

# Pelham Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 254629  |
| <b>Inspection date</b>         | 22 January 2008                                     |
| <b>Inspector</b>               | Ann Keen  |
| <b>Setting Address</b>         | Pelham Avenue, Nottingham, Nottinghamshire, NG5 1AL |
| <b>Telephone number</b>        | 0115 9531474  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | New College Nottingham                              |
| <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 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?

Pelham Day Nursery opened in 1994. It operates from a converted building and is one of several New College Nottingham nurseries. It is sited on the Clarendon Campus on Pelham Avenue, Sherwood Rise, close to the city centre of Nottingham. It serves parents who are studying at the college but also offers places to the wider community where availability allows.

There are currently 56 children on roll. This includes eight funded children. At present there are no children with learning difficulties and/or disabilities or English as an additional language. Children attend for a variety of sessions depending upon parents' courses. Children are cared for in rooms according to their age and ability. There is a securely enclosed outdoor play area.

The facility operates 08:00-18:00 Monday to Thursday and 08:00-17:30 on Fridays, throughout the year. The nursery opens on occasions outside of these hours to facilitate courses, if there is sufficient demand.

There are 10 staff who work with the children all of who have early years qualifications to National Vocational Qualification Level 3. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy varied and nutritious meals and snacks that are supplied by the college kitchens.

The food is transported to the nursery where staff check the temperature of the food with a thermometer to ensure it remains at a suitable temperature. Staff are aware of individual dietary requirements and make sure an alternative menu is available if necessary. Children are offered drinks regularly and are able to help themselves to water as they wish. Children are cared for in a generally clean environment where sound hygiene practices are in place to protect children's health, for example, high chair trays are cleaned, children have individual flannels to wipe their faces and staff wear disposable gloves and aprons to change nappies. However, some practices are not designed to stop the spread of infection. For example, adults are not asked to remove their shoes in the baby room, occasionally staff do not clean dummies when dropped on the floor and the bays where high chairs are stored are not sufficiently swept.

Children have good opportunities to rest and sleep according to their needs; babies are able to sleep in a cot, buggy or chair. Cushions are available in all rooms so children can snuggle on them if they wish. A sufficient number of staff hold current first aid certificates so children can receive appropriate treatment if they have an accident or minor injury. Children are able to use the outside area for fresh air and exercise which promotes their health, although it is only available to them in good weather.

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

The provision is good.

Children are cared for in a welcoming, child-oriented environment. Babies can move around freely and are effectively helped by adults to walk and pull themselves up. The outside area is very secure and well kept so the risks to children are minimised. The sand pit is covered and therefore protected from pets and other animals and so is kept safe. Children have access to a good range of suitable apparatus, appropriate for the purpose, helping to create a stimulating environment for the children. Toys, equipment and furniture are in good condition so children are kept free from damaged equipment. Potential risks are reduced as risk assessments take place and daily visual checks are used to ensure children are safe. Good security arrangements are in place; fences are well maintained and gates are locked. Visitors are only allowed entry by staff so unwanted visitors are not admitted to the nursery. Staff are vigilant in supervising children and are aware of children's whereabouts at all times.

Children's welfare is safeguarded because staff have an understanding of child protection. There is a suitable policy in place and staff have attended training. Staff know who to contact if they have concerns that a child is being abused or neglected. Good systems to protect children in the event of accidental fires include practicing evacuation procedures, clearly labels exits and installing alarms.

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

The provision is good.

Children separate well from parents and carers. They arrive happily and readily approach staff who are attentive to their needs. Babies and toddlers enjoy activities that stimulate their senses

such as sand and water play, creating paintings and pictures and listening to musical toys. Younger children benefit from the interesting range of activities that support their development in line with 'Birth to three matters'. Staff provide clear planning of the activities and observe children's development so they are aware of children's progress and needs. Children's care, learning and play is well supported through singing well known songs such as 'The wheels on the bus' and 'Incy, wincy spider' Children form secure bonds with staff and demonstrate a sense of belonging through regular routines such as known procedures at meal times. Children throughout the nursery have a love of books. Children are building confidence and self-esteem well because staff pay attention to them, constantly praising them. Children successfully learn to make decisions and investigate. They are inquisitive and happy to explore the resources provided for them. Children are learning to use their initiative well as they know they can help themselves to toys and equipment. Routines are well balanced and changed regularly so children's interest is stimulated. Although children use the outside regularly in fine weather, older children do not have sufficient opportunities for active and boisterous play during periods of inclement weather to boost their health. Children are sociable; they are building good relationships with each other and staff.

