

New Beginnings Nursery

Inspection report for early years provision

Unique Reference Number 205174

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Inspector Ann Doreen Burford

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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?

New Beginnings Nursery was registered in 1992. It operates from three rooms on the campus of NEW college in Bromsgrove, Worcestershire. Children have access to a secure outdoor play area. A maximum of 38 children aged from three months to under five years may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 17:30 and for 51 weeks of the year.

There are currently 59 children on roll aged from five months to four years. Of these, 15 receive funding for early education. The nursery mainly serves students and staff at the college and also the local community. At present there are no children attending who have physical disabilities/ or learning difficulties or who speak English as an additional language.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to understand the concepts of keeping themselves healthy. All the staff have completed basic food hygiene training, this was delivered by an outside agency funded by the college as part of their commitment to raising standards and staff's knowledge and understanding of childcare issues. This means children stay healthy because the staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, the temperature of the refrigerators are frequently checked. Staff wear gloves and aprons when necessary to prevent the spread of infection or cross-contamination. Food being moved from the kitchen to the play rooms is always covered to protect the food. The outdoor area is fully enclosed by a chain link fence but because the college campus is a no smoking area some students are congregating on the footpath running adjacent to the play area. The smoke wafts across the area and could be clearly observed by the children. This compromises children's health when using the outdoor area. Children's health is suitably protected in the case of an emergency or illness. Most of the staff have completed a relevant first aid qualification.

Children can access drinks at all times so they remain hydrated. Older children understand the importance of drinking water especially after exercise. They have healthy snacks in the morning and afternoon sessions. They frequently have food tasting activities so they learn about what constitutes healthy eating. Parents provide a packed lunch and babies bottles which are stored safely to prevent cross-contamination.

Children participate in some indoor and outdoor physical activities. Staff are particularly creative in their ideas for indoor physical play therefore, children regularly enjoy exercise. Children do use the enclosed outdoor area but they cannot freely access this space other than at set times. They use the sit-on toys as they learn to pedal and negotiate obstacles and other children. When playing outdoors the children particularly love using water and paint brushes and making tracks through puddles with the wheeled toys. Babies have their own sleep room and their sleep pattern is discussed and agreed with parents. This is reviewed and updated as the child matures. The toddlers have a sleep time after lunch if they want and they have sleep mats and individual blankets. This strategy means children have rest and sleep according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Since the last inspection the nursery has moved into purpose built premises within the same site. It has been equipped to a high standard to create a welcoming, secure and safe indoor and outdoor environment. There are three play rooms available for the three different age groups. The rooms are well organised and equipped to meet the needs of the age group using them. There is a broad range of age-appropriate equipment available for the children which meets current safety legislation so that children use suitable and safe equipment. Babies are able to access resources that support their development such as soft play and furniture they can use to stand. Some sensory resources available such as safety mirrors so that the youngest children develop a sense of their own identity. Staff have given considerable thought to the layout of each room and how they can provide a suitable range of activities and toys.

Children's safety is a priority. Detailed risk assessments are in place and are regularly reviewed. Staff are vigilant in their attention to safety issues which may affect the children. Safety harnesses are used when appropriate. High adult ratios ensure children's safety on outings including when they walk around the college campus. Children learn to keep themselves safe because staff explain risks such as slippery areas and what action the child needs to take to keep themselves safe. Access to the premises is secure. Only staff can let visitors in after their identity is checked. There is a loud alarm attached to the door to alert staff when the door is opened. Parents are clearly informed about the procedure for the safe collection of children, for example, the use of passwords when someone else is collecting the child.

Children are well protected because the staff understand their role and responsibilities in child protection and are able to put appropriate procedures into practice when necessary. The new local authority safeguarding procedure has been downloaded and displayed in the staff rest area. This is for staff to familiarise themselves and will be discussed further at a staff meeting. The written policy is detailed and follows local good practice guidance.

Helping children achieve well and enjoy what they do

The provision is good.

