

Nurseryworld and Friends Nursery and Pre-School

Inspection report for early years provision

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| Unique Reference Number | 253053 |
| Inspection date | 18 October 2007 |
| Inspector | Judith Rayner |
| Setting Address | Grenfield House, Douglas Road, Sutton in Ashfield, Nottinghamshire, NG17 2EE |
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| E-mail | |
| Registered person | NurseryWorld And Friends 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 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?

Nurseryworld and Friends Nursery and Pre-School is privately owned and opened in 1990. It operates from an extended Victorian house close to the centre of Sutton-in-Ashfield, Nottinghamshire. Children are accommodated on the ground floor, which offers an open-plan play area. This is then divided to provide areas for creative play, a room which can be used by pre-school children and a separate safe area for babies to play and rest. Children have access to three outdoor areas, one of which is a garden and the other a hard play area. Additionally, babies have their own small outdoor space. The nursery serves the local community.

There are currently 62 children on roll. This includes 22 funded three and four-year-olds. Children attend for a variety of sessions. The setting is able to support children with special educational needs and who speak English as an additional language.

The nursery opens Monday to Friday from 07:30 to 18:00 for 51 weeks of the year. There are 15 full or part-time staff who work with the children. Most are qualified to NVQ Level 3 in childcare. The nursery receives support from local authority. The nursery is also a member of

the Pre-School Learning Alliance. Nurseryworld and Friends were awarded Neighbourhood Nursery status in 2003.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures. They prevent the spread of infection because of the good practices that are in place. For example, babies' bedding is individually labelled and washed after use or at the end of the sessions they attend. Children have individual flannels and bibs and staff adhere to thorough and rigorous cleaning and maintenance routines for resources and equipment. Staff are good role models for children. They wash their hands and wear aprons before serving meals and follow thorough nappy changing procedures. Children's welfare is effectively promoted because the provider can respond to accidents quickly and appropriately because the majority of staff hold current first aid certificates and the first aid box's contents are up to date and easily available. Accidents are recorded accurately and shared with parents. The good health and medical needs of children are promoted very well. Health care plans are in place for any children who require medication on a daily basis. These arrangements are discussed and agreed with the parents prior to administering any medication, their consents obtained and discussions are held on a weekly basis. Children are learning about their personal hygiene. They are encouraged to wash their hands after using the toilet, before and after eating. Young children and babies are reminded by staff why it is important to wash away the germs.

Children have good opportunities to learn about healthy eating. This is because the setting provides children with food that is nutritious and complies with their dietary and religious needs. The cook is very proactive in providing children and babies with varied, healthy and well-balanced food. She finds out what the children like and dislike because of the good links with the staff who in turn have found out from the parents and carers. Children are offered good quantities of food during snack and lunch times. They enjoy this time and are learning the social conventions of keeping their food on the plates and sitting at the table until they have finished. Babies are developing their self-help skills well. At snack and lunch time they feed themselves with spoons and take drinks from non-spill cups. Children are offered regular drinks. However, these are not always readily accessible to children to encourage their independence and decision-making skills should they require a drink. Children and babies are learning about healthy foods through topic work and activities as well as having healthy snacks and drinks such as fruit, water and milk.

Children enjoy outdoor activities on a daily basis, enabling them to develop strong bodies and good co-ordination. They enjoy riding trikes, running around and playing imaginatively with the play houses and ice cream cones. Younger children act out being lions and elephants as they stride across the 'astro' turf making roaring sounds and spend time riding trikes and trundle toys. Babies spend time in pushchairs enjoying the fresh air. Children are learning about nature in the garden. They plant herbs and dig in the compost. Children have access to a sufficient range of resources outside that enhance their large muscle skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. Staff ensure that the environment is clean and well maintained and safe for children because they follow rigorous and thorough procedures set up by the management team. Children have access to a comprehensive range of facilities that successfully promotes their development. For example, there is a very good range of bright, colourful displays of children's own creative art work and free expression, photographs, posters, pictures and a wealth of information. A good range of storage facilities for all children encourage them to independently access and make choices in their play. For example, boxes are labelled to support children's learning for reading and pictures help younger children identify what is in the box. Younger children and babies are effectively supported by staff to ensure they have the same chances to play with toys. Space is well organised, encouraging children to explore and engage in activities.

