

# Violet Lane Nursery & Violet Way Out of School Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	218393
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Christine Holmes
<b>Setting Address</b>	Violet Way, Stapenhill, Burton upon Trent, Staffordshire, DE15 9ES
<b>Telephone number</b>	01283 239778/9
<b>E-mail</b>	
<b>Registered person</b>	Violet Lane Nursery / Violet Way
<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 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?

Violet Way Nursery opened in 1997 and the Out of School Club opened in 2001. Both groups are run by a Board of Trustees and operate within Violet Way Infant School. The nursery operates from a self-contained area in the school and has the use of the computer suite, library and hall. The club operates from the dining room and school hall. All children share access to the school playground and playing fields. The club opens weekdays between 07:45 until 08:45 and 15:00 until 18:15 during term time and during the main school holidays between 08:00 until 18:00. The nursery is open from 8:45 until 15:00 term time only. Children attend for a variety of sessions.

There are currently 86 children on roll in the nursery all of whom receive funding for early years education. The club has over 100 children on roll between the ages of 3 - 7 years. The service is provided for the infant school during term time and the local community during school holidays.

There is a qualified teacher and seven staff who have appropriate childcare qualifications working with the children in the nursery. In the club there are six staff working with the children of whom more than 50% are qualified.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children in the nursery and the Out of School club are developing a very positive attitude to exercise because they engage in lots of fun and interesting activities in and outdoors. Good quality outdoor equipment provides challenge for children to climb, swing and balance. Good use is made of the school hall for children in the club to release their energy and have fun playing large circle games such as 'chase the mouse'. Nursery children are able to develop control of their bodies by riding on wheeled toys and using smaller equipment including balls and hoops and they participate enthusiastically in action rhymes and music and movement sessions. In weekly P.E. sessions nursery children learn how to warm up their muscles and cool down and learn to move imaginatively using their whole bodies like giant fairies and Mr. Jelly. These types of activities contribute to enhancing children's physical development.

Children are taking an active role in keeping themselves healthy. In the club children are involved in devising a menu to include more healthy options and children in the nursery take part in discussions and topics about healthy options such as fruit and vegetables. Daily routines are well-established to ensure all children learn to wash their hands before eating and after using the toilet and all children take an active part in tasks such as cleaning and clearing tables. Children's good health is supported well. Staff attend health and hygiene courses and implement good hygiene procedures which help to reduce cross contamination of germs. Arrangements are in place and effective to ensure appropriate action is taken in the event of children becoming ill or sustaining injury.

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

The provision is good.

Children and parents receive a warm welcome into the nursery and the Out of School club. Staff are on hand to provide support and encouragement to both parents and children. Children become very settled and happy to join in playing and parents are happy to spend time exchanging information with staff about their children. The nursery unit is a bright and welcoming environment. There are lots of colourful displays and photographs of children which promotes a sense of belonging. Space and resources are plentiful and organised very effectively to create an accessible and stimulating environment for the children. This supports children's independence and allows them to initiate their own play and follow their own interest. The club have a wide range of resources. Staff prepare craft activities and set out resources before children arrive and children are able to request their favourite resources throughout the session. Whilst the club has provided a rest area for children it is not yet large enough to serve the number of children in the club who may require a quite area for rest.

Children are cared for in a very secure safe setting. Risk assessments are effective in identifying potential hazards and staff provide a high level of supervision and are vigilant to ensure children's safety at all times. Good emphasis is given to safeguarding children. Staff attend child protection training which has helped them to develop a clear understanding of their role and responsibility in ensuring children are safeguarded.

Children are supported very well to develop their understanding of how to keep themselves safe. Projects help to develop children's understanding of how the emergency services and the road traffic warden help to keep them safe. Practical activities in the nursery such as woodwork and cutting fruit for snack time are used by staff to discuss safety with children and all children have regular opportunities to practise the fire drill so that they become confident about the evacuation procedures.

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

The provision is good.

Children in the Out of School club take part in a wide range of activities such as colouring, painting, playing with small world toys, jigsaws and books. Themes such as 'Spring' and 'Our Community' are planned which include activities such as making hanging baskets and wind chimes and visits from the emergency services. Staff are enthusiastic and committed to supporting children to enjoy their leisure time. They have begun to seek and act on children's comments and they have taken some positive steps to include children in the planning of activities and the choice of menus. This helps children to make an active contribution to the running of the club and to develop a sense of belonging. Children enjoy warm interaction with staff that listen to them, provide comfort and spend time playing with them. All the children attend the school so they are familiar with the premises and the other children in the club. This helps them to become confident in the club. Discussions with children demonstrate they enjoy attending the club and particularly like the range of craft activities such as the family tree portraits they painted which are displayed in the hall. Discussions with parents demonstrate some children like the club so much they want to stay and play when it is time to go home.

