

# The Green Room Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	221639
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Caroline Wright
<b>Setting Address</b>	Valence House, 7 West End, Woodditton, Newmarket, Suffolk, CB8 9SN
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<b>Registered person</b>	The Green Room Nursery Ltd
<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 good.

### WHAT SORT OF SETTING IS IT?

The Green Room Nursery Ltd., is run by a private company. It opened in 1987 and operates from the ground floor of the registered provider's home. It is situated in a village close to Newmarket in Suffolk. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 12:00 and 12:45 to 15:45 during term times only. All children share access to the outdoor play area at the rear of the premises.

There are currently 39 children aged from two to under five-years on roll. Of these 26 children receive funding for early education. Children come from a wide catchment area.

The nursery employs four members of staff: one of the staff holds a recognised qualification; one member of staff is working towards a relevant early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene through regular routines such as washing their hands before eating and they know that they need to wash their hands, 'because you can't see the germs and they make you sick'. The bathroom area, with steps to help children to use the lavatory when they need to, enables them to develop independence and to learn to care for their own bodies. However, children all use the same towel to dry their hands and staff sometimes forget and dry their hands on the cloth that is intended for drying dishes. This increases the risk of cross infection and puts children's health at risk.

Children learn about leading a healthy lifestyle when they run around and exert themselves in the outdoor play area or when they take part in music and movement indoors. They develop new physical skills such as riding bicycles or climbing on the climbing frame during outdoor play sessions. A good range of accessible large and small equipment inside and out enables children to develop new physical skills according to their stage of development. For example, children spend a long period of time fixing together pieces of Lego to make a Fire Station, manipulating the pieces with good control. Children use scissors, pencils, pastry-cutters and pick up small items, such as beads, competently, developing good co-ordination and control.

Children bring packed lunches and fresh fruit to eat at snack time each day and they can help themselves to a drink from their own water bottle when they want one. Children are able to have their snack time fruit whenever they are hungry; this helps them to learn how their bodies work.

Staff are appropriately qualified in first aid and adequate records regarding children's allergies, medicine administration and existing medical conditions are maintained. However, parents' written permission to seek emergency medical treatment or advice is not in place. This affects children's health in the event of a medical emergency.

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

The provision is satisfactory.

Children's welfare is safeguarded and promoted by staff who have a satisfactory understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children Board.

A satisfactory range of written policies and appropriate procedures are in place. Staff carry out regular fire drills, to help children know what to do in the case of an emergency evacuation of the premises. Visits to the nursery by the fire officer help children to learn about how to deal with emergency situations and they know that they must 'dial 999' to call for a fire engine. Children use resources that are appropriate for their age and stage of development and these are checked regularly by the nursery staff to ensure they are in good condition and are safe. This helps to promote children's general safety and well-being.

Children move around the nursery safely under the careful supervision of the staff. Staff constantly remind children about how to maintain their own personal safety. For example, when children run in their socks adults ask children, 'why is it not a good idea to run?'; children immediately respond by saying, 'I'll slip and fall'. Staff are particularly vigilant during outdoor play, to ensure that children's safety is not compromised by potential hazards. However, the

outdoor play area is not secure and members of the public are able to enter the nursery building without being monitored because the doors are not locked when the sessions are in progress. This affects children's safety.

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

The provision is good.

Children under three-years-old are encouraged to become independent and make decisions. They are interested in the activities available and spend long periods of time concentrating and exploring self chosen activities and materials at their own pace. For example, they spend a long period of time squeezing and manipulating dough, examining its texture and making 'cakes'.

Children develop their language and communication skills when they share stories and talk with adults or when they play together in the role play area. They talk on the phone to 'mummy' and put on hats to 'go shopping' or dress up as 'Power Rangers'. Adults enthusiastically respond and join in with children's conversations with smiles and encouraging comments, asking open-ended questions, to urge children to communicate and to extend their thinking. Young children understand and confidently use the language of mathematics; for example, they ask for 'more' glue or comment that the piece of paper they have is 'too big'. They eagerly experiment with paints, pencils, scissors and glue to make their own pictures and develop their creativity.

However, staff do not use the 'Birth to three matters' framework to help them to provide suitable opportunities for children under three-years-old to learn about numbers or to develop early writing skills in meaningful play situations.

### **Nursery Education.**

The quality of teaching and learning is good. Children use their imagination well, making up their own stories in small world and role play situations and they communicate very well. They explore imaginary situations such as 'Space Voyagers' in the outdoor play area, using sticks to represent lasers in the absence of props. Children talk with understanding about what they do at home, using a wide vocabulary to talk about visits to the swimming pool, sliding down the 'black, curly-whirly tube into the water'.

Children enjoy painting and drawing; they talk to adults about what their pictures mean. Children write in their 'work books' using recognisable letters and read what they have written with understanding. Children have consistent access to mark making equipment and staff encourage them to write captions for their work, which is displayed around the nursery. However, there is no provision for children to write for a purpose in role play situations. Children enjoy counting and recording the number of children present at the session. Adults skilfully extend children's knowledge of mathematics when they encourage children to calculate 'how many more children will make sixteen?'

Children look at books and turn pages from front to back carefully. They listen very well to stories and join in enthusiastically with their favourite songs and repeated refrains. They take part in music and movement activities and have regular opportunities to use musical instruments freely to enable them to experiment with sounds and rhythm. Children learn about the world they live in and explore the natural world when they look at bugs or pick wild flowers in the garden. They show a developing awareness of their senses when they tell adults that the flowers, 'smell like daisies.'

