

City College Nursery

Inspection report for early years provision

Unique Reference Number	254021
Inspection date	26 June 2007
Inspector	Christine Ann London / Pauline Margaret Todd
Setting Address	Norwich City College, Ipswich Road, NORWICH, Norfolk, NR2 2LJ
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Registered person	Norwich City College
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

City College Nursery and Cartwheel Out of School Club opened in 1989. The provision operates from purpose built premises sited within the college campus in Norwich, Norfolk and provides a service to the local community, college students and staff.

A maximum of 55 children may attend the nursery at any one time. There are currently 123 children on roll. Of these, 37 children receive funding for early education. Children attend for a variety of sessions. The provision is open all year round, Monday to Friday, from 8:00 until 18:00. The setting welcomes children with learning difficulties and/or disabilities.

There are 20 members of staff. The staff, including the managers, hold appropriate early years qualifications and are suitably experienced. The setting receives support from a teacher linked to the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well nourished. They are provided with nutritious, balanced meals which are cooked at the college and delivered to the nursery kitchen. A range of healthy snacks are prepared on the premises. Children enjoy eating pizza, potatoes and beans at lunch time and toasted wholemeal muffins with fruit at tea time. Those with allergies and preferences have their needs met appropriately because the parents have provided the setting with detailed information. Babies sit comfortably in high chairs to be fed, staff sit at the table with them maintaining good eye contact to make it a relaxed social occasion. The two-year-old children use cutlery to eat their lunch and babies are able to feed themselves using fingers, spoons and forks. The food is served at the tables at lunch time to enable portions to be varied according to preferences. For example, children say, "don't like the skin on the potatoes". Older children serve their own lunch, help is given by the staff member if the children request. Children are encouraged to have second helpings if they want to. Children of all ages have access to water to ensure they drink sufficient amounts to keep them healthy.

All children have regular opportunities to experience physical activity. They have a positive attitude to exercise and enjoy playing outside. The older children demonstrate suitable spatial awareness when moving around, for example, when moving around the room, they are aware of the need to walk indoors and manoeuvre carefully around the furniture. They develop their skills by using a wide range of equipment that provides challenge. Children are developing competent manipulative skills. Babies and toddlers can practise and develop their independence physically and emotionally. They are active and acquiring suitable control over their bodies. For example, using ride on toys in the garden, push buggies indoors and dance as they sing to music. There is ample space for babies to be able to roll, crawl, pull themselves up and practise walking. Staff help them by holding their hands and say 'clever girl'. The younger children use the slides and small climbing frame. Babies sleep in cots according to their individual routines. However, not all babies and young children are not provided with a sufficient comfortable places to rest as they want to. All two-year-olds sleep on low level beds in their rooms after lunch which does not promote flexible routines or children's well-being. Older children are able to fulfil their own needs with regard to rest and relaxation, as there are rest facilities provided for them in their rooms.

Children are learning how to keep themselves healthy. Older children are becoming increasingly independent in their personal care. For example, they use the toilet and hand washing facilities independently. Children are learning how to use soap and water to wash their hands properly to prevent the spread of infection. The staff take babies to the bathroom to wash their faces after meal and snack times children have their own nursery towel and flannel on peg in bathroom for staff to use. Children help themselves to tissues to wipe their own noses and learn of the need to dispose of the tissues in the bin following use. Staff follow hygienic practices when changing nappies. Staff wear disposable gloves. Premises and equipment generally clean although some dolls and dressing up clothes are not sufficiently cared for. The farmyard and duplo bases are in poor condition. Some of the display table cloths and cushions in the baby room look worn and faded.

Children's medical and health details are clearly recorded, for example, eczema. Written permission is obtained from the parents to apply cream and lotions. For example, children having cream applied for eczema. A staff member wearing gloves applies cream. Staff follow

effective systems which enable children who are unwell to be cared for appropriately. A sickness policy and exclusion times are in place for parents to readily access. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident and detailed records are kept.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are safe and suitable. They benefit from being cared for in warm and welcoming rooms with suitable ventilation. There are colourful displays of children's work on the walls. Children use a range of equipment that is appropriate for their needs and conform to safety standards. They use furniture which is appropriately sized, for example, nursery chairs, cots and buggies. There is a wide range of resources which are accessible from low storage units and trays to encourage self-selection and independence. For example, children help themselves to the threading. However, some of the older children are not able to access their trays independently as they are situated too high for them to reach.

