

Earlyworld Nursery

Inspection report for early years provision

Unique Reference Number	224088
Inspection date	04 February 2008
Inspector	Dianne Andrews / Kathryn Mary Harding
Setting Address	Oxon Business Park,, Welshpool Road, Bicton Heath, Shrewsbury, Shropshire, SY3 5HJ
Telephone number	01743 232500
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Registered person	Earlyworld 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?

Earlyworld Nursery opened in 1996. It operates from nine rooms in a purpose-built building situated three miles from the centre of Shrewsbury and serves the local and wider community. Children attend for a variety of sessions.

The nursery is registered to care for up to 126 children aged under five years. There are currently 178 children on roll. This includes 46 children in receipt of funded nursery education. The setting supports children with special needs and those with English as an additional language.

The nursery opens five days a week all year round from 07:30 to 18:00. There are 30 staff employed within the setting, over half hold recognised childcare qualifications and include a qualified Early Years teacher within the pre-school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is suitably promoted in the setting. Those in the toddler and pre-school rooms stay healthy because they learn the value of good hygiene practice from consistent nursery routines; they learn that hand washing after visiting the toilet or before meals is important to keep away germs. Babies' and toddlers' hands and faces are wiped with individual cloths after meals, however, babies' hands are not consistently washed before they handle finger food and toddlers' faces are, at times, wiped with a shared flannel after taking part in messy activities. This compromises their good health. Staff provide good role models, for example, by cleansing their own hands using antibacterial gel after using tissues to wipe children's noses. Children can easily access tissues to help them meet their own care needs and promote independence. Sleep arrangements are mainly effective in promoting children's good health, children have blankets and sheets, which are laundered regularly, available for their sole use, but sheets used to cover mattresses often ride up during use, exposing the mattress cover and potentially posing the risk of cross-infection.

Children's well-being is promoted because staff are well informed about children's health care matters and all the required documentation and consents are in place to support this; informative care plans are updated monthly or as parents notify changes which affect children's health. Staff attend first aid and food hygiene training to ensure they are aware of the correct procedures to follow to promote children's health and prevent the spread of infection. If children become unwell, have an accident or require medication they receive prompt, sensitively managed care and treatment, in accordance with parents' wishes and any relevant guidelines.

Children relish the freshly cooked meals on offer that are appetising and interesting as they develop an awareness of healthy eating. They learn why certain foods are good for them through topics and themes. Children learn to make healthy choices at snack times because they are offered a selection of fruits, fresh and dried, which most eat with enthusiasm. Children with special dietary requirements are offered well-considered, suitable alternatives at meal times. All children are offered water frequently throughout the day so they are well hydrated. The nursery is continuously looking at ways to improve their provision of meals and is presently working towards a healthy eating award. Staff working with the younger babies ensure that feeds are conducted in a relaxed and calm atmosphere as they settle in a comfortable position to bottle feed and comfort them. Such practice follows individual care plans, which are regularly updated as babies progress to first solids.

Children take part in physical activity every day. Music, movement and dancing and group activities with the parachute help children stretch or move with enjoyment and confidence indoors. Babies visit the garden or go for walks when staffing levels and the weather permits, so they have some opportunities to enjoy fresh air. The outdoor environment has been carefully planned so children of all ages benefit from an excellent range of resources and play opportunities. Wheeled toys can be raced around in open spaces so children learn to steer and manoeuvre with confidence. There are gradients for children to negotiate, pathways for them to follow and balance and climbing equipment to develop children's skills in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in the nursery because security is given high priority, for example parents consistently follow the procedures for entry into the building, using the intercom to announce their arrival and providing an individual password, which is confirmed by their child's carer. Staff are committed to providing a bright, friendly and welcoming environment where children enter each care base greeted by a familiar key staff member. The heating system in the nursery has been causing some problems and at times the temperature has not been comfortable for children attending, in particular first thing in the morning. Essential maintenance has rectified the problem to promote children's well-being. Staff follow comprehensive daily checks for the indoor and outdoor areas and are vigilant in maintaining a safe environment, removing potential hazards to ensure children's safety in all areas of the building. Children learn to keep themselves safe as there is clear guidance on how to respond in an emergency.

