



## Pirbright Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295026
<b>Inspection date</b>	13 July 2005
<b>Inspector</b>	Mandy Gannon
<b>Setting Address</b>	Pirbright Day Nursery, Pirbright County Primary School, School Lane, Pirbright, Woking, Surrey, GU24 0JN
<b>Telephone number</b>	01252 341403
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<b>Registered person</b>	Pirbright Day Nursery Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 inadequate - notice of action to improve. The registered person does not meet 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?

Pirbright Day Nursery and Out of School Club opened under new management in 2004. It operates out of several rooms situated at Pirbright School in the village of Pirbright, Surrey. The nursery is privately owned and operates independently of the school. Nursery children have access to a main room where most activities take place and an adjacent smaller room that is used for quieter activities and sleep for

those children who require a daytime rest. After school children have use of a large hall and entrance area. There is a hard surface play area and children have use of the school playing fields. Toilet and kitchen facilities are available.

The nursery caters for children 2 years to 4 years. It is open five days a week all year round excluding Christmas and Bank Holidays from 07:30 until 18:30. It also provides out of school care for children aged 4 to 11 years. The out of school club opens five days a week during school term times and operates from 07.45 - 09.00 and 15.00 until 18.00.

There are currently 32 children aged from 2 to 4 years on roll in the nursery. Of these 15 children receive funding for nursery education. There are currently 35 children aged 4 and over on roll in the club. The setting serves families from the local community and makes provision for children with special needs and those who speak English as an additional language. Children attend for a variety of sessions.

A total of six members of staff work with the children. Four members of staff have a recognised early years qualification. Four members of staff hold a current first aid certificate. The setting receives support from the Early Years and Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted by staff who demonstrate a very good understanding of promoting health and hygiene effectively. Children have a clear understanding of hygiene and health procedures and are developing independence in their personal care. Children have access to suitable hand washing and toilet facilities, which they access independently. They actively participate in the development of health and care routines, they help tidy up and prepare themselves and the room for meal times. Staff consistently minimise the spread of infection by wearing disposable gloves for changing of nappies and appropriate disposal. They wear protective clothing in the preparation and serving of food.

Children's healthy growth and development is met by staff's good understanding of children's individual dietary requirements. The staff work closely with the parents to meet these needs and adapt routines if required to meet them. Children's independence is encouraged by staff who have recently introduced a snack bar system; children excitedly self-register, wash their own hands and take their snack when they wish. They are aware of the routine. They can take up to three pieces of fruit and pour and serve themselves a drink and support younger children. Children are aware that fresh drinking water is available at all times. Staff remind children to take sufficient liquid and the reason. Children enjoy balanced nutritious meals. Meal and snack times are relaxed and children are given sufficient time to complete and enjoy their food. Children have begun to grow their own fruit, tomatoes and strawberries and enjoy watching them grow and have enjoyed tasting their first strawberries.

Children are confident in their physical skills. They move confidently between indoors and outdoors. They have good co-ordination and avoid objects especially when riding bikes and scooters in the outside area. Children participate in a wide variety of activities in all areas of learning, which develop their fine and gross motor skills. They are able to control pencils, pens on white boards, paintbrushes of various sizes and a good variety of activities develop their manipulative skills.

Staff have limited knowledge of Birth to three; they have not received training and are currently not implementing in the nursery.

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

The provision is inadequate.

Children's safety is not met. Children have access to a good range of toys and resources, which are well maintained and accessible for children. The environment inside is well maintained and planned around the needs of the children, equipment and toys are suitable for the ages of the children present. Sufficient, suitable space is available for the needs of the children. However, staff have not identified potential risks or dangers regarding access of unknown persons and the security of the outside environment. Children's safety is at risk by persons using the garden area and unknown persons crossing the garden, leaving gates unlocked and without warning to staff. Regular risk assessments are not completed.

Children are also at risk by staffs' limited knowledge of procedures to follow regarding child protection. The nursery manager is not familiar with local area child protection committee procedures. Current policies and procedures have not been adopted or shared with the parents and staff. The child protection policy does not include procedures to follow if allegations are made against staff.

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

The provision is satisfactory.

Children attend from two years old. All children are confident, happy and settled and enjoy their time at the setting. Children participate in activities with enthusiasm and staff are sensitive to their needs and encourage and praise to build their confidence and self-esteem. Children form good relationships with each other and staff. Good relationships are formed with parents and they work well together to meet children's individual needs. Children sleep, rest and eat when needed and staff adapt routines to accommodate their needs. Children make independent choices; they select activities and if to play inside or outside, they choose books, which they look at for pleasure. Children communicate well with each other, adults offer support to younger children. They select resources independently when they want to paint the outside fence they come inside and find brushes and containers for water.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Children respond to

new activities with enthusiasm. Children enjoy the café system for snack time, older children support and encourage younger children with tasks such as pouring and counting pieces of fruit. Children develop their play and staff encourage and support where and when required. Staff work directly with the children. They provide appropriate support and encouragement and ask children questions to make them think. For example, a child aged four-years-old was playing outside with crates and plastic guttering. He started pouring water down the pipe and gathered buckets to collect the water. He experimented with the angle of the pipes and how fast the water travelled using different height crates. He then tried to make the water flow the other way and the staff member allowed the child to work through the experiment and then asked him 'why wouldn't that work?' to which the child replied 'because it can't flow up hill.'

