

Chadwell St Mary Day Nursery

Inspection report for early years provision

Unique Reference Number	EY271369
Inspection date	02 July 2007
Inspector	Lisa Paisley
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Registered person	Chadwell St Mary Day Nursery Ltd
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Chadwell St Mary Day Nursery is privately owned. It opened in 2003 and operates from a two storey converted house within the grounds of a local primary school in Chadwell St Mary, Essex. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 86 children aged from nought to under five years on roll. Of these 42 receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff. Fourteen of the staff, including both managers hold appropriate early years qualifications. Twelve staff are currently attending training. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children develop healthy eating habits as staff encourage them to try different foods and talk to them about what foods are good for them. Meals and snacks at the nursery are balanced and nutritious, offering a wide variety of foods. The menu has been reviewed removing processed foods such as cakes, crisps and biscuits and drinks that contain sugar. As a result children are offered foods that are low in salt and sugar and all meals are made from fresh ingredients. Children's individual dietary needs are met by staff who are aware of their allergies and dislikes. These are clearly displayed in each room of the nursery so that staff can check them at any time. Facilities to prepare food for children are of a high standard of cleanliness and have been checked by an Environmental Health Officer. Children are able to rest and relax in comfortable surroundings according to their individual needs and daily routines. Fresh drinking water is freely available throughout the day and children are encouraged to help themselves fostering independence. Staff maintain excellent written records for each child to ensure their individual health and dietary requirements are met.

Children enthusiastically enjoy an extensive range of activities which contribute to keeping them healthy and they effectively use a range of outdoor activities on a daily basis, for example, tricycles, climbing frame and slide and rockers. The garden is safe, stimulating and exciting for children where there are designated play areas such as wooden stools and table for sharing books, the willow tent and the soft play area. Children enjoy climbing, balancing, riding their tricycles and playing with the sand. Children's manipulative hand skills are successfully promoted through the extensive range of tools such as scissors, pencils, paint brushes, threading and puzzles that children use well. Consequently, children are progressing exceptionally well in their physical development.

Children benefit from being cared for in an environment where an exceptional standard of hygiene practices are maintained. All children learn about hygiene routines through washing their hands appropriately, for example, after messy play and before snack and meal times. Pictures and signs at their level provide children with gentle reminders. Older and more able children understand the importance of hand washing and they have access to liquid soap, hot and cold water and paper hand towels ensuring the risk of cross-infection is minimised. Children in each room are cared for by staff who are first aid trained and excellent procedures are in place to support children who require prescribed medication. Staff are aware of the medical needs of individual children and first aid boxes are located in each room and are easily accessible to staff. This ensures that children receive extensive care and attention if they become unwell, have an accident or require medication.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The nursery has highly effective and secure measures in place, ensuring that risks to children's safety, both indoors and outdoors, are minimised such as clear procedures for the safe arrival and departure of children to and from the nursery and visitors on arrival are informed of the fire procedure in the event of an incident. Formal risk assessments are effective in ensuring that potential hazards to children are minimised, for example, the safety gates are securely fixed and appropriately used, door hinges are protected with safety guards, fire exits are clearly labelled and are in working order and fire extinguishers are in place and securely fixed to the

wall. Babies and young children are effectively supervised ensuring they are well supported in their development, for example, placing large cushions behind non-mobile babies. There are comprehensive and clearly written safety procedures in place that staff know about and are consistently applied. Play areas, furniture, equipment and play resources are effectively organised enabling children to move freely and independently between activities and different play areas. As a result, children feel confident within the nursery and are safe and secure.

All the group rooms and communal areas are brightly decorated with children's art work, posters, hanging decorative mobiles, photographs and letter and number print. The premises are exceptionally clean, well lit, and effectively heated, ensuring that it is suitable for children to use at all times. Resources in each room are substantially well-organised so they are attractive and accessible to children. Babies and young children have toys set out on the floor and low tables for them to reach by rolling, crawling and pulling themselves up. Older children are able to use low drawers and shelves to choose toys and resources as well as the range of activities that are set out each day by staff. Children enthusiastically select their own play resources which are appropriate to their ages and stages of development. Play equipment is stored at child height, promoting independence and choice. Children learn about keeping themselves safe through monthly fire drills and by gentle reminders from staff such as walking indoors and running in the garden, tidying away toys and sitting on chairs sensibly.

Children are effectively and extensively protected as staff have a sustainable understanding of child protection procedures and how to keep children safe. Policies and procedures are in place reflecting the current practices with regard to the Local Safeguarding Children Board (LSCB). A named person is responsible for safeguarding children and they have an excellent understanding of their role and procedures to follow if they have a concern. Parents are informed of the nursery's responsibility regarding child protection reassuring parents of their child's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All the children are very happy, contented and settled within the nursery, as they are cared for and taught by highly motivated and enthusiastic staff. This helps children to become fully engaged in the activities they are completing, for example, during role play staff will sit with children and successfully support and extend children's imagination. Children are provided with an extensive range of inspiring activities and play opportunities such as painting, icing biscuits, books, puzzles, construction. The babies particularly enjoy playing with and sitting in the flour. Consequently, children are extensively and consistently stimulated by activities provided and their interest is successfully maintained.

Children's developmental progress is tracked by the successful key worker system that is in place and using the 'Birth to three matters' framework. This, combined with their exceptional knowledge of individual children's developmental stages helps them to plan and deliver activities which help children to learn and develop in line with their age and ability. Children are encouraged to take the lead in selecting activities and staff support this by encouraging children to explore and investigate toys and resources, all the time talking to them and asking questions to help with the development of language and communication skills. Staff take time to play with individual children, sharing books, encouraging crawling, painting or making noises with toys and instruments, helping children to develop in confidence and ensuring that they feel valued and included.

Nursery Education

The quality of teaching and learning is outstanding. The pre-school children are cared for by staff with an excellent, extensive and inspirational understanding of the Foundation Stage and how children play and learn. This helps to ensure that children make outstanding progress through the stepping stones and in line with their age and individual abilities and interests. Planning is comprehensive, covering all areas of the stepping stones, using focus activities and differentiation. Children and parents are involved in the planning of activities enabling staff to accurately assess children's developmental progress and plan future activities for children. Staff use individual profiles to track children's developmental progress, including initial profiles helping staff to effectively track children's progress across the stepping stones. Children take part in an extensive range of activities which cover each area of learning. The combination of free flow play, child-initiated activities and adult-led activities such as circle time enable children to work and play purposefully together and respond positively to staff requests such as tidy up time and story time.

Children are very happy and confident within the nursery, they form very close relationships with staff and their friends and they are very interested in their play. Children are happy and settled in their learning and are purposeful in their play. As a result they are developing positive attitudes towards their learning. They have ongoing opportunities to write for a purpose, with free access to writing and mark making materials and many children are able to write their names. Role play equipment and dressing up clothes support children in developing communication skills and promote imaginative play as well as helping them to learn about different cultures and countries around the world. Staff participate effectively in role play with children to help them learn about everyday activities in the real world such as a bus ride. The book corner is very warm, inviting and comfortable for children to sit in. Children very much enjoy reading and listening to stories, they share books with each other, talking about the pictures and looking at words. Children particularly enjoy reading alongside staff who use the opportunity to ask them questions, maintain their interest and help bring the story to life, for example 'Choo Choo, Clickety-Clack'. They have very good opportunities to learn about numbers and counting through resources such as counting beads, sorting cars, giant dominos and puzzles. They particularly enjoy 'Five current buns' where a hand puppet and money is used, helping children develop and consolidate their understanding of counting. All the children are confident counters as they can count up to 10 and beyond and some older and more able children are beginning to learn about simple addition. Cooking, sand and water activities help children learn about weight, size and capacity.

Children have exceptional opportunities to explore objects which help them to learn about the natural world through topic work such as life cycles of caterpillars and tadpoles and finding out about mini beasts. They are also encouraged to grow their own plants and cress seeds. Children learn about their local community through inviting visitors into the nursery such as the fire safety officer and regular trips out, for example, the local shops and the Sea-life Centre. Children can freely access musical instruments in order to learn about making different sounds, staff encourage this, helping children to identify and play simple patterns and rhythms in music. Children have free access to an extensive and imaginative range of creative materials such as jelly, porridge and cornflour. They can also paint and draw at any time, allowing them to develop ideas and practice fine hand skills. Their physical skills are effectively promoted through an extensive variety of equipment, for example, climbing frame, balls, hoops and tricycles. They are enthusiastic and particularly enjoy music and movement songs, for example, 'If you are happy' where they jumped up and down and waved their hands .

Helping children make a positive contribution

The provision is outstanding.

Children learn and play in a culturally rich environment that positively reflects diversity, for example, signs and labels in other languages. They take part in activities which reflect the diversity of the society in which they live. Children learn about different celebrations, for example, Eid, Children's day in Japan, World Food day and Diwali and they are able to access resources which reflect diversity, including toys, dressing up clothes, play people, books, pictures and posters. Children with learning difficulties and who have English as an additional language take part fully in nursery activities. They are exceptionally well supported by staff who have a positive approach to meeting their needs. A Special Educational Needs Co-ordinator (SENCO) works with parents and outside agencies to ensure that all children develop confidence and make good progress.

Children's behaviour is exceptionally good. Staff effectively support younger children in sharing and taking turns. Children have good relationships with staff and other children. Staff have high expectations and set consistent boundaries for the three to five year olds, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong are developed as they respond to gentle reminders to care for their environment, resources and each other. Staff provide excellent role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand that they have done well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents are fully informed about the provision the nursery offers and how their children are progressing. The excellent quality of displays including lots of positive images of the children helps parents and children feel welcomed into the nursery. Helping new children to settle and for parents to talk to staff about any concerns they may have. Parents also receive regular newsletters and notes which keep them up to date with events and activities their children will be participating in. Parents are involved in the planning and they are encouraged to help their child's learning in the home. Parents are involved in nursery events such as 'Red Nose Day', the summer fete and fathers are invited into the nursery for 'Male Role Model Day'. Excellent notices on the information board, displays around the nursery and in individual group rooms informs parents about the Foundation Stage curriculum, the 'Birth to three matters' and regular meetings are arranged with parents to discuss their child's developmental progress. Consequently, parents are extensively informed about the care and welfare of their child.

Parents are aware of how to make complaints about the provision and these are dealt with in a prompt and professional way. Staff listen to parents' concerns and, where appropriate, adapt their policies and procedures accordingly.

Organisation

The organisation is outstanding.

Children's care is significantly enhanced by the exceptional organisation of the nursery. Staff are consistent in their interactions with children and in their regard for safety and security. The extensive range of policies and procedures ensure children's safety and well-being is paramount. All documentation including details relating to staff and children are comprehensive and are obtained, recorded and stored appropriately, ensuring that the nursery continually meets the legal requirements relating to documentation.

Children are cared for by staff who have been checked through the Criminal Records Bureau and who have undergone a thorough and robust recruitment and induction programme. This ensures that all staff working with children are suitable and have relevant training and experience.

The use of available space within the nursery is successfully and imaginatively well-organised, with clear areas for storage, play, food preparation, changing, eating and sleeping. These areas are well managed by staff to allow children to play, eat and rest safely and securely

Leadership and management is outstanding. The registered provider, managers and staff are professional, enthusiastic and highly motivated in their approach to providing all the children with positive early years play and learning experiences. The registered provider has a very hands on approach, a reflective and consultative practice is promoted within the nursery ensuring an open working practice is maintained. This ensures new ideas are listened to and implemented if necessary. Staff have clearly identified roles and responsibilities such as equal opportunity and behaviour management and they carry out their roles effectively. Regular staff meetings ensure that the care and education children receive is regularly discussed and improved, with all staff members having the opportunity to contribute ideas and suggestions. They are deployed successfully within the nursery and good staffing ratios are maintained at all times ensuring children are well supervised and supported during activities. Staff are fully supported within their roles and they have an excellent awareness of the policies and procedures which are in place. Consequently, children are cared for by inspirational, experienced and knowledgeable staff and benefit from continuity of care.

Overall the setting meets the needs of the range of children who attend.

Improvements since the last inspection

At the last education inspection the nursery agreed to meet any recommendations made by the Fire Safety Officer (in this case a Fire Log Book), develop staff knowledge and understanding of how to actively promote equality of opportunity and ensure that the complete operational plan is readily accessible on the premises and available for inspection at all times. A fire log book and operational plan are in place and staff have a very good understanding of equal opportunities and how to positively promote diversity within the nursery. Consequently, the nursery has made secure improvements with the level of care that is offered to children.

First nursery education inspection.

Complaints since the last inspection

Since the last inspection Ofsted have received one complaint on 09 February 2006 in relation to staffing ratios and child safety. Ofsted undertook an unannounced visit on 02 March 2006 to investigate these concerns. As a result of the investigation two actions were given in relation to National Standard 13 – child protection and National Standard 14 – documentation. A satisfactory response to these actions was received on 29 March 2006. 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.

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The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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