Children have access to a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. For example, staff plan activities and present them well so children can easily and independently self-select them. These are presented in a variety of ways such as on the table, free standing and on the floor or attached to the wall, such as the chalk board outside. Children do not get bored because staff rotate the toys. However, the resources available for the outdoor area are less effective in promoting and engaging children's interests, exploration, challenge and curiosity.

Children's safety is effectively promoted because the registered person takes positive steps to promote safety within the setting and on outings. Staff ensure proper precautions are taken to prevent accidents and minimise identified risks to children. For example, they are knowledgeable and consistently adhere to the thorough policies and procedures and good practice observed in the health and safety of the children and themselves. For example, risk assessments undertaken at the beginning of the day before children arrive ensure the environment is safe and suitable for children. Staff continue this practice throughout the day and at the end when they tidy away, check areas and equipment and prepare for the next session. Very good supervision is maintained throughout the day so children are effectively supported and kept safe. Effective and regular fire procedures are undertaken raising children's awareness of what to do should they need to leave the building in an emergency.

Children are safeguarded. This is because staff have a good understanding of their role and responsibility to protect children. They are familiar with the types of abuse and the possible signs and symptoms that potentially indicate that a child is at risk of harm, and if they have concerns know what procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies are very settled at the nursery. They are engaged in their play, motivated and curious about their surroundings and what is in it. For example, they explore leaves and twigs in the nature tray, find pretend spiders and hold leaves up to their ears, listening intently to the sounds leaves make when they crush them in their hands. Younger children and babies are thriving in the stimulating and rich environment that the staff promote. Babies are inquisitive about what other children are doing. For example, they peer through the small dividing fence at older children playing. Babies are settled and happy. They are developing very good

relationships with adults and acknowledge their peers. This is because the staff effectively and purposefully plan play to engage and enhance their skills. Staff are extremely positive in their role and responsibilities. They effectively implement the 'Birth to three matters' framework for each child and share the child's progress with parents, thus supporting children through their milestones. Babies' independence skills are developing well. They self-select toys and know what they like to eat. Staff provide a stimulating and secure environment where babies are growing well in confidence and becoming familiar with the routine and expectations. They enjoy helping prepare for snack time. For example, they know where to get the basket of flannels and snack mat. Staff continually praise babies and young children. They are cheered and clapped when they attempt and complete posting shapes in the post box. Staff are very sensitive and calm, thus encouraging babies and young children to feel secure and supported. Young children and babies are developing a good sense of belonging. They thoroughly enjoy singing time, when all children unite with one another and sing a good range of nursery and action rhymes. They join in making choices of which songs to sing, expressing their happiness through body movements, singing, cheering and clapping. Older children are happy and engaged in their play. They are building good relationships with adults. For example, they confidently approach adults for help and show them their achievements in what they have made or eaten, they sit on staff knees and receive cuddles, strike up conversations and respond to adult questions. Older children enjoy playing together. They are forming some good relationships. They generally play cooperatively with the imaginative games such as shops, sharing the trolleys and fruit and vegetables. Children enjoy outdoor play, initiating their own imaginative games or riding around on the trikes. Children are learning to take responsibility for their surroundings as they help tidy up, such as rolling the mat away and putting toys in boxes. Staff have a good knowledge and understanding of how children develop, enabling them to offer appropriate activities and play opportunities which are of interest to the children as well as supporting their development and progress intellectually, emotionally and socially. Staff know the children well and relationships are warm and trusting.

Nursery Education.

The quality of teaching and children's learning is good. Children are motivated, interested and make good links in their learning. Staff have a good understanding and knowledge of the Foundation Stage and how children learn well. They plan effectively as a team and undertake thorough and robust observations and assessments of each child to ensure they move progressively through the stepping stones. Activities are well planned to meet the individual learning needs, these are then evaluated to identify the next steps of learning for each child. Staff work effectively as a team and are patient and skilful in giving explanations to children. However, they are less skilled in encouraging children to use language for thinking and asking thought provoking questions to extend the diversity of the activity. Consequently, some aspects of children's learning is not fully supported. Staff encourage children to take the lead in choosing what they would like to play with, thus encouraging children to feel valued and become more independent in their decision-making skills. Some group time sessions are less effective. Children are sometimes restless and slightly disrupt the session. Consequently, children's concentration is sometimes weak within larger group sessions and older and more able children are less challenged. Staff work effectively as a team. They generally organise the day well which benefits children's learning through a wide range of activities and experiences both inside and outdoors.

