

# Prelude Nursery

Inspection report for early years provision

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**Unique Reference Number** 253752  
**Inspection date** 18 April 2007  
**Inspector** Christine Hands

**Setting Address** Ensign House, High Street, Osbournby, Lincs, NG34 0DG

**Telephone number** 01529 455788

**E-mail**

**Registered person** John Sail

**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](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?

Prelude Day Nursery opened in 1999. It is privately owned and operates from a former Victorian school building in the centre of the village of Osbournby, Lincolnshire. The nursery is on two floors and uses a variety of rooms for different ages. There are two areas for outdoor play, one grassed and the other having a hard surface. There is a car park for the cars of both staff and parents. The nursery is within walking distance of the village shops, post office and local school.

The nursery is open daily from 08.00 to 17.30 throughout the year, closing only for bank holidays and for one week during the summer. Children attend for a variety of sessions each week. There are five funded three-year-old children and 17 funded four-year-olds in the nursery with a total of 64 children on roll. The nursery has experience of working with children who have special needs.

There are 14 members of staff working with the children, of these 10 hold childcare qualifications. Two members of staff are attending training courses in order to gain a relevant childcare qualification. The nursery also employs a cook.

Prelude Nursery is supported by the EYDCP and as such has received support from the curriculum advisor.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean, warm and friendly nursery where steps have been taken to provide a healthy environment for children to learn and grow. Children's good health is promoted through the robust procedures in place for ensuring that the premises are clean and hygienic. Staff talk to the children about germs and how these can be spread whilst encouraging them to wash their hands before handling food and after using the toilet. Extra information was given before children handled the animals brought in by a local farmer. Hygiene procedures are followed from a very young age as babies are helped to wash their hands in a bowl of water whilst sitting in their high chairs, providing them with another learning experience.

Children are well nourished and eat a varied and nutritious diet. All meals are cooked on the premises with fresh ingredients. They are appetising and well presented and children eat with enthusiasm, many asking for second helpings which are always available. Staff eat with the children, providing good role models and involving themselves in conversation. All staff are aware of any special dietary needs that children may have and care is taken to ensure that these are met whilst not looking obviously different from the rest of the children. Children have access to drinking water throughout the session and confidently help themselves to drinks from a water dispenser. Younger babies are provided with regular drinks by staff. Children enjoy growing their own food in the nursery garden which they then eat as part of their lunch or snack. Staff talk to children about the importance of eating a healthy diet and the effect that both this and taking regular drinks has on their general health.

Children have excellent opportunities to develop their physical skills as they eagerly take part in regular activities in the outdoor play areas. There is a variety of large equipment where they use their imaginations whilst also increasing their physical skills. A 'trim trail' provides opportunities for children to practise skills such as balancing, scrambling and climbing. Activities are both pre-planned and spontaneous and future planning shows how children will have free access between indoor and outdoor areas. Physical development is not limited to the outdoor areas as children play in a soft play area and take part in dance and exercise sessions.

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

The provision is good.

Children are cared for in a safe and secure environment because staff undertake and record thorough risk assessments which cover both the premises and the toys and equipment. A member of staff has undertaken training in this area and has passed her knowledge on to other members of staff. Most staff hold a first aid qualification and this, combined with various consent forms from parents, ensures that in the case of an accident or an emergency immediate action would be taken.

Children use a wide range of equipment, resources and toys that are suitable to their age and stage of development and have been checked for safety. Although some provision has been made to provide areas for children to rest and relax they would further benefit from the provision of some domestic style furniture to enable them to continue with normal life experiences whilst

at the nursery. This is particularly important in the baby room to enable them to cruise around the furniture and develop their mobility skills. Play areas are well laid out and provide a stimulating, exciting environment where children delight in playing and exploring. Staff to child ratios are excellent and good staff deployment ensures that accidents are minimised. Staff are familiar with emergency evacuation procedures and these are regularly undertaken and recorded and any necessary amendments made to facilitate a speedy evacuation of both children and staff.

