibility for washing and drying their own hands throughout the day, for example, children confidently commented, 'let's wash our hands, they are covered in sand'. This helps to encourage children to learn about the spread of infectious diseases. Staff protect children from cross contamination while changing nappies and facilities are appropriate to afford children their privacy and dignity. Procedures for ensuring that equipment is clean and well-presented for children have been implemented well.

Children are provided with a packed lunch brought from home. However, no procedures have been developed to ensure that perishable items are stored at appropriate temperatures, for example dairy products and meats are left within the children's lunchboxes and not placed into the available fridges. Snack times are not organised to allow children to access food that is healthy or nutritious, for example, children are generally presented with biscuits which they eat on the floor. Staff have not taken appropriate steps to ensure that children with allergies are fully protected. For example, meal times are unorganised and children are often left unsupported. As a result children can freely access other children's food unnoticed. Brief details of allergies are recorded on children's admission forms, however, there are no procedures to ensure this information is updated or that staff are fully informed. Details of allergies and preferences are displayed within the nursery; however this information is not updated with sheets differing within each room and information about relating symptoms is not being included. As a result, in the event of a child having an allergic reaction, staff may not recognise the symptoms and act promptly to ensure children are safe and well. Staff have not ensured that regulatory documentation is recorded effectively, for example, no permission has been obtained to seek emergency treatment and medication and accident records are not consistently completed to ensure that children's health is safeguarded.

Older children have access to a small outside play area and during the inspection played happily and confidently, taking part in a range of activities that involved vigorous physical play, for example, balancing and climbing activities. They also have

access to a large playing field, which is occasionally used by the nursery. Children housed within the baby unit access a small area, which staff adapt well to allow children to benefit from fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Procedures to ensure the children's safety with regard to their arrival and departure have not been implemented. Staff do not ensure that entrances and exits are kept secure at all times; therefore they can not ensure that children are protected from unwanted visitors. For example, due to staff shortages, the two main doors were left open and the rear entrance has not been secured with locks. Staff fail to keep accurate records of children's attendance, resulting in staff not being aware of who is on the premises, how many children are present and if any children have left the premises unsupervised. The children are housed within rooms according to their age and are generally given free and easy access to all available accommodation.

The owner and the deputy have conducted a risk assessment of the premises, highlighting areas for development; however, these have not been shared with other staff, resulting in them not being aware of the procedures to follow in their absence, for example, checking the security of the premises. This results in children's safety not being safeguarded. Fire drills have not been conducted to ensure that children are familiar and aware of the procedures. Staff were unaware of the meeting points and consequently, in the event of an emergency, the premises may not be evacuated effectively and promptly. Effective systems have not been implemented to ensure that children remain safe while on outings. Staff within the baby unit are vigilant about protecting children whilst they sleep. Consistent procedures have been developed to ensure children are checked regularly and clear records are kept for feeding and changing routines.

The children's welfare is not safeguarded with regard to child protection issues. Although procedures have recently been developed, information has not been shared with staff, resulting in them being unaware of what would happen in the event of an allegation being made against them. Staff have a limited knowledge of child protection issues and are unaware of their own responsibilities.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The children are aware of their daily routine and arrive eager and enthusiastic to join in with the activities provided for them. Children under 18 months are housed within a baby unit and supported by sufficient staff. Children appear to know the staff well. They are provided with a range of activities that stimulate, encourage and motivate, resulting in children being responsive and able to openly express themselves. For example, children took part in singing activities that allowed them to communicate and find their own voices.

Children aged under three are accommodated with the funded three-year-olds and are based within a large room. The children have a broad selection of equipment to select from, however, staff fail to provide children with sufficient challenge, resulting in limited opportunities for children to explore and develop their increasing curiosity for knowledge. Although one member of staff has attended training for the Birth to three matters framework, this knowledge has not been put into practice. As a result, the majority of staff have a limited knowledge of early childhood development and the importance of self discovery and creativity. Activities are not effective in allowing children to experience a balanced range of activities that allow them to explore, express their own ideas, discover how things happen and respond using their imaginations and thoughts. Activities are not appropriate to children's stages of development, for example, children aged two years were provided with thin pencils and colouring sheets resulting in them losing interest and looking around for other activities. Although some staff are beginning to make assessments of children's achievements, they fail to make effective use of these within planning. As a result all activities are the same, with no adaptation or differentiation for individual children. Staff know children and each other well. However, they are not given the opportunity to use their clear knowledge of the children's likes and dislikes to plan an effective range of activities and make effective assessment to monitor children's progress and development.

Nursery Education

The overall quality of teaching and learning is inadequate.

Children are aware of their environment and have developed clear relationships together. Children appear confident within their environment and are beginning to select from equipment stored in stacker boxes. However, children do not experience activities that allow them to use their initiative and take control of their own learning. Children confidently take themselves to the toilet; however opportunities to develop personal independence as part of their daily routine are limited. For example, at snack and lunch times children do not pour their own drinks or take responsibility for opening their own packed lunches.

Children are beginning to work together, and receive sufficient support to learn about and respect the values and feelings of others, for example, sharing equipment during a construction activity. Children are beginning to communicate their ideas; however, staff do not actively question children throughout the activities they complete. As a result activities lack challenge and children soon lose interest. Children listen attentively to stories read to them by staff, actively joining in with the story and discussing the pictures they see. Although children are provided with a range of books to select from, the poor organisation of the room inhibits self selection and freedom of choice. For example, the books are placed within the 'activity street' and access by children is limited to the afternoon session. Children enjoy role-play, actively selecting from the range of dressing-up clothes and becoming imaginative characters.