Children are kept safe because staff are vigilant. They remind children not to put knives in their mouths, to sweep up the sand around the sand tray to ensure the floor is not slippery. They provide canopies to allow a shaded area for the children to play in safety. Regular risk assessments and daily checklists are used to identify potential hazards and minimise most risks for the garden and indoors. Procedures for fire safety are simple and clear and staff understand their responsibilities and roles in the event of a fire. There are effective procedures regarding entry to the building to keep children safe, an intercom system allows visitors into the nursery.

Children's welfare is well safeguarded because staff have a sound working knowledge of child protection procedures. They are aware of their responsibilities towards the children in their care and have attended training to update their knowledge. Relevant documentation and details of the referral routes are displayed.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted well because they take part in activities and play opportunities that develop their emotional, social and intellectual capabilities. They are happy and well settled. They play with a selection of toys which are put out for them, for example, books, puzzles, small scale imaginative play, sand and construction equipment. Children of all ages enjoy playing outside.

The staff use the 'Birth to three matters' framework to promote positively the development of babies and young children. They record the play equipment which will be available each day according to children's interests and take account of children's favourites. Babies confident to choose from toys and play equipment presented on the floor and in containers e.g. rattles, household items including fir cones, construction, puzzles, shape sorters, rattles, vehicles, large threading. Babies giggle as they hide 'Bob the builder' play figures in a tube and tip them out again, smile at staff as they do round and round the garden on their hands. Staff sing to the children as they play musical instruments and encourages children to tap on the drum. Two year olds use duplo and small world toys such as the farmyard to encourage use of imagination. Babies use ribbons and scarves to experience different fabrics, sand and painting available for two-year-olds for them to explore some textures. However, overall young children have limited opportunities to explore and investigate textures.

Staff position themselves on the floor to play with the children. There is good eye contact, use of facial expressions, smiles and lots of cuddles which help children to form positive attachments. Children are encouraged to become vocal e.g. say 'yes' and 'no' when staff ask them simple questions and practise their developing vocal skills. For example, they say. 'It's a bit more bigger'. Babies use gestures to communicate their needs. For example, when they want to sit on staff's lap. They use their growing language skills to socialise, they clap each other, learning each others names and begin to negotiate with others as a member of that group. For example, when playing with the play food they share the apples, pears and toaster. Take turns to be driver of the car and tell staff where they are going e.g. to 'the playschool' and say 'every one off'.

Nursery Education

The quality of teaching and learning is good. Staff help children to feel secure and support them to learn new skills, for example, when how many small pots can be filled with the sand from the large jug. The staff working with the funded children are enthusiastic about learning and try to make the activities interesting for the children. They place dolls with the clothes and pushchairs. They use planning which demonstrates the purpose of the activities. However, not all staff are aware of the purpose of indoor and outdoor activities and their role in providing challenge for individual children. Staff observe children regularly which contributes to their assessment records. Examples of children's work and photographs are kept in a folder to share the children's progress with their parents. Parent evenings are held to ensure all parents have adequate time to discuss their child's progress. Parents are included in their child's assessments by discussion with the key workers. However, when speaking to some parents, they say they would welcome the opportunity to be more involved in their child's assessment. The staff help children to focus and persist for some time, for example, when reading stories and completing small group table games. Children show a willingness to solve problems, for example, they find the correct piece for the puzzle and work out where it goes. They are developing a positive sense of themselves because they are given opportunities to talk about their home and community. Children have opportunities to initiate their own activities and play experiences. Children interact readily with others. For example, they are confident to initiate conversation, observed during snack time, when the children discuss their favourite snacks. They recognise the initial sound of their names and recognise familiar words such as the table and chair. During story time, they join in with the words and answer questions. More able children attempt to write their names and others write letter shapes and circles during their drawings. Staff use some mathematical language such as taller, smaller and little. They use calculation when guessing how many small pots can be filled from the large jug of sand. Children have opportunities to explore the natural world, for example, they find bugs in the garden. They have planted runner beans, tomatoes and carrots and will crop the vegetables when ready to eat at snack time. They experience cutting, joining and building using glue and sellotape, for example, making spiders. They have on-going opportunities to use everyday technology. Children see photographs which remind them of past events, these are displayed on the walls at children's eye level. Children learn through using their senses. They say that the 'custard is hot'. They explore colour when using paint and chalks. Children move rhythmically as they listen to the music and enjoy singing familiar songs. During their role play they enjoy dressing-up in the play shoes, pretending to be parents.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise. For example, they say 'well done' for laying the table at lunch time and 'clever boy' when children carefully pour the milk into their beakers. There are many opportunities for babies to be valued, cuddled and comforted. Staff treat children with respect and their differences are acknowledged. For example, children with additional needs are welcomed into the setting and helped to take part in activities alongside their peers. They receive appropriate support to promote their welfare and development. Children's well-being is promoted by the positive relationships which have developed between staff and their parents and carers. The management liaises well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given. Parents complete a checklist for staff showing hours of attendance, feeding and sleeping routines when they first join the nursery. Children are allocated key workers before starting. As their children progress into the next room parents complete 'all about me books' which feature photographs of family, what the children like to do, favourite toys and comforters.