The staff working with children all have a sound knowledge of the early learning goals. They skilfully extend children's thinking through sensitive questioning and their enthusiastic approach to activities encourages children to be motivated and to learn. For example, adults expertly captivate children's interest when they tell stories; providing children with frequent opportunities to join in by singing 'quietly', 'loudly' or to 'whisper'. Adults listen to children's comments and take their suggestions seriously; they use interesting words, such as 'festooned', in their conversations with children, to help children to develop a wide and varied vocabulary.

However, the staff have not yet developed satisfactory systems to monitor children's progress towards the early learning goals. They use children's 'work books' as the primary assessment tool. However, the work books focus on writing, reading and mathematics. The work books provide no evidence of children's progress in the other areas of learning featured in the Foundation Stage curriculum. Staff do not carry out systematic observations of children except in the final term before they start school, when they use a tick list to indicate children's achievements. This affects staff's ability to provide activities that build on everything that children already know and impacts upon children's learning.

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

The provision is good.

Children are well motivated, highly interested and are fully engaged in the 'free play' learning experiences provided. They show high levels of self-esteem, form excellent relationships with others and work harmoniously to solve problems and initiate activities indoors. However, children do not access the outdoor play area independently. Outdoor play times are generally timetabled into the session by adults. This limits children's ability to pursue their own interests and to develop their learning independently through the use of the outdoor environment.

The staff sensitively help children to respect each other's needs and to share resources; for example, encouraging them to 'be gentle' as they pick up a fruit fly in the garden and 'take turns' to use the spinner when they play table top games. All children behave extremely well and fully understand what is expected of them. If a child should forget to respect the needs of another, staff take time to carefully explain what they expect in a way that the child can understand.

Children's spiritual, moral, social and cultural development is fostered. They have opportunities to learn about the world they live in and to learn about all members of society. They play with small world figures, look at books and take part in a wide range of cultural and religious celebrations. Attractive displays of children's work around the nursery help them to feel a sense of belonging and activities such as 'red nose day' celebrations encourage them to become part of the wider community.

Satisfactory systems are in place to support children with disabilities or learning difficulties, as well as helping children who have English as an additional language to communicate effectively.

Partnership with parents and carers is good. Highly positive relationships between staff and parents and carers contribute to the progress and well-being of the children. Children's individual needs are recorded, including details about their likes and dislikes, so that their changing needs continue to be met. Parents receive good information about the nursery and the activities children will take part in so that they can support their children's learning at home. In addition, parents are encouraged to be involved in their children's learning by coming into the nursery to share their specialist knowledge and skills: for example, interesting activities are organised

and parents who are doctors, fire officers or jockeys help staff to extend children's learning through first hand experiences.

## **Organisation**

The organisation is satisfactory.

The organisation of the nursery promotes positive outcomes for children. All areas of the nursery environment are very attractive and provide plenty of space for children to move around safely and independently. Children are warmly welcomed into the homely environment by staff who are waiting to greet them when they arrive. The managers of the nursery have satisfactory procedures to make sure staff are suitable to work with children. New staff are adequately informed of procedures for child protection and know about keeping children safe. Most of the legally required documents, including a procedure to record complaints or concerns, which contribute to children's health, safety and well-being, are in place. However, the full range of written policies and procedures and staff records are not available for inspection. This is a breach of regulations.

Leadership and management of nursery education are satisfactory. The manager and staff work together to provide interesting activities to help children make good progress. They have regular opportunities to meet as a team and discuss practice. However, points for consideration raised at the previous inspection of nursery education have not been implemented. This affects children's learning and limits the overall improvement of the provision for funded nursery education.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to ensure a written procedure is developed, which can be followed in the event of a child being lost or uncollected; ensure the deputy has the appropriate qualifications to take charge in the absence of the manager; and ensure the hazard posed by the well and laburnum tree are minimised. The provider has improved children's safety by providing staff with a written procedure to help them to know what to do if a child should become lost or if their parents fail to collect them. Furthermore, the staff take special care when escorting children to the outdoor play area so that the well and laburnum tree do not pose a hazard; a metal lid is being fabricated to cover the well on a more permanent basis. The assistant manager is now attending level 3 training in early years to enable him to take charge in the absence of the manager.

Although there were no recommendations to improve the nursery education provision, points for consideration were identified. Since the last inspection children have been encouraged to use the outdoors environment to learn about mathematics and to develop their creativity. However, the provider has not developed the assessment records sufficiently to enable staff to identify children's skills in all areas of the curriculum. This will be carried forward as a recommendation from this inspection.

## **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 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:

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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):

- improve the provision for drying adults' and children's hands to reduce the risk of cross infection
- request parents' written permission to seek emergency medical treatment or advise
- make the outdoor play area and external doors to the nursery secure so that children can not leave the premises alone and members of the public can not come into the building without permission
- use the 'Birth to three matters' framework to plan developmentally appropriate activities to enable children under three-years-old to practice early writing and numeracy skills in play situations
- make sure all documents and records are available for inspection at any time.

#### **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):

- improve the system for monitoring children's progress: use key-worker's regular observations of what children enjoy to plan activities that build on everything that children already know; make sure assessments provide evidence of children's development from when they start at the nursery, cover all of the early learning goals and use stepping stones to promote individual progress
- provide children with improved access to the outdoor play area: plan and organise daily outdoor activities that cover all areas of the curriculum and encourage children to access these activities freely in the same way that they access activities indoors so that they are able to develop new skills in their preferred learning environment.

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)