Children are learning to keep themselves safe because staff encourage them to take some responsibility for their own safety. For example they know the reason they have to take their shoes off when playing in the 'rumpus room' is because they could hurt another child if they accidentally kick them whilst playing.

Children are well protected because staff have a very good understanding of their role in child protection matters and are aware of the importance of accurately recording any information that may be needed by the relevant authorities.

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

The provision is good.

Children of all ages are excited as they arrive at the nursery knowing that they will be cared for by people who they have formed good relationships with and who they can relate to easily. Throughout the day their individuality is considered and a wide range of interesting and exciting activities are provided. Children are confident and happy as they receive excellent levels of support from staff who listen carefully to what they are saying and value their contribution. Staff have a clear understanding of how, by using the 'Birth to three matters' framework, they can plan and evaluate activities suitable to the ages and stages of development of the children. For example staff cuddled and talked to a baby who was unsettled providing the reassurance needed to enable the child to settle. Babies and toddlers enjoy well-planned activities such as water, painting and imaginative play. They squeal with delight as they play and sit in the warm water, kicking and splashing with hands and feet. Another child painting a picture on an easel moved onto painting her hands. Her levels of concentration were wonderful to watch as she ensured that they were completely covered. A member of staff approached her at this stage, commenting on what she had done and asking if she would like to make hand prints on her paper which further delighted the child. Another child asked the member of staff if she was going to put her hands on the paper, however it was explained to him that she could not do that because it was not her picture. This showed an excellent understanding of the importance of recognising and valuing the ownership of children's work.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of the curriculum. Staff are very knowledgeable and have a good understanding of how they can provide activities that will develop children's love of learning. Planning is very good and all areas of learning are covered. Themes are used which not only excite children but also through careful monitoring staff ensure that they hold their interests. Children's assessment records are updated regularly with photographs and examples to demonstrate how they have reached certain stepping stones. Because staff know the children well they are aware of the support children may need in a particular area as well as how they can move children on to the next stage of learning, however there is no individual differentiation made in the planning which could impact on the way individual children are supported.

Staff are fully aware of their role within planned activities and provide a stimulating atmosphere so children can enjoy their play and learning experiences. Children work well together and are confident speakers as they engage in conversation and use their imaginations whilst playing hairdressers. They recall their own experiences as they talk about using baby shampoo as it will not sting their eyes and asking if they would like hair spray. This activity was enjoyed by a mixed group of boys and girls.

Children have good opportunities to find out about the natural world as they learn how to care for fish and land snails. They select the tools they need from the gardening room as they work together planting vegetables and flowers from seed, watching them as they grow and eventually picking and eating the vegetables at snack and lunch time. They are developing a good awareness of information and technology in everyday life as they use torches, cameras and a variety of programmable toys.

Children are gaining an awareness of other cultures and areas of the world as they regularly look at world maps and globes, learn greetings in a variety of languages such as 'jambo' in an African language, learn about a variety of different foods and how to wear an array of clothes from various countries and cultures.

Children freely and independently access a range of attractively displayed books, reading them to each other or just looking at the pictures. The love of books is also encouraged as children visit the library and choose and take home books on a weekly basis. Through doing this parents are becoming involved in their child's learning. Most children are able to write their own names and through the provision of paper and pencils in a variety of locations around the room such as by the telephone in the hairdressers they are gaining an understanding of writing for a purpose.

Children routinely use counting in everyday activities such as the number of children present during circle time and use mathematical language to describe shape, size and quantity. They learn about quantity and change as they use a variety of different skills when taking part in baking activities.

Children are developing a good awareness of space and movement through regular use of the well equipped outdoor area as well as in the 'rumpus room' where they use a variety of soft play equipment.

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

The provision is good.