Children are developing a positive attitude to others by using a suitable range of resources. For example, books, puzzles and dolls, which reflect positive images of race and culture. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively, share the play equipment and are well-mannered. They say 'yes please' and 'thank you' at snack and meal times, 'excuse me' when they wish to speak to someone who is otherwise engaged. They share the toys and play equipment well, for example, taking turns with the cars. However, they do not have regular opportunities to learn about the local community through outings, trips, handling artefacts, and having visitors come into the nursery to talk to them about their work and role in the locality.

The partnership with parents and carers of funded children is good. Parents receive clear details about the setting when they first join the nursery. They gain detailed information about the early learning goals through reading the nursery's prospectus. Parents receive a pack when their child starts to receive funding with regard to the areas of learning and what they can expect. Parents state they have a good relationship with staff and receive feedback daily. The arrangements for sharing records with parents is limited, parents are not able to fully participate in the assessment of their child. They are able to discuss with their child's key worker, however they are unable to record their own assessments. Therefore the staff are not currently involving parents fully in their child's assessment. Discussions and parent evenings are held to keep them suitably informed about their child's progress and promote their welfare and development. Regular newsletters inform parents of the themes and activities being held in each of the rooms. For example, asking parents to help their children to bring in items from home beginning with the featured letter. They receive the necessary information to enable them to make a complaint or raise any concerns they have about the nursery with the manager.

Organisation

The organisation is good.

The organisation of the nursery promotes the welfare and development of all children. The nursery follows appropriate recruitment and vetting procedures to ensure that staff are suitable to provide care for children. Relevant induction procedures ensure that new staff are aware of their duties and responsibilities. Additional support staff, such as cooks and cleaners, are employed. Staff take part in yearly appraisals to identify their training and development needs.

Staff are enthusiastic about what they are doing, committed and good team work encourages them to work together to promote children's welfare and learning. There is a varied mix of age and experience. Good use is made of the staff, space and resources so that all children are cared for and supported during their time at the nursery. The arrangements for registration show when children, staff and visitors are present.

The leadership and management is good. There is a system to monitor and develop the provision to ensure that all children make sound progress towards the early learning goals. Many of the staff and managers have a good understanding of the Foundation Stage and the way in which to implement this with the children. Staff are aware of children's starting points and work with parents to support child's progress. This information is gathered by having a discussion between the key worker and the parents.

Management and staff keep appropriate documentation which is stored confidentially and ensure the safe running of the provision. Comprehensive policies and procedures are effectively implemented to promote all outcomes for children. These are available to staff and parents within the entrance hallway. They are reviewed regularly and well presented. Staff are flexible and support children in a variety of ways of learning. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure all staff have a full awareness of child protection procedures and are able to implement them in the absence of the designated staff member. All the staff have attended training and are aware of how to implement procedures in place in the absence of the designated staff member.

They were also asked to ensure documentation held fully complies with the National Standards, particularly regarding the procedures and policies for a lost child, special needs and complaints. The provision has reviewed and updated all documentation and has a full complement of policies and procedures in place. They have developed a complaints record which they have shared with parents.

At the last Nursery Education inspection the provision was asked to develop the effective use of planning to ensure that children consistently learn through both focused activities and everyday routines and activities. This has been addressed and plans are in place to show how children learn through every routines and through focused activities.

They were also asked to ensure all opportunities are taken to extend problem solving in mathematics and the linking of sounds to letters in communication, language and literacy particularly for the older or more able children. This is all documented and included in the planning. Several observations at the inspection today clearly evidence this has been addressed.

All the above are now met ensuring children's well-being and protection during their play and learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made of 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 of 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):

- provide further comfortable, accessible places where young children and babies can rest or sleep when they want to
- improve the appearance of soft furnishings to make them more visually appealing, make sure the play equipment remains in good condition and all trays are accessible to the older children
- increase opportunities for young children to experience a further range of textures

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):

- develop planning so all staff are aware of the purpose of indoor and outdoor activities and their role in providing challenge for individual children
- develop procedures to fully involve parents in their child's assessment.

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