The younger children benefit from the staff's sound understanding of the 'Birth to three matters' framework. The babies and toddlers participate in many sensory activities such as flour play or shaving foam. They relish these tactile experiences with close adult support. Posters and the long term planning makes clear links between younger children's development and the 'Birth to three matters' framework. How children will make progress is planned as part of the evaluation of all focus activities. This means children acquire new knowledge and skills. Each room has a different age group so it has been organised to meet their needs through play. Sometimes children swap rooms so they can access different activities and resources such as the soft play.

Nursery Education

The quality of teaching and learning is good. Children can choose an activity from those set out by staff. They have limited opportunities to initiate their own learning to become autonomous learners because of time limitations and emphasis on adult-led activities. This means children are not always involved in decisions about extending their own learning. Children show interest in a range of purposeful, first-hand activities and experiences because the staff plan a wide range of activities. Staff have a clear understanding of the Foundation Stage curriculum. They show curiosity, imagination and concentration and use all their senses to explore a sufficient range of experiences. There are suitable procedures in place to ensure children with learning difficulties and/or physical disabilities are well supported. There are suitable strategies in place to support children with English as an additional language. Staff set simple rules and most children know about the need for these. There are ample resources which are rotated and shared with the other rooms in the nursery. There is a timetable for the day which enables children to play indoors and outdoors at set times which limits the funded children freely accessing the outdoor area as a classroom.

Personal, social and emotional development is suitably promoted. Most children are happy, settled and enjoy coming to the setting. They usually respond appropriately to realistic adult expectations for acceptable behaviour so that learning can take place. Children are very keen to learn when it is the focus adult-led activity as they are enthused to participate. This is achieved because of the fun way the activity is introduced and the understanding shown by staff of how to break the activity down into steps that can be achieved. For example, beads

are set out at free play, then at the next session the children look at patterns using colour with close adult support. The children then try to make patterns as they use crayons to create a pattern of their own. Finally this is followed in free play using tiles and shapes. Children are aware of others and know that they may have differing beliefs, cultures and traditions through suitable activities.

Communication, language and literacy development is sound. Children express their ideas and happily chat to each other as well as seeking out adults for chats and to ask questions. Staff ensure they make time to listen to less confident children so that they realise they are important too. Children enjoy group story time and they join in familiar parts. There is a good range of story books as well as books to use as a reference although it is not always easily accessed because the computer is partly across the wall storage unit. Children are starting to use 'Jolly Phonics' to make links between sounds and letters. Children see the importance of writing because there are good labels on display including children's own emergent writing skills. Some of the boxes of toys have labels or pictures depicting the contents. Children can use mark-making and electronic communication as part of their imaginative play.

Mathematical development is good. Some children count accurately as part of their play. They can assess length and use measurement appropriately. Some children know the names of shapes and can link this to the shape of household items. Children use number in their play and see the relevance of number in their every day life. They talk about their age, their age next birthday and their age last birthday as they add one on or take one off. This means they are starting to problem solve. Numerals up to 100 are on display and there are many resources where children can learn about the sequence of numbers.

Knowledge and understanding of the world is well promoted. Children use a variety of construction toys to build their own creations. They make good links between their experiences and their creative designing skills. After a visit from firefighters with a fire engine the children use this experience to replicate their own version of a fire engine with folding ladder using construction toys. They can state what they intend to make and follow this through. The children are learning about people who help us. Included in this topic, children identify family members such as parents as well as local community members and a range of professionals such as nurses. A computer which is located in the pre-school room, make it easily accessible when it is timetabled for use.

Creative development is regularly made available. Children use a variety of art materials to create their own art work which is prominently displayed around the room so that children feel a sense of pride. For example, they look in mirrors to create self-portraits. All the children love to perform songs and action rhymes. They enthusiastically practise songs for their Christmas performance because they love to perform and show great dedication for the upcoming public performance in the local theatre. All the funded children participate with the oldest children taking the lead parts. It is a wonderful emotional performance which is achieved because the staff have spent a great deal of time designing the performance so that children learn the true meaning of Christmas. Consultation with parents has ensured that all children can participate without compromising their home belief which helps to build respect for others.

Physical development is good. Children use a variety of outdoor toys such as bikes and ride-on toys. Children use a variety of tools and equipment as they hone their hand and eye coordination. Imaginative games to promote fun whilst exercising especially indoors ensures children are developing an understanding of how to keep themselves fit. They use soft play equipment to climb, roll and crawl. Children are learning how their body works through interesting and complex

activities. They understand the impact of exercise on their bodies. They are learning about their vital organs and the important job they do to keep their body's healthy.