Children are engaged and interested in their play. They are making good progress in all six areas of learning. They are confident and generally well behaved. They show independence when selecting and carrying out activities and eagerly express their interests within play. Their self-esteem is good. They are listened to and encouraged to share their thoughts and ideas

during circle time and choosing activities. They are forming good relationships between each other and adults. For example, one child drew a specific picture for a member of staff and was proud in showing this to them. They are learning to understand that print has meaning. For example, they enjoy looking at books and turning the pages as well as listening to stories read by adults. Children have many opportunities to mark make. They are forming letters when writing on paper, drawing in the sand and using chalks outside. Children are learning to use numbers in everyday activities and tasks. For example, they count how many children there are in the line whilst waiting to go outside and how many children have stripes on their jumpers. They can count up to 20. Children are learning about shape, space and measure through planned activities such as box modelling and talking about the different shapes of fruit. Children are developing a sense of time and place. They talk about past events such as when they went to a disco and the dresses they wore. They are learning about their local community and walk to the local shop to buy stamps. Children are learning about differing cultures and religions through planned topic work. They participate in creative activities such as Eid, Diwali and Harvest festival and access a good range of resources that positively promote the wider world in which they live. Children are developing good coordination skills and control of their muscles. They confidently manoeuvre trikes around their peers outside and move around the room avoiding bumping into their peers, tables and chairs. Their fine motor control is developing well. They hold pencils correctly, confidently pour milk from a small jug into cups and fasten coats up using buttons and zips. They explore colour, texture, shape and space in two and three dimensions, such as box modelling, and experience time with sand, water, paint and dough. Children know a sufficient range of songs and rhymes and show their excitement at the end of some songs by screaming. Children are developing their imaginative skills. They initiate role play when acting out a fire work display. They ask the children to wait and watch them set up the fireworks and make sure that all the children and adults watching are safe and not too close. They spend time talking on pretend mobile phones, talking to and about family members and remembering to charge their batteries when the mobile phones do not work.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively met. This is because staff are very proactive and consistent in their understanding and knowledge of each child and their family. Staff value and respect them as individuals, taking time to listen and showing an interest in what they have to say and do. They work closely with the parents and carers to find out what the child's needs are from the onset and continue with very thorough and rigorous systems in place to maintain this. For example, an excellent range of records are maintained identifying children's needs, such as daily diaries, progress and development records, and questionnaires. Children are developing a positive view of society and the wider world as they take part in activities and use resources that reflect diversity. For example, they have access to a very good range of resources such as books, dolls, small world play, dressing up clothes and musical instruments. Children also actively take part in acknowledging differing religious and cultural festivals. Staff support this further by introducing and sharing information with parents and carers about the activities their children will be involved in. The setting strongly believes in inclusion and readily adapts activities to include all children. Staff have experience of caring for children who have learning difficulties and/or disabilities and work closely with parents and other professionals to ensure that they are provided with the support they need to enable them to develop to their full potential.

Children are generally well behaved and are making positive and appropriate relationships with their peers and adults. Most older children have a good understanding of the boundaries and expectations that the setting promotes, although some are still learning to adapt to their new surroundings. Staff are very calm, patient and explain clearly and consistently to children about what is expected of them. Staff have a good understanding of appropriate methods to use in managing a range of children's behaviour and incidents are recorded, shared and discussed with parents. Young children and babies are learning to understand what is expected of them. This is because the staff are positive in their attitude, and are consistently calm and sensitive to their level of understanding. This encourages young children and babies to feel secure and safe from consistent messages from the staff. All children are praised on their achievements at every possible occasion. For example, when they sing well, are sharing toys, helping tidy away and taking turns on the trikes outside. Children's self-esteem and confidence is good. They are forming good relationships with their peers and enjoy the company of adults. Children's spiritual, moral, social and cultural development is fostered.

Parents and carers are warmly welcomed into the setting. An excellent range of written and verbal communication for parents and carers benefits children in meeting their needs effectively. Staff are very approachable and strive to work very well with parents and carers by keeping them up to date with their child's progress, learning and care through offering both a professional and friendly approach. For example, an excellent range of records are maintained identifying children's needs, such as daily diaries, progress and development records, and questionnaires. Photographs are displayed around the setting valuing children's achievements and providing instant recognition of this for parents and carers. Displays around the setting provide further information about the service that is offered which also includes other childcare issues. Concerns or issues raised by parents and carers are dealt with appropriately. A robust system is in place which clearly outlines effective procedures including written action plans and agreed outcomes.