Children respond well to routine, they follow clear procedures and are aware of expectations, such as helping to tidy up activities and get themselves and the room ready for lunch. Children develop a good awareness of their own needs and that of others; they negotiate taking turns, play well together and have good respect for the needs of others. Children are aware of right from wrong. They are very confident, involved and interested in worthwhile activities such as books, imaginative play-making a train, making water shoots using plastic guttering and crates. Children concentrate well at planned and spontaneous activities. They explore their senses through many activities including weekly music sessions. They explore different beliefs, cultures and traditions; they listen to music from Mexico. Children share taking 'Barney bear' home and the different events he may experience; they take photographs and write letters of Barney's holiday.

Children have many opportunities to develop their physical development. They access the outside area freely, they ride bikes and scooters. They climb up to, and use the slide, and have regular access to the school playing field. They go for regular walks, mini beast hunts and a variety of outside activities. They participate in practical first hand experiences to explore and investigate, such as the water flow down guttering. They grow their own fruit and enjoy watering the plants, observing the changes and tasting their crops.

Teaching is satisfactory and although staff are aware of children's stage of development they have limited awareness of the Foundation Stage and Birth to Three Matters framework. The assessment of all children's progress and development is insufficient, making monitoring and tracking of children's individual progress difficult.

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

The provision is satisfactory.

Children are happy, confident and feel valued in the setting. Relationships are very good. Children have access to a full range of activities covering all areas of learning. However, staff are unclear of starting point of children through insufficient assessments and therefore have difficulty in supporting their progress and informing future planning.

The quality of the partnership with parents and carers is satisfactory. Children benefit from positive partnership with parents, they settle well and staff ensure they are well informed and meet individual needs. Older children's independence is encouraged as they self register, access toys and resources and enjoy supporting younger children. Parents and carers have regular information from staff regarding play activities and events, newsletters and children's specific needs. A notice board with information is available, with daily relevant information. However, policies available for parents on the notice board are not up to date. Staff share information with parents on a daily basis. Parents' evenings have recently taken place and the staff shared information regarding the Foundation Stage and the areas of learning at this meeting.

Staff are proactive in ensuring the needs of all children are being met. They demonstrate a good understanding of the individual needs of the children in their care. The special educational needs co-ordinator demonstrates a good understanding of the fundamentals of the Code of Practice. She works with parents and other agencies to ensure the needs of the child are being met and is to attend additional training. Children develop a knowledge of the wider world; they are introduced to other cultures and festivals. Resources and toys and equipment to reflect diversity is limited. Children's spiritual, moral, social and cultural development is fostered through a positive approach.

Children are exceptionally well behaved; staff provide consistent, calm role models offering a positive approach to the management of behaviour. Children are aware of routines and procedures and know what to expect in the daily routine. Children know right from wrong. They are sensitive to others, share toys and resources and co-operate very well with each other. They offer support to others, are kind and caring.

## **Organisation**

The organisation is inadequate.

The provision for the quality of leadership and management are satisfactory. Staff are enthusiastic and knowledgeable and able to access training. However, policies and procedures have not been adopted or shared with staff or parents. Procedures are not sufficiently rigorous to ensure that all staff are secure in the procedures and policies, for example child protection. The accident record is insufficiently maintained, putting children at potential risk. Staff have not considered the potential risk to children from unknown persons and the security of the outside area.

Staff have a good understanding of children's development and provide good worthwhile activities in all areas of learning. However, they do not demonstrate a good knowledge and understanding of the Foundation Stage and how children progress towards the early learning goals. Staff's observations and children's assessments are insufficient. Staff are unaware of children's starting point and therefore cannot monitor children's progress. Subsequently, it is difficult for staff to ensure children meet their full potential. They have insufficient detail to inform planning of the next steps in children's learning. This means that staff do not meet the needs of all children who attend.

### Improvements since the last inspection

Not applicable.

### Complaints since the last inspection

There are no complaints to report.

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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, the registered person **must** take the following actions:

- ensure that the child protection procedure complies with those of the local Area Child Protection Committee (ACPC)
- ensure that all documentation has sufficient and up to date detail.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

#### 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 that assessments on children's progress are completed on a regular basis to inform planning and children's progress.

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