Helping children make a positive contribution

The provision is good.

Children are broadly content and settled in the nursery. The settling-in procedure enables children to feel welcome and the transition process helps children move on from one room to another confidently. This is planned in partnership with parents. The children are grouped by age and build a sense of community within their own room. Most children are confident and those needing extra support receive it because the staff show good awareness of individual needs. Children participate in a range of festivals and learn about different cultures.

There are currently no children attending with learning difficulties and/or physical disabilities. There is a member of staff with responsibility to support this area however it is currently under review. There is good access to all parts of the premises for wheelchair users.

Children are starting to understand right from wrong. They love having a sticker to celebrate success and cooperative behaviour which helps them to understand responsible behaviour. Children show concern for each other's welfare, they cooperate and take turns well most of the time. Staff help them to see the effect of their behaviour on others so that they learn respect and consideration for each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Most parents attend the college located on the same site. The flexible approach of the management and staff enable parents to access courses which they can use to gain qualifications and employment and therefore improve their family life. They are provided with detailed information about the setting and its provision. There is a parents' notice board in the entrance hall giving general information, local information and specific childcare details. Parents' views and suggestions are actively sought through a questionnaire. For example, parents' requests for more information on daily activities resulted in displays outside each play room showing the daily planning. However, parents are only provided with limited ideas on how they can extend this learning at home, such as requests to help children remember the songs for the Christmas performance. Babies aged up to one year have daily diaries where detailed routines and experiences are recorded to keep parents fully informed of the care and development of their baby. Toddlers from one to two years have a daily tick chart so that parents are informed of the main care and progress of the toddlers.

Organisation

The organisation is good.

Children's needs and well-being are met through generally effective organisation. The nursery has been operating for several years and has recently moved into purpose built premises. The majority of children attending have parents who are attending the adjacent college so the management are flexible and supportive of parents to aid the successful completion of their courses. The key worker system is effective and the grouping of children and deployment of staff means that children are supported well and form close bonds with the adults who care for them. The key worker is responsible for building a partnership with the parents and recording observations and assessments on their key worker child. The staff working in each room are mostly consistent, as a result, children build a trusting relationship with their main group of carers. There are robust recruitment and vetting procedures to ensure children are well protected

and cared for by adults with knowledge and understanding of child development. A high proportion of the staff hold an early years qualification and they continuously access relevant training. Rotas are used to share the jobs that underpin the smooth running of this group such as cleaning and kitchen duties. Contingency plans are in place for sickness and holiday cover so that children's care remains a priority. This includes effective partnership working with the nursery based at the Redditch college site. It is this approach that enables the setting to be flexible and have emergency cover in place. Effective record keeping is in place and all the policies and procedures meet current good practice and legislation.

Leadership and management is good. The manager shows creative day-to-day leadership skills. Morale of the staff is high and they make an effective team which creates a relaxed fun atmosphere to work in and for children to learn. They have effective support from the college which enables them to continue their support of students and college staff as well as the local community. Each focus activity is evaluated and future progress is identified so they continually identify areas for improvement. There is an annual consultation with parents to assess the quality of care and education and suggestions made by parents is embraced and included in future plans. Staff appraisals help to identify training needs for personal development and the continuing improvements of the care and education. Overall the needs of all children are met.

Improvements since the last inspection

At the last inspection the provider was asked to improve the written policy with regard to the procedures to be followed if a child is lost. A cohesive procedure is in the operational plan which improves the safety procedures. They were also asked to ensure snacks include a variety of healthy options. This has been achieved by providing children with wholemeal toast and fresh fruit.

They were also asked to improve the nursery education by including more detail in the weekly plans. The plans now include a section on the learning intentions and how the activity can be extended. This has improved the planning.

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 the 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):

- increase children's opportunities for learning in the outdoor environment
- ensure children's health is protected from persons smoking by the boundary to the outdoor play space.

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):

- improve the opportunities for children to initiate and lead their own learning
- increase the range of information for parents on how they can get involved in their child's education.

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