Children use an extensive range of developmentally appropriate resources. Innovative pieces of equipment support interesting activities, these include resources such as clear writing boards, sensory boards both in and outdoors, water painting equipment in the garden and a mud hole, developed to further enhance opportunities for exploration in the outdoor area. A selection of resources are organised in accessible storage so that children can choose from them safely and easily. This enables them to make some independent decisions and start to follow their own interests. Children are encouraged to tidy away resources, helping them to learn to maintain a safe play space. Ambulant babies reach their own toys, which are set out attractively and effectively within their rooms; this encourages the development of their independence and leads to the initiation of their own activities.

Children's welfare is fully safeguarded as staff have a sound knowledge and understanding of child protection issues. The management encourage staff to attend child protection training, ensuring that the procedures followed are familiar, consistently applied and that any concerns are addressed effectively. Parents are fully informed of the nursery's duty of care to act in the best interests of the child at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and at ease in the setting, building warm and trusting relationships with staff. Toddlers choose from the activities provided by staff to offer variety and a basis for their own choice from the boxes available at an accessible level. They have opportunities to take part in a variety of messy play opportunities, feeling the softness of shaving foam, clapping their hands and creating spray or painting with a range of sponge pads and rollers, most are enthusiastic in their activities. Staff are deployed effectively to support and promote the development of the children in their key groups. This enables children to feel settled and secure as staff know them well.

Babies have space to crawl and toddle safely and explore the colourful and inviting resources. They investigate using their senses, smile and show interest, listen to the musical toys, watch flashing lights and feel and put textured balls in their mouths. Staff play on the floor to join in with children's play, this allows for babies and young toddlers to scramble over to the adults for reassuring cuddles and attention and be supported as, for example, they delight in discovering themselves in low-level safety mirrors. They enjoy secure and warm relationships with staff who are kind and attentive to their needs, although at times the completion of the

baby diaries distracts them away from providing the otherwise very good interaction. Flexible routines enable babies and young children to rest or play according to their own needs and parents' wishes, as a result they are settled and content. 'Birth to three matters' is reflected in the group's good practice, the framework is used in planning and assessment for children under the age of three to promote their progress.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children show an interest in what they are doing and staff support them well in their play, making children feel valued.

Staff are willing to attend training and have a good knowledge of the Foundation Stage. Plans link to the six areas of learning and the stepping stones. However, activities for children are not always adapted to provide sufficient challenge for all the children in the group. Incidental and planned observations are undertaken on the children and these link to assessments.

Children behave well, with staff praising and encouraging them, so enhancing their self-esteem. Children are offered opportunities to be 'table monitors', to ensure at meal times that their peers are behaving well, so encouraging children to understand and be aware of what good behaviour looks like. Good manners are encouraged and children spontaneously thank each other for passing the mobile telephones to them. Children play very well together and have lots of opportunities to develop their self-care skills as they freely access tissues and put their own coats on prior to going outdoors. At times children have opportunities for child-initiated play but this, at times, can be restricted by staff.

Children listen well to stories as adults point to the pictures and ask questions about the story, so encouraging their interest in books. They access books, which they freely do and share with each other and staff. The environment is well labelled and children are encouraged to write the captions for their own pictures. Children talk very confidently within small and large groups, for instance talking about what they did at the weekend. They can mark-make as they access a wide range of resources both indoors and outdoors. As adults model handwriting children begin to learn how letters are formed correctly.

Children gain confidence in using and recognising numbers and mathematical vocabulary during the daily routines. They have opportunities to count as they count the number of children in the line. Number lines and numerals around the setting are displayed to encourage children's recognition of numerals, these include examples of numerals displayed using Chinese characters. They are encouraged to solve simple number problems, as staff ask how many more cups of flour they need as they make pancakes. They print and make shape pictures with different shapes but this is not extended.

Children talk about their families and important events in their lives as they talk about playing with their siblings and what they saw when they went on a boat trip. They talk about the date, month and season as they record on their 'busy board', so gaining a sense of time. As they play with toy mobile telephones they say they will text a friend later, so gaining an understanding of how everyday technology is used. They explore and investigate as they play in the mud hole and gloop. They plant sweet peas and sunflowers and watch how they grow. They have unusual pets into the setting so they can understand and learn more about their natural world. They can access a computer with educational programs to consolidate their learning.

Children's physical skills develop and improve through a variety of opportunities. They move confidently around the rooms and the outdoor area. They enjoy playing outdoors with the balls and balancing on the wheeled boards. They access a wide range of small equipment to develop their fine control skills such as scissors and constructions sets. They butter their own toast at snack time so encouraging their fine scale skills.