### **Nursery education**

The quality of teaching and learning is good. Children are making good and in some areas rapid progress towards the early learning goals. Teaching is influenced by expert knowledge and understanding of the foundation curriculum and it is rooted in a strong knowledge of how children learn. Staff place much emphasis on developing warm and trusting relationships with children which significantly contributes to developing their confidence and self-esteem. Staff continually strive to make learning a rewarding and enjoyable experience in which children explore, investigate, discover and consolidate their developing knowledge, skills and understanding. They are highly skilful in asking children questions which creates a constant learning environment for children where their interests and imagination are fostered. The learning environment and the programme of activities are interesting and stimulating providing children with new information and experiences to build on what they already know. Planning effectively covers all the aspects of the six areas of learning. Children's progress along the stepping stones is closely monitored and this information is used to identify children's next steps in learning and to inform parents of their child's progress. Activities are well matched to children's abilities and planned to include all children. Consequently, children become truly interested in what they are doing, either digging in the pretend garden centre, planting sunflower seeds or taking part in the memory game to guess which child is being a 'bug' under the rug.

Children's capacity to concentrate is effectively fostered and as a result children develop the ability to listen well and follow instructions which promotes all areas of their learning. Children are progressing very well because they are interested, excited and motivated to learn. 'I like this' a child is heard to say as the 'Jolly Phonics' tape begins to play. 'Look this is how you do it' one child says to another child excited and proud at his achievement of completing his chick. Children's skills in communication, language and literacy are fully and effectively supported.

As a result children's progress along the stepping stones leading to the early learning goals in this area is very advanced. For example, children progress to read a range of familiar and common words and identify the sound of letters in their own name and most letters of the alphabet. They write for a number of different purposes and show increasing skills in writing recognisable letters. Children become confident to take an active part in conversations and their vocabulary and their understanding of the meaning of words is continually being extended by staff. Children make very good progress in their mathematical development. They are developing their skills through a wide variety of enjoyable, meaningful, practical daily activities which involve numbers, shape, measure and patterns. Children progress to be able to identify which group has more or less children and count correctly a group of 27 children. They are able to recognise and recreate patterns and enjoy making shape with paint and numerals in the sand. Children have very good opportunities to develop their skills and understanding of computers and become able to complete a simple programme on the computer which supports other areas of learning such as maths. Some children can operate simple functions such as the spray paint and the pencil on the 'paint programme' which helps to increase their physical skills and hand eye co-ordination. Children also learn that computers can be used to gain information as they sit and watch the clips of chicks hatching from eggs whilst listening to the narrative through head phones. Designing and making skills are taught to children using a wide range of resources. For instance, children benefit from weekly woodwork sessions with a visiting adult skilled and experienced in this area of work. They are able to consolidate skills using a wide range of materials for their own purpose. Children's creativity is valued and fostered. They have good opportunities to learn through their senses, for example by feeling the textures of different materials such as 'gloop', sand and peat. They move imaginatively to music and acquire a wide repertoire of songs. Good emphasis is given to providing children the tools and opportunities to fire their imagination. For instance, children in the 'Garden Centre' dig and plant flowers and plants and serve and take orders from their customers. This type of play helps children to make sense of their world and supports other areas of learning such as maths, literacy and social skills.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. There are very good strategies in place to manage children's behaviour and as a result children are developing a good understanding of responsible behaviour. All staff are positive role models who provide praise and encouragement to all the children which contribute to developing children's self-esteem and confidence. Staff in the Out of School club sensitively deal with minor disputes by drawing children to one side and explaining why behaviour is inappropriate and children are very familiar with the 'Golden Rules' of the club which encourage kindness and respect for others. Children in the nursery respond very well to the high expectations of staff and to the 'silver tray' reward system. They play well together, taking turns and sharing which leads to a very harmonious environment where children are able to learn and feel secure. Staff take time to find out what children are interested in. All activities are planned and adapted to ensure inclusion of all children and suitable arrangements are in place to support children with learning difficulties and disabilities. Activities and resources promote diversity and a variety of cultural festivals are celebrated throughout the year which helps children to feel a sense of belonging and become aware of wider society. Staff in the club have taken some positive steps to begin to include children more in the running of the club. This helps to ensure all children are valued and respected as individuals.

Children benefit from the good relationships between staff and parents. Information is regularly shared so that parents are informed about the setting's policies and procedures, routines and children's involvement in activities. Parents views are sought and valued and they are invited to take an active role in the board of trustees who manage both settings.

The partnership with parents and carers of children in receipt of funding for early years education is good and fast becoming an integral part of the nursery ethos. An increasing range of information is being provided to parents regarding the curriculum and the ways in which they can become involved in their child's learning. For instance, an attractive display in the reception area and web site information provides parents with information about the Foundation Stage. Parents are kept informed about their child's progress and their next steps in learning through formal and informal channels of communication such as reading diaries, face to face discussions, open days, parent's consultations and newsletters. This approach is effectively supporting children's learning.

### **Organisation**

The organisation is good.

Children benefit from being cared for by enthusiastic and caring staff that develop warm, positive relationships with the children in their care. Staff enjoy their roles and are committed to providing high quality care and education for children. Rigorous recruitment and vetting procedures ensure children are well protected and staff have the necessary skills to deliver good quality care and education. Staff take full advantage of the numerous training opportunities available to them. Both the nursery and the Out of School club undertake self evaluations and devise development plans to ensure ongoing improvements. The Out of School club has attained a level 3 from the quality assurance scheme 'Aiming High'. All staff understand their roles and responsibilities, manage their time well and have a good working knowledge of the National Standards. Policies and procedures work in practice to promote children's well being, although some policies require reviewing and updating. Overall children's needs are met.

Leadership and management of the nursery education is outstanding. There is an exceptional partnership with the school and a substantial commitment to the ongoing development of the nursery education provision. Children and staff in the nursery benefit from many of the schools resources such as the computer suite and access to training. The recent recruitment of a qualified teacher with an expert knowledge of the Foundation Stage has led to a clear vision for further improvements which focus on developing the potential of all children and partnership with parents. A recent evaluation of the provision has been extremely effective in identifying the many strengths in the organisation and potential areas for improvements. A number of improvements are underway and further innovative plans are in place. As a result, staff and parents have already seen children make more rapid progress in some areas of their development.

### **Improvements since the last inspection**

At the last Out of School inspection the club was asked to create a quiet area within the main play space where young children can relax and enjoy books. Although this is in place and children enjoy using this area it is too small for the number of children using the club. The club was also asked to request written permission from parents for seeking emergency medical advice or treatment. This is now in place and helps to ensure appropriate action is taken in the event of children becoming ill or sustaining injury.

At the last nursery education inspection there were no significant weaknesses to report but the group was asked to give consideration to develop the written assessment profile to include all aspects of the six learning areas. Assessments now fully include all aspects of the six learning areas which has enhanced the information staff have to inform their planning to ensure children progress in all areas.

At the last care inspection the nursery was asked to make sure that the premises are secure, Ofsted are kept informed of all relevant changes and to ensure the child protection procedure for the nursery included a written statement of procedures to be followed in the event an allegation is made against a member of staff. The nursery premises are now fully secure which has ensured the safety of the children. The nursery has kept Ofsted informed of recent changes in line with regulations and there is now a written child protection policy which includes the procedures to be followed in the event an allegation is made against a member of staff, although this requires updating.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted relating to National Standard 2: Organisation and part 79F (6) of the Children Act. This involved an allegation that children were being cared for in groups of more than 26 children; that children did not belong to a key group which has consistent staff and that more children were being cared for than the Conditions of Registration allowed. Ofsted carried out an unannounced visit to investigate. There was no evidence to suggest a breach of part 79F (6) of the children act; however, there was evidence to suggest a breach of standard 2 and an action was agreed to ensure ratios are maintained during lunchtime. The provider responded immediately by ensuring staff teaching in the nursery ate their lunch with the children. The provider remains qualified for registration.

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 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 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):

- improve the children's rest area and continue to take positive steps to include children in making decisions about their play, care and learning in the Out of School club
- continue to update the policies and procedures of the club and the nursery

## **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):

- continue to implement current plans to develop the potential of all children and partnership with parents.

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)