

Millfield Community Nursery School

Inspection report for early years provision

Unique Reference Number EY280310
Inspection date 20 April 2007
Inspector Sharon Greener

Setting Address Bell Street, Sunderland, Tyne and Wear, SR4 6JR

Telephone number 0191 5532775
E-mail millfield.nursery@schools.sunderland.gov.uk
Registered person Millfield Community Nursery School
Type of inspection Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Millfield Community Nursery School was registered to provide childcare in 2004. The childcare facilities consist of three play rooms and associated facilities located within the purpose built nursery school premises. The nursery school is situated in a residential area of Millfield, Sunderland. A maximum of 41 children may attend the setting at any one time. The setting is open 50 weeks of the year, each weekday from 08.00 to 18.00. All children share access to an enclosed outdoor play area.

There are currently 77 children aged from one to under five years on roll. Children come from a wide catchment area. The setting supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The setting employs nine staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The facilities are very clean and well maintained to ensure a healthy environment. Several staff are trained in first aid and hold valid certificates. Staff have a clear understanding of relevant policies and procedure such as the administration of medication and caring for a sick child. They implement these procedures effectively to minimise the risk of cross-infection and to preserve children's welfare. Children show a developing awareness of the need to adopt good personal hygiene practices. This is achieved through positive role modelling by staff. For example, staff thoroughly clean surfaces and tables before they are used at meal times and after creative activities; and through the use of regular hygiene routines for the children such as hand washing before meals and after visiting the toilet. Older children understand that this is done to wash the germs and dirt from their hands. Younger children are sensitively supported by staff during toileting routines and are actively encouraged and helped to wash their hands. This helps to promote and reinforce good practice and helps keep children healthy.

All staff have completed training in respect of basic food and hygiene. A healthy eating programme is actively promoted within the setting. Menus and information regarding healthy eating options and suggested recipes are displayed for the benefit of parents. The meals and snacks provided are well balanced and nutritious, for example, a typical snack consists of freshly sliced fruit or vegetables and fresh drinking water or milk. Staff work in harmony with parents to ensure that children's individual dietary needs are very well met. Babies are fed in accordance to their own individual routines and staff interact very warmly with babies when feeding them. Meal times are relaxed, social occasions. Staff sit with the children and use the opportunity to promote social skills and good table manners. Older children show an emerging awareness of healthy foods, such as milk, fresh fruit and vegetables. They are beginning to understand the benefits of a healthy diet, for example, during lunch a child said that eating broccoli gives you muscles. Parents are given feedback each day about what children have eaten and drank.

Children benefit from fresh air and exercise and have regular outdoor play opportunities each day, weather permitting. A suitable selection of activities and resources are provided to support and enhance children's physical development. Indoors, children have frequent opportunities to play ring games, dance and move to music. Staff support children very well and ensure that they are sufficiently challenged. All children are able to rest and sleep according to their individual needs. This helps to promote children's physical development and well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment. Playrooms are well laid out and equipment and resources are very clean and in good order. Children are able to move freely and independently both indoors and outdoors within the constraints of safety whilst under the very close supervision of staff. Staff are very well deployed. This helps keep children safe. Staff have a very good understanding of most safety policies and procedures, such as the action to be taken in relation to an uncollected or lost child and the supervision of visitors. However, they are not aware of the emergency contingency care plans in place to accommodate children temporarily following an evacuation of the premises, until collection by their parents. Suitable safety equipment is in place. Staff are vigilant and take effective steps to minimise or remove risks to the children.

Daily written risk assessment and ongoing visual monitoring of the facilities and resources help staff to ensure that a safe and secure environment is maintained for all children at all times.

Children are helped to develop an understanding of self preservation by staff who give simple explanations of ground rules. For example, children playing in the sand area or enjoying the indoor garden area are actively encouraged to help staff sweep spillages up from the playroom floor to prevent accidents or injury. Children respond very well to the positive role modelling of the staff. This is shown in their eagerness to help staff clear spillages and to put away toys at tidy up time. Older children are beginning to take responsibility for safeguarding their own welfare and that of others. They demonstrate this in the way that they negotiate obstacles and other people when running around outdoors and in how they carefully make space for each other on the carpet at group times. Staff have a clear knowledge regarding their role and responsibility in respect of safeguarding children. All staff have completed relevant training. This helps protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Staff tailor the admission of children to the setting effectively. This ensures that children's individual needs are very well met and it helps to minimise stress. Children settle very quickly and are very well at ease in the care of the staff. They build very close, warm relationships with staff and peers as age appropriate. This is shown in the comfortable manner in which children communicate with staff and initiate conversation. Early communication skills are given high priority. Staff listen closely to children, talk warmly to them and give lots of eye contact, such as when bottle feeding babies. Children are actively encouraged to communicate, whether through spoken words, gestures or facial expressions and they respond very readily to staff. Older children approach staff with great confidence and willingly initiate conversation. Staff recognise the importance of celebrating children's achievements and abilities. For example, a toddler was given lots of praise when she was able to operate musical toys unaided and danced enthusiastically to the music. The child's pride at this recognition and praise was evident through her broad smile. This helps promote and nurture children's positive self-esteem.