The quality of the partnership with parents and carers of nursery education children is outstanding. Children benefit from the extremely positive partnership staff have and are continually developing with parents and carers. For example, staff provide a complex and very good range of information through discussion, newsletters and displays which supports parents and carers in helping their children undertake activities at home which links in with the current topic. Records of children's achievements and information are attractively presented and shared with parents both in a formal and informal method. Parents and carers input to their children's learning at home through very good opportunities encouraging them to contribute their thoughts and ideas on paper and through discussions. These are used to inform future planning and support children's learning at home.

Organisation

The organisation is outstanding.

The well-being of all children is held in positive regard by the setting. Children are protected because the recruitment and vetting procedures are robust and thorough. They ensure that all staff have been vetted and are safe and suitable to be in contact with children. Excellent procedures are in place for the monitoring of staff suitability and assessing their skills and knowledge. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met effectively. The management team is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability whilst taking an active part in the setting. An effective key worker system in place ensures children's individual

needs are met and these are recorded and discussed with the parents and carers. Staff are very committed to offering an outstanding service to children and their families. They work extremely well as a team and effectively organise the day, resources and time. They are continually communicating and offering support to one another. They share their knowledge and skills from training identified which benefits children as this enriches their care, learning and play. Effective deployment of staff ensures ratios are maintained which includes the good systems in place for the covering of staff breaks and absences. The environment and atmosphere is conducive to making parents and children feel welcome.

An outstanding range of records, policies and procedures which are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children are in place. These are effectively implemented and regularly reviewed to promote children's safety, enjoyment, health, achievement and ability to make a positive contribution. Records are updated as and when required, very well organised, easily accessible and held securely. All documentation is current and provides a sound framework for children's care. A wealth of clearly written information displayed on notice boards, in brochures, policy and procedure files and an operational plan underpin the smooth running of the setting. Approachable staff and management keep parents very well informed, promoting and maintaining good, effective relationships.

The quality of leadership and management is outstanding. The management team have a very good understanding of their roles and responsibilities. The staff team are effectively led and offer the same standard of service. In addition, staff access support from the advisory teacher from the local authority to further enhance the provision. Children benefit from being taught and cared for by staff who work well as a team, are supportive of one another, are interested and motivated. Children's development is recorded in line with the stepping stones, enabling staff to clearly identify the next stages in their learning. This information is then used when planning activities to ensure that the differing ages and stages of development are taken into consideration. Staff regularly attend training and then cascade this down to the remainder of the staff enabling all to remain up to date. The setting self-evaluates their strengths and weaknesses which supports staff development and helps to show staff where improvements need to be made. This ensures that children make good progress in all areas of their development. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection it was recommended that the setting improve the deployment of staff. Good progress has been made. Effective organisation and a committed team who communicate well ensure that children are significantly supported through their care, learning and play.

At the last Nursery Education inspection it was recommended that the setting improves the systems for recording children's achievements, increase opportunities for children to recognise their names within the nursery and develop further ways to share information with parents, and encourage them to be more involved in their child's learning. Very good progress has been made. Observations, assessments and future planning for children's individual learning is excellent. Staff are knowledgeable in how to identify the next steps of learning and plan activities effectively for children. These are all thorough and clearly recorded. Consequently, because of the thorough planning, staff are providing good opportunities for children to recognise their names through daily tasks and activities. For example, children identify their

name on a card when they come into the setting and place their name cards in the pot when they have had their snack. Excellent progress has been made in encouraging parents and carers to be actively involved in their child's learning at home. Staff are supportive and offer a very good range of information helping parents and carers to be familiar and understand the Foundation Stage curriculum. This is achieved through discussions, written information, ideas sheets, newsletters and parents evenings.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted. This was with regard to National Standard 2: Organisation. An unannounced visit was made on the 9th December 2005 and no breaches in this National Standard were identified. However, Ofsted identified a breach in National Standard 1: Suitable person, and raised an action. A satisfactory response was received, and the provider remains qualified for registration.

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):

- further improve the opportunities for children to develop their independence skills when accessing drinking water
- further develop the outdoor area to enhance children's all round development, interests and curiosity.

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):

- further develop staff skills in extending the diversity of activities through thought provoking questions and language for thinking
- provide more challenging activities for older and more able 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