Wall displays show children have made winter wonderland pictures and used different materials to create their pictures. They have lots of opportunities to talk about colour and have mixed different colours so appreciating the changes. However, at the time of the inspection they had few opportunities to create and develop role play experiences.

Good systems are in place to care for children with learning difficulties or disabilities, including liaising with parents, outside agencies and ensuring individual plans are in place. Overall, children make good progress in all areas.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting and are valued by staff who respect their individuality. Parents provide detailed information to ensure their individual needs can be met. Children develop a sense of belonging because sensitive settling-in procedures help to ensure children and parents are familiar with the staff and routines of the provision. Children have named coat pegs and their personal belongings and comforters are kept safe, yet close by if children need them. Children have many opportunities to learn to value diversity and gain an understanding of how others live; they take part in interesting activities such as the exploration of cultural festivals and national days like Shrove Tuesday, St Valentine's Day, Chinese New Year and Hanukah. They also learn about the differing needs of others as they participate eagerly in organised charitable events such as Children in Need, and they play with a range of resources which positively promote the wider world.

The setting has positive approach to inclusion ensuring that all children can take part in all activities according to their needs and abilities. Strong partnerships are forged with parents, other agencies and professionals when preparing individual children's care plans to ensure consistency and correct approaches.

Children behave well and most play harmoniously together. They are praised by staff for their efforts, developing their self-esteem in a positive way that is meaningful to them. They are polite, caring and understand the realistic and appropriate expectations staff have of their behaviour. There are consistent guidelines so children have a clear understanding of right and wrong. Records are kept of any issues that staff may identify and discussions are held with parents at an early point to address any concerns most effectively. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs. Parents have access to information about the educational programme. They can talk with their child's key worker to share information about their child and this is being further developed and formalised. Notice boards containing useful information are available in the foyer. The nursery holds open days so that children's families can be involved and parents can add to their child's profile. They receive termly reports so parents are aware of their child's achievements and can discuss these at parents meetings. Parents comment

positively on the setting, stating that their children are happy and that they are kept well-informed about what they are doing.

Organisation

The organisation is good.

Children's welfare, care and safety are effectively promoted in this friendly and well-organised setting. Staff are skilled, committed and enthusiastic in their practice ensuring that children make good progress, supported well in most aspects of their care and learning. The management team has successfully developed robust recruitment and appointment procedures to ensure children are protected and cared for by staff with a sound knowledge and understanding of child development. The stable and cohesive staff team is effectively deployed to ensure there are healthy adult to child ratios throughout the nursery, resulting in children being well supported in their play.

Operational procedures and policies work in practice to support the successful running of the provision and to promote children's good health, safety, welfare and development. All the required documents and consents are in place to ensure staff follow parents' wishes regarding their children's care. Comprehensive procedures and information to enhance the care of the children is displayed in each room for staff's easy access, however, this means that some personal details about children's individual health care needs are not maintained in a confidential manner. Policies and procedures are regularly reviewed and updated to reflect current regulations. Overall children's needs are met.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures, which ensure that staff are appropriately vetted and qualified. Staff are friendly and caring and work well together as a team to promote children's health, enjoyment and achievement. They evaluate the planned sessions to ensure children's progression and work cooperatively with the management to fully promote the continued development of the service. Staff are supported to attend regular training, so demonstrating a commitment to developing their knowledge and enhancing practice. They have annual appraisals and motivating bonus incentives to encourage a stable staffing group. Thus promoting consistency and continuity.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure that the deployment of staff effectively meets the welfare needs of the children. The nursery ensures that there are sufficient staff present to supervise the children and promote their safety and well-being.

The nursery was also asked to ensure that drinking water is freely available to children throughout the day. Drinking water is available in a jug in all rooms for children to access to ensure they remain hydrated.

They were also asked to ensure the use of protective clothing minimises the risk of cross-infection. Aprons are worn consistently when staff are preparing and serving food preparation and separate aprons are worn when changing nappies to protect against the risks of cross-infection.

At the last nursery inspection there were no recommendations raised although there were two points for consideration.

The nursery was advised to encourage children's independence at snack and meal times in some rooms and further develop opportunities for children to explore the local and wider environment. These points have been considered to enhance practice.

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.

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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 hygiene routines are consistently effective to promote children's good health
- ensure that all individual children's information is maintained confidentially.

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 staff's understanding of how to challenge and extend younger children's learning
- develop further opportunities for child-initiated play and opportunities for children to engage in role play experiences.

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