Children benefit from access to a very good variety of resources and activities including those of a creative and sensory nature to support and enhance their development. Younger children are beginning to self-select activities and resources with increasing confidence in accordance with their age and ability. Older children are enthusiastic learners and they make confident choices about their activities and use resources with purpose. For example, a pair of children worked co-operatively together to operate an electronic system and complete a task during which they had to identify and group different animals when images were projected onto a large wall-mounted white board. They were readily praised by staff in recognition of their abilities. This has a positive impact on children's development and achievements.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and staff help them to settle quickly by tailoring their admission to the setting according to their own needs. Children have easy access to a broad range of age appropriate activities and resources. Their independence skills are developing very well as appropriate to their age or ability. Children show a positive attitude towards others and show care and concern for others. This is shown in the manner that children respect the personal

space of others, take turns, share toys and work and play together co-operatively. For example, when playing in the sand older children share tools willingly. Children's behaviour is very well managed by staff. They make effective use of age appropriate strategies which are applied in a calm and consistent manner. Children respond very positively to staff and older children show an emerging awareness of right and wrong. Children's behaviour is very good.

Appropriate procedures are in place to support children with learning difficulties and disabilities. Staff show a satisfactory understanding in these areas and some staff have previous experience of caring for children with specific needs. Children have access to a suitable selection of resources and activities to help raise their awareness of diversity. They benefit from regular outings into the local community or to places of interest. Visitors are frequently invited into the setting such as the dental hygienist and a local librarian. This helps to develop children's awareness of the local environment, other people and the wider world.

Staff recognise the importance of working very closely with parents to ensure that children's needs are very well met. Parents receive good quality written information about the setting and have easy access to the policies and procedures. Very good use is made of notice boards and displays to share relevant literature and information with parents. Activity plans, daily routines, menus, the 'Birth to three matters' framework and the registration certificate and inspection report are displayed for their benefit. Parents have access to their own child's records and this includes information about their developmental progress. Parents receive regular verbal feedback from staff about their child's progress and the general events of the day. They are actively encouraged to keep staff informed of any pertinent information that may impact upon the care or progress of their child. Each term parents are invited to meet with their child's key worker to discuss their child's development and progress more formally and to update the personal information held. This helps to ensure that staff continue to work in partnership with parents and in keeping with their wishes. An open-door policy enables parents to spend time in the setting with their child should they wish to do so. Parents also have opportunities to attend social events such as coffee mornings, carer and toddler groups and various training sessions offered.

Organisation

The organisation is good.

The required policies, procedures and record keeping systems are in place and are very well presented and organised. In general, staff show a very good understanding of policies and procedures which they implement effectively. However, not all staff are fully conversant with the complaints policy and procedure. This does not help to effectively support operational procedures. A suitable staff recruitment and selection procedure is in place. Staff are very well supported through the induction process, regular team meetings, individual supervision and appraisal sessions, personal development plans and the open-door style of management. They have regular access to training that supports and develops their practice. Staff are keen to review their practice to help improve and further develop the quality of care given to the children. They are very enthusiastic, very well motivated and morale is high. Staff work very well together as a team and this is reflected in the quality of care children receive and the good standard of service provided.

All staff have a clear understanding of child development and this underpins their practice and ensures that children's needs are very well met. Staff working with older children show a good awareness of the curriculum guidance for the Foundation Stage. Those working with children under three years have implemented the 'Birth to three matters' framework and use it very

well. Children's individual developmental progress is regularly monitored, recorded and assessed by key workers. The information gleaned is used very well to enable staff to plan a broad variety of purposeful and developmentally appropriate activities. This ensures that children's development and learning is effectively promoted. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last inspection the provider was asked to further develop children's access to resources to aid in the promotion of diversity.

Children have access to a satisfactory selection of appropriate resources and activities. This helps to raise their awareness of diversity.

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

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.

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 staff are made aware of the emergency contingency care arrangements in place and consider including this information in the written evacuation policy and procedure document
- ensure that all staff are fully conversant with the complaints policy and procedure.

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