Children confidently count to ten and beyond and are beginning to identify patterns and amount; however these activities tend to be completed as formal, 'sit down' activities and are limited to the older children. There are insufficient opportunities for

children to solve simple mathematical problems as part of everyday play. Children learn about living things, through topics, such as, 'The living world' and children have visited a local school to explore their living garden. Opportunities for children to learn about the local and wider world are limited. Children do not consistently work with a wide range of materials or substances that allow them to explore, investigate, observe and re-visit. Staff fail to provide appropriate questioning techniques that allow children to be naturally curious or enthusiastic about the activities they experience. Children's creativity is stifled due to staff not creating a stimulating environment in which children can use all their senses to explore, express and communicate their ideas, while using their imaginations freely, for example many of the provided activities involve children working to complete a pre-created design or picture. Although children were able to access sand and water in the outside play area, these are not consistently made available to the children within their classrooms.

Staff display a poor knowledge and understanding of the Foundation Stage, which has a direct impact on children's development. Staff fail to plan and provide an appropriate range of purposeful and meaningful activities that allow children to build upon what they already know. Although staff have begun to make assessments of children's development, they fail to make effective use of their observations. As a result activities are not effectively planned to meet the differing needs of individual children, with activities provided with the same learning objectives and outcomes.

Helping children make a positive contribution

The provision is inadequate.

Children learn about their local community through daily conversations and some planned activities. However, opportunities for them to learn about the views, feelings and needs of others from the wider world are not effectively supported. There is a limited range of equipment for children to develop a positive attitude to and increase their awareness of diversity.

Children are warmly welcomed into the nursery. Staff know children well and have developed warm and caring relationships. Children's behaviour is generally good. However, staff fail to give consistent guidelines with regard to children discovering and understanding about set boundaries and limits. This results in some unruly behaviour, for example, throwing and snatching toys from each other.

Children's spiritual, moral, social and cultural development is not fostered.

Support for children with special needs is not effective in ensuring they make sufficient progress and that their individual needs are met and understood by all staff. Staff fail to ensure that identified needs are fully incorporated into the planning of the educational programme. Plans are not developed to include how activities can be adapted to meet individual needs and capabilities.

The partnership with parents and carers is inadequate. Parents are welcomed into the nursery and encouraged to stay and settle their children. This contributes effectively and leads to an easy transition that benefits children's development.

However, parents are not aware of the procedures used by the nursery to gather information about their children's progress, they are therefore, not fully informed about their children's progress and attainment. Parents have not been given information about nursery policies and guidelines, and are unaware of the complaints procedure.

Organisation

The organisation is inadequate.

Overall the provision does not meet the needs of the range of children for whom it provides care and education.

The organisation of the nursery is not effective, resulting in activities and opportunities not being appropriate to meet children's individual needs. The nursery is led by a strong and enthusiastic leader. However, she fails to use her management skills to delegate responsibilities to her staff; choosing instead to take full responsibility of the running, management and planning of the curriculum. This results in staff not being fully aware of nursery operation, including providing activities that are appropriate to meet children's individual needs. As a result children do not receive a balanced and broad range of activities that motivate and stimulate their natural curiosity. The nursery is in the process of updating and developing their policies and procedures, as a result these have yet to be shared with staff. This results in, staff being unaware of policies and procedures and not implementing them into their practice and work with children. Ineffective steps have been taken to ensure all mandatory documentation and consent forms are in place and completed correctly.

The leadership and management of the kindergarten is inadequate. Monitoring procedures are not effective to ensure that children receive a suitable range of activities that support their progress in the stepping stones towards the early learning goals. Staff knowledge of the curriculum is not consistent; therefore they are unable to support children within the provided activities to help them progress on to their next steps in learning. Assessments of children are not effective and are not used to inform the planning of activities. As a result, activities are not adapted to meet the differing needs and abilities of children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since registration.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure correct adult to child ratios are met at all times and clear and accurate records are kept of staff and children's daily attendance that highlight their time of arrival and departure
- ensure effective safety procedures are developed and used to promote safety within the setting and on outings, including the systems to be developed to ensure children are protected from unwanted visitors
- ensure clear and accurate records are kept for children, including, information about allergies, written permission from parents for seeking emergency medical advice or treatment, accidents that occur and medication given to children
- ensure children have equal and free access to a full range of equipment that promotes equality of opportunity and anti-discriminatory practice
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and ensure they are fully informed about how the nursery operates, including the activities provided and children's progress and attainment
- ensure all staff have a clear knowledge and understanding of child protection issues. Ensure that the child protection procedures comply with those of the local Area Child Protection Committee
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop the leadership and management of the nursery. Introduce appropriate systems to monitor the quality of teaching to ensure all staff implement a

consistent approach to children's learning

- increase staff's knowledge and understanding of the Curriculum Guidance for the Foundation Stage to improve the quality of teaching and children's learning
- make effective use of assessment to inform the planning of activities to ensure all children, including those with special needs, make consistent progress within all areas of learning
- ensure children have access to a suitable range of experiences and activities that allow them to explore, investigate and use their imaginations, both in and outside the nursery. Provide opportunities for children to use their initiative, to select freely and independently from a wide selection of purposeful and meaningful activities that are appropriate to their individual needs.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk