

# Eversley Nursery School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	306385
<b>Inspection date</b>	04 October 2007
<b>Inspector</b>	Frank William Kelly
<b>Setting Address</b>	32 Penkett Road, Wallasey, Merseyside, CH45 7QN
<b>Telephone number</b>	0151 638 0004
<b>E-mail</b>	post@eversleynurseryschool.co.uk
<b>Registered person</b>	Hwfa & Jennifer Jones and Paul & Judith McCarthy
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Eversley Nursery School has been registered since 1999 and is operated by a partnership.

It is based within a converted church, which is situated in the Wallasey area of the Wirral, Merseyside. A maximum of 43 children may attend the setting at any one time. There are currently 23 children aged from eight months to three years on roll. Of these, seven receive nursery funding. The setting supports a number of children who speak English as an additional Language.

Children come from a wide catchment area as some parents travel to and around the area to work.

The nursery opens on each weekday, 51 weeks of the year. Sessions are from 08.00 to 18.00. All children have access to an outside play area.

The nursery employs 10 members of staff. Seven hold appropriate early years qualifications and three are working towards qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's health and well-being is adequately promoted as they are cared for in premises that are kept suitably clean and ventilated. Required policies, such as those for sick children are in place and most staff implement cleaning and nappy changing procedures that reflect recommended practice. Several staff have completed up to date first aid training to help protect children in the event of an accident or minor injury. Regulatory policies relating to administration of medication and accident recording follows regulatory requirements.

Children are learning about good personal hygiene through daily routines and gentle reminders by staff. For example, they are encouraged to wash their hands after visiting the bathroom. Older children when questioned inform visitors that it is because of germs.

Children's physical development is appropriately encouraged as weather permitting they get to play outside in the fresh air. They use wheeled toys well and have access to low level climbing frames with which to develop their climbing skills. Some staff help younger children to practise their developing skills in a thoughtful and sensitive manner. For example, the member of staff carefully tilts the bat so that the ball rolls gently onto the child's bat. This promotes the child's sense of achievement and boosts their confidence; encouraging the children to repeat and practise what they are doing.

Inside children of all ages, including babies, join in songs and movement activities. As they develop and mature they use their small muscle groups to fit and match jigsaws, build with construction toys, sort shapes with the posting boxes and use tools, such as scissors.

Babies and younger children follow their individual feeding and sleeping routines as and when required. During snack times children are served drinks, but at present there is no arrangement for children to freely access water at all other times. Staff state that children can and do regularly ask for extra drinks when they wish, however, it is unclear how or if younger or new children, would know to ask.

Children's individual dietary needs are known and catered for appropriately. A varied menu is served that is prepared daily, using a combination of fresh and processed ingredients. Selections include ocean pie with breadsticks, home made chicken nuggets and cowboy pie. Healthy snacks include a variety of fruits.

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

The provision is satisfactory.

The premises are maintained to a satisfactory standard and presented in a pleasant and child friendly manner. Staff have made good use of the children's art work and commercially printed posters and pictures to help create a child centred and friendly environment. Thus, children enter happily and settle quickly.

Rooms and play space are suitably organised, with sufficient space for the children to rest and play safely. Some resources and toys are stored at low level, enabling children to independently choose from what they can reach, during their free play sessions. There is a varied selection of toys and equipment, which help children to progress their learning and development. These resources are well maintained, safe and suitable for their purpose.

On a day to day basis staff implement the safety procedures well to help keep children safe. They monitor access to the setting and record visitor's presence immediately into the record book. Children are well supervised at all times. Safety features fitted include covers to doors, which helps prevent children from trapping their fingers. Risk assessment is completed on a daily basis and with the exception of a loose radiator cover, has been implemented well to promote the children's safety.

Children respond to the gentle adult guidance and understand the need to follow rules to keep themselves safe. For example, the older children understand and follow the rules for climbing the stairways. They hold onto the spindles and keep themselves facing forward as they climb and descend to and from the pre-school room. Fire safety equipment and signs are in place and staff practise the fire evacuation procedure with children, helping them to understand what to do in the event of an emergency. An effective system is in place for checking of the detection systems and regular servicing undertaken.

With regards to child protection there are generally sound arrangements for safeguarding children. The staff are familiar with who the named person is and where the policies, procedures and contact details are held within the nursery. Further plans for all staff to attend or update their training have been identified. However, at present some staff are not fully familiar with or able to explain the procedures without referring to the policies. In addition the setting has not updated the policies to reflect the introduction of the Local Safeguarding Children Board, nor recorded in writing the procedures to be taken should an allegation be made against a member of staff or a volunteer.

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

The provision is satisfactory.

Children are happy and settled in the nursery. They have good relationships with the staff who are warm and very caring. They show interest in the children and spend time talking and playing with them. On some occasions staff use spontaneous conversation well, such as when children talk about crocodiles. This encourages the children to talk about what they know and are doing. However, on other occasions they miss opportunities to enhance the children's play and learning. For instance, younger children playing in the role play area enjoyed making cups of tea but were not encouraged to take orders, take roles as waiters or waitresses or use tools, such as pens or paper to take orders.

Children are busy and interested in what is available to them. They confidently express their preferences, for example, asking for the dolls to dress. Imaginary play is complimented by simple recycled materials, such as cardboard boxes which are decorated as 'space rockets'. Two-year olds sit inside, giggle and sing along to 'fly me to the moon' and 'the wheels on the bus'. Children enthusiastically join in playing their musical instruments, and older children are anticipating the jingles and rhymes. For example, when singing 'Mr Crocodile', they, before the adult, clap their hands and shout 'snap'.

Activities and weekly routines for younger children are linked to the 'Birth to three matters' framework and staff are in the process of implementing practically a system for assessment to monitor the children's progress. Activities throughout the nursery are linked to a theme, such as 'Space'. They provide children with interesting and fun learning opportunities, which include a variety of adult led craft and other creative activities.

Staff caring for the babies spend much of their time on the floor playing and engaging the babies in their care. This means that they receive lots of support, encouragement and cuddles from the staff, which helps them to feel safe and secure. Babies enjoy a range of activities that are appropriate for their age and stage of development including tactile experiences, such as exploring the texture of paint.

#### Nursery Education.

The quality of teaching and learning is satisfactory. Staff are familiar with the six areas of learning and how different activities relate to them. They have organised some of the resources to enable children to make some independent choices and added printed labels, which help the children develop an awareness that print carries meaning. However, some equipment is not easily accessible to enhance the children's play. For example, pens and writing materials are not provided within the role play and dressing up areas, nor any mirrors for the children to look at themselves.

Assessment systems are in place, but as yet, staff have not begun to complete them in a way which includes planning activities to help extend the individual child's next steps. That said, the thematic activity program is successful in engaging children's learning and confidence. The adults plan well to introduce new vocabulary and children are eager to use and explain it with visitors. For example, children talk about their model space ships, rockets, alien's that live inside them and the planets that they think they come from.

Children show a healthy interest in numbers and counting as they count up to 12 correctly as they play 'Mr Wolf' outside. They are beginning to use their fingers, although not always correctly, to show how old they are. Children appropriately use mathematical language, such as big and little and frequently refer to number during spontaneous play activities. However, children see few numerals as labels, for example, through charts, friezes or number lines to help consolidate their learning.

Children show an interest in learning and trying activities. They listen well and confidently express what they think and want. During an art activity one of the children voices concern that they do not wish to use a picture of themselves as they are not smiling on it. They search through several others until they find one that they are happy with. Children talk freely about themselves and their families. They tell the group about their siblings going to the doctors and where they went on their holidays.

Children play together imaginatively, eagerly dressing up and taking on self chosen roles. They play hospitals and wrap bandages around each other, dress up as princesses and eagerly style visitors hair with the 'salon' equipment. They enjoy both adult led and free art activities.

Children have a good sense of time. They differentiate between past and present and talk about past events in their own lives and what is happening today. They investigate their environment and talk about what they see. For example they notice the pale moon in the sky, talk about it coming out when it is dark and know that it is the sun that is more prominent during the day. They ask questions about the ridges on the tree trunk and describe the smooth parts of the bark as feeling 'fluffy'.

They use technology, such as the computer with increased skill and familiarity. They follow the programs and 'mix' colours on screen as they drag and click using the mouse. Most children in the group are familiar with a range of colours and talk about them as they go along their

business. For example, they spontaneously announce that their pencil is pink or that if you mix the colours red and blue it makes purple.

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

The provision is satisfactory.

Children demonstrate a sense of belonging. They are developing good relationships with their peers and the adults alike. They mix well, with older children showing an understanding of the need to be careful with the younger children. The children have access to an adequate range of resources promoting positive images of the diversity within today's society. These along with activities linked to seasonal and cultural events help them to learn about their wider world. Suitable systems have been devised that demonstrate a willingness and commitment to support care for children with learning difficulties or disabilities.

Children's spiritual, moral, social and cultural development is fostered. Staff's patient and pleasant attitude is having a positive impact on the children's behaviour. Staff are very polite and respectful when interacting with each other and the children, which in turn encourages the children to be polite and courteous. They play very well together and on most occasions share willingly. Older children are developing an understanding of the need to include others. For example, whilst playing hospitals, one of the children is not included. When an adult invites the child into the play, the other children readily include the child into their game and discuss with the new child what is happening. They are familiar with the boundaries and simple rules. They line up well, listen to what adults are saying to them and most willingly help to tidy away and take care of the toys.

The partnership with parents of children receiving nursery education is satisfactory. Systems are in place for sharing children's development records and there is some information about the Foundation Stage, although this is not in any great detail. Staff work closely with parents of children who speak English as an additional language and have devised systems to share information, such as key words or use pictures to ensure children settle and can communicate their needs.

Notice boards and regular newsletters keep parents updated with information. Every day, useful information about children's care is conveyed to parents verbally and in communication books. Policies procedures and other written information is easily accessible in the main entrance area of the nursery. A complaints procedure is clearly displayed along with an easily accessible record of any concerns received to date from parents.

### **Organisation**

The organisation is satisfactory.

On a day to day basis, most resources and the staff are well organised to provide the children with sound overall support. Key worker groups have been established and children are cared for by familiar adults, thus helping them to feel secure and confident. However, aspects of the daily routines, such as lunch times means children miss out on opportunities to develop their independent skills. For example, meals are served ready plated, thus, children are missing chances to improve their coordination skills and enhance their understanding of capacity and judgement of portion size.

Regulatory documentation is in place and suitable policies and procedures underpin the management of the setting to promote the welfare, care and learning of children. The

management has sound systems in place for the safe recruitment of staff and is implementing an appraisal and on going development system. This includes training opportunities for all the staff team. For instance, child care staff have attended training about the Foundation Stage and 'Birth to three matters' frameworks, whilst the cook has undertaken a foundation food nutrition workshop. This holistic approach is helping improve the care and learning for the children across all the 'Every Child Matters' outcomes.

The leadership and management for those children receiving nursery education is satisfactory. The owners have identified potential strengths and weaknesses of the provision. These include systems for staff to use, when assessing the children's progress. However, they have not consistently monitored the staff application of these systems to ensure that they are being implemented consistently or that they link to the individual child's 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 care inspection one action and seven recommendations were made including reporting to Ofsted and changes to senior staff; recruitment and vetting procedures; staff training; the organisation of space and grouping of children and the types of furniture made available to the children.

Since then the setting has taken positive action to improve the safety for the children as it now keeps Ofsted informed of all changes to managers and has implemented a more rigorous recruitment and vetting procedure, which includes all staff completing a full criminal records check. The setting has reorganised the grouping of children and space to ensure that children are cared for within the space requirements of National Standard 4 and groupings of younger children as detailed within Annex A of The National Standards.

The care and well-being of the children has been improved as a number of staff have up to date first aid training and managers ensure that there is always one these members of staff on duty at any one time. Policies regarding child protection have been updated and a copy is now available to parents. The staff responsible for coordinating the care for children with learning or physical disabilities have completed relevant training to prepare them for their role.

Babies and young children now have access to low-level domestic furniture, which means they can pull themselves up or enjoy being nursed comfortably by a familiar adult.

At the last Nursery Education inspection five Key Issues were identified including staff development systems, staffs understanding of planning and assessment; staff ability to promote children's speaking and listening skills; children's opportunities to enjoy stories, join in rhyme and to experience more mechanical and electrical toys and improving the resources in the role play area so children can mark make.

Since then the setting has made some progress towards addressing these issues. Children's play and learning has been improved as staff have attended relevant training so that they now plan activities linked to themes, which securely base themselves within the six areas of learning and the appropriate stepping stones. Some progress towards the assessment systems has been made and further action linked to recommendations made within this report will further improve what has been implemented to date.

Children enjoy stories and jingles and demonstrate a clear understanding about turn taking when holding conversations. They demonstrate competence when using the computer. Imaginative play has been enhanced with some good small boxes, such as the first aid kit and the hairdressing materials, however, there is still no direct access to readily available writing resources to promote children's individual writing during this play.

### **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 complaint 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 water is readily available to children at all times
- ensure that the child protection policy includes in writing, the steps to be taken in the event of an allegation being made against a member of staff or volunteer. Ensure that all managers in charge are fully familiar with the policies at all times.

#### **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 planning systems so that staff can systematically plan the next steps for children's learning
- revise the organisation of daily routines and resources to extend and compliment children's independent skills and play. Help staff to further extend children's learning through spontaneous questioning (also applies to care).

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)