### Nursery Education

The quality of teaching and learning is good. Staff use their knowledge of the Foundation Stage and the stepping stones to provide a wide range of activities to help children learn. They have been on training to improve their knowledge and they ensure plans cover all six areas of learning. Children are generally progressing well. Staff organise focused activities; this gives staff the opportunity to observe children's learning and plan for the next steps in their development. The teaching methods are generally suitable to support children's learning. Staff spend time with the children, chatting to them and paying attention to their needs. Staff have high expectations of children's achievement. The room is well organised to give children a good variety of activities in which they are able to participate. The outside area is used effectively to provide children with a suitable variety of activities to extend their experiences beyond physical development. They have numbered bays, for example, so children can park their tricycles. In doing so, children learn about numbers in the course of their play. The organisation of daily routines provides children with a variety of activities. However, groups are not always organised in line with children's stage of development and on occasions the older or more able children are not challenged sufficiently.

Children are confident in trying new activities and their positive self-esteem is evident in their ability to talk to visitors. They successfully learn to take turns to speak and respond to simple instructions. The children attending are from different backgrounds and are learning to respect children's cultures well. Children interact with others and enjoy playing doctors, for example. They use the 'stethoscope' and discuss 'illnesses' developing their communication skills and imagination well. They listen to stories with intent and participate enthusiastically. Children recognise their names and understand that print carries meaning. They are encouraged to use mark-making in a variety of forms. Some children have a good understanding of numbers and can count accurately to 10 and beyond. In order to successfully learn about addition and subtraction, children sing songs such as, 'Five little monkeys jumping on the bed' and 'Five little ducks'. Children are encouraged to design their own box models from discarded materials enabling them develop their decision-making skills well. Children work in both two and three dimensions on different scaled projects. Activities such as these develop children's control, co-ordination and manipulative skills effectively. Outside, children can be active and their physical skills are supported effectively as part of their learning. They enjoy using wheeled toys

and a small climbing frame, for example. However, children have more limited access on a daily basis to large equipment and very active play when they cannot go outside.

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

The provision is good.

There is a clear commitment to equal opportunities and children are valued as individuals. Children are learning to respect other people's way of life and celebrate a variety of cultures effectively through celebrations such as bonfire night and Chinese New Year, thus developing respect for others. The children's spiritual, moral, social and cultural development is fostered. Children are generally actively engaged in the activities, ensuring their interest is held. Children are clearly relaxed and consequently, develop a good sense of belonging. There are clear behavioural expectations and children are encouraged to accept reasonable boundaries. The nursery is aware that some children exhibit challenging behaviour and understand the need to consult experts for support and useful strategies. They are conscious that some children have learning difficulties and/or disabilities and take appropriate action. They seek advice and help when needed to support children's development. Parents receive extensive information displayed on the notice-boards and the nursery provides bilingual information, if necessary. The nursery is working closely with the local authority to improve their systems to inform parents about their children's learning through sending emails to them.

The partnership with parents and carers is good. Parents are provided with extensive information about the Foundation Stage and the six areas of learning. Children benefit from a two-way exchange of information as parents are well informed about their children's progress and are able to discuss children's records with staff.

### **Organisation**

The organisation is good.

Children's welfare and care are appropriately fostered by the use of suitable documentation. Consequently, contact details are kept accurately so children are safeguarded and carers can be quickly contacted in emergencies. Registers are well maintained. This helps to safeguard children. The setting have a range of policies and suitable procedures in place which reflect the care of children well. Children's care is promoted as parents are well informed and the nursery has a complaints log in place, should the need arise. Procedures are in place in the event of a child being lost or a parent failing to collect them so children's welfare is promoted well. Suitable recruitment and vetting procedures are in place to ensure children are cared for by appropriately qualified and experienced staff. Through suitable appraisal systems, training needs are identified to ensure children are cared for by appropriately trained staff. Staff are all well qualified to support children's development and care. Babies are looked after in well-equipped and spacious rooms and toddlers are able to move around selecting activities for themselves. Older children are provided with a range of suitable resources and activities. Overall children's needs are met.

The partnership with parents and carers of children in receipt of funding for early education is good. Staff evaluate their own practice and reflect on what they are doing. They welcome advice and support from local authority representations as they are committed to ensuring children receive good quality education. They work closely with the local authority to develop projects to improve children's communication and language skills.

## **Improvements since the last inspection**

At the last care inspection the nursery was required to ensure that the suitability of the safety surface is monitored frequently until it is replaced, so that children can play safely outside. The bark surface has been replaced and is kept in good condition to ensure children are safe.

At the last nursery education inspection, they were required to develop staff's knowledge of effective questioning techniques. Staff generally question children well to help them express ideas and feelings. They were asked to improve planning for physical play so that children have more regular opportunities to use large climbing equipment. There has been limited progress with this recommendation. Staff have a larger climbing frame and although it has been used this has become less frequent, limiting children's physical development. Finally they were required to improve the organisation, management and learning intentions of group times. Although children are split into younger and older children, this is not sufficient to always be effective to support effective learning.

## **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 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):

- take positive precautions to prevent the spread of infection with regard to removing shoes in the baby room, cleanliness of the high chair storage bay and cleanliness of dummies.

### **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 children have regular opportunities for vigorous physical activity despite the weather (this also applies to care)
- ensure groups are always organised in line with children's stage of development particularly with reference to the older or 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](http://www.ofsted.gov.uk)