Children and staff are very much part of a family group in this setting and feel a sense of belonging and of being valued. Staff know the children well as many start in the baby room and progress through the nursery. They carefully plan how they can make the transition between the rooms as easy as possible. Babies spend short periods of time in the toddler room prior to their move and toddlers eat their lunch with the pre-school children on a daily basis enabling them all to become familiar with both the staff and the children in these areas so that they become confident in their new setting. Children learn how to take turns and share, playing board games and waiting for their chance to talk in circle time. Staff provide equality of opportunity for all children and ensure that there is no bias with regard to race, disability, culture or gender. They take into consideration that some children may need extra support in some areas and ensure that they are able to access this. Staff ensure they receive up-to-date information from parents and work alongside them and other professionals to ensure that the

needs of all children are met. Staff have experience of caring for children with disabilities and a trained member of staff co-ordinates any care needed.

The nursery is fully involved in a transitional group with other pre-schools and schools within the area. Through this group it is hoped that there will be an easy transition between the pre-schools and schools. Amongst other things the groups have obtained the same type of digital camera and the same puppets (all settings use the same names) enabling children some familiarity when they move onto their next place of learning.

Children behave very well and are aware of what is expected of them. Staff give clear instructions and use praise and encouragement effectively giving children a feeling of security. Where possible children are given time to resolve conflict between themselves, however staff are prepared to listen and help when needed. This provides the support network needed for children to feel that they are in control of their own play etc. Children are developing friendships within the group and this is particularly noticeable when taking part in imaginative play, however they are usually more than happy for others to join in with them. Whilst playing in the hair salon a group of seven children played happily together. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. This fully promotes children's care, welfare and development. Before their child starts at the group parents are provided with an information pack explaining how the group works and the people involved as well as information regarding nursery education and the Foundation Stage. A notice board within the hall details the current topics and daily planning sheets encouraging parents to further develop their child's learning at home. Parents' views about their child's needs, interests and stage of development are sought throughout the nursery and staff use this knowledge to assist in settling them in as well as a basis for their ongoing assessments. They receive their children's assessment records on a termly basis and staff value any comments they may like to add. Parents spoken to appreciated this link which they considered to be helpful in understanding their child's achievements. Parents are aware that they can speak to members of staff at any time and that the manager and deputy are always available. Social occasions organised by the nursery enable parents to become aware of the value the staff put on their continued support. Parents receive regular newsletters which keep them updated on any changes within the nursery such as members of staff leaving and welcoming new members as well as changes in rooms and new menus.

## **Organisation**

The organisation is good.

The nursery is well organised and most staff hold relevant childcare qualifications as well as keeping up to date with a variety of courses to further enhance the care they provide. There are clear procedures in place for the recruitment of staff as well as induction procedures enabling staff to be fully aware of not only their role within the nursery but also the ethos of the setting. Staff work exceptionally well together enabling them to provide good levels of support for the children. Regular staff meetings enable staff to discuss any current issues that may affect the children or the running of the nursery. The operational plan clearly demonstrates how the nursery is organised, the deployment of staff and how training needs are met. Staff are fully committed to providing a good quality service and attend regular training sessions. All the documentation is in place to promote the welfare, care and learning of the children. These are held with regard to confidentiality.

Leadership and management is good. The manager and deputy work very closely together and ensure that all information is shared. They have a clear understanding of their roles and confidently carry these out ensuring that their practice enables children to make good progress towards the early learning goals. Staff find interesting and new ways of presenting ideas and activities to children, making them exciting and enabling them to build on their knowledge in the future and giving them a positive attitude towards learning.

Overall children's needs are met.

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

At the last inspection a recommendation was made to obtain written consents from parents to allow the nursery to take photographs of the children. Staff have obtained written consents from all parents which ensures that their wishes are being upheld.

A further recommendation was for children to be able to independently access drinks throughout the session. Drinks dispensers are now provided with a supply of beakers enabling children to freely access these at all times. In the baby room staff provide drinks on a regular basis.

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

Since 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.

## **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 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 suitable furniture is available to meet the needs of the children, for example comfy furniture for children to relax and rest as well as domestic style furniture in the baby room to assist children in developing mobility and to continue normal life experiences

#### **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):

- ensure that planning and assessments clearly show how activities will be linked to the needs of individual children.

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)