

Childlink Learning Centre

Inspection report for early years provision

Unique Reference Number	107980
Inspection date	27 April 2007
Inspector	Keriann Belcher
Setting Address	1-3 The Phygtle, Chalfont St Peter, Buckinghamshire, SL9 0JT
Telephone number	01494 871908
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Registered person	Lynn Kirby
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 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?

Childlink Learning Centre opened in 1992. The nursery operates from a building that has been purposely adapted for providing nursery care and is situated on the edge of the village of Chalfont St Peter in the County of Buckinghamshire. All children have access to a secure enclosed outdoor play area.

The nursery serves families from the local surrounding areas.

There are currently 76 children aged from six months to five years on roll. This includes 13 funded three-year-olds and 11 funded four-year-olds. Children attend for a variety of sessions. The nursery has systems in place to support children with special educational needs and who speak English as an additional language.

The nursery opens five days a week 51 weeks of the year. Sessions are from 08.00 until 18.00.

There is currently 12 staff members employed to work directly with the children and a cook. Of these nine staff members hold relevant childcare qualification. A further one staff member

is working towards a relevant childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the nursery is maintained to a good standard of cleanliness throughout. Children are learning about personal hygiene through daily routines. For example, they know to wash their hands after using the toilet and before they eat their snack to prevent cross infection. Most staff have relevant first aid training and children are well cared for due to the procedures in place for first aid and accidents, all of which are shared with parents.

Children are beginning to have an understanding of healthy eating as they make choices from a variety of healthy options at snack time, such as fresh fruit, raisin and cucumber. Children's individual dietary needs are known by staff as these are discussed with parents. However, children wear labels to identify their individual dietary need which compromises their dignity and respect. At snack and mealtimes children and staff sit together in small groups which create a relaxed and social atmosphere and promotes children's social skills. Throughout the session drinking water is available in the play room for children to independently access a drink for themselves so that they are not thirsty.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They show great delight and excitement when playing outside as they are having fun running around freely in the play area. Older children are confident in the use of the play equipment and are learning specific techniques, for example, riding bikes or kicking balls. They show increasing control as they are able to manipulate a range of small tools and equipment successfully. For example, children are able to use pencils with good control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn within a bright stimulating environment. A good range of their work is displayed throughout the nursery together with educational posters. They have good access to a wide variety of resources. The resources are clean, safe and in good order and promote learning in all skill areas. Children show interest in toys and move freely around their base rooms to access different resources. Babies, for example, have good play space and swiftly move around exploring the inside of cardboard boxes and investigating the uses of the good range of age appropriate toys set out for them.

The nursery maintains very good detailed risk assessments and children keep safe because of the setting's good policies and procedures. The security of the nursery is good such as, all visitors sign in and out of the premises.

Staff are vetted and children are well supervised as they play both indoors and outside. Staff check the outdoor environment before children go out to play. Children learn how to keep themselves safe as they take part in fire drills and through staff gently reminding them about not running indoors.

Effective child protection procedures promote and safeguard children's welfare within the nursery. Most staff have child protection training or are booked to attend and know what action to take if they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and enjoy their play within the familiar nursery surroundings. Staff have regard to both the Foundation Stage curriculum and Birth to three matters framework as they plan a good range of activities to stimulate children's interest and further their learning. Toddlers thoroughly enjoy painting using a range of different materials to apply the paint such as marbles or brushes. They absorb themselves in sand play reacting with delight as the sand trickles through their fingers. Babies respond with smiles to staff who talk gently to them and give them cuddles to promote their emotional well-being.

Nursery education

The quality of teaching and learning is good. Staff plan a variety of activities to promote children's learning and use opportunities well to reinforce and extend learning. Observation records are maintained showing children's progression through the Foundation Stage stepping stones and their next steps in learning. Staff generally make effective use of time during sessions to enable children to experience a variety of play both indoors and out. Children show an interest in learning as they ask questions to further their own knowledge. However, there are some missed opportunities for learning as children are not equipped with the appropriate resources. For example, children were expected to match the letters of their name to a pre-written template. However, all the available letters were in lower case. Consequently, the children becoming confused and lost interest when they could not find a capital letter to match the first letter of their name.

They have a good understanding of positive behaviour as staff reinforce the nursery behaviour code, such being kind to each other. Children are confident and able to express their needs as they ask the staff to help with a puzzle or play with them in the home corner. They are learning to be thoughtful towards each other as they understand about taking turns and sharing. For example, children wait at the water tray until there is an apron to use and space to play. They have the opportunity to develop nurturing skills as they care for the nursery horse, Bobby, such as grooming him and cleaning his stable.

Children have good opportunities to develop their independence skills as part of the daily routine. For example, children help to tidy away toys and activities and serve themselves food at mealtimes.

They have good access to books as staff ensure they are accessible both indoors and outside. However, books are not well maintained as pages are missing or torn which reduces children's enjoyment of books. Children enjoy listening to stories and know how to start at the beginning and turn each page when looking at books independently. Children can draw lines and circles and some children are beginning to form letters as they have access to a table with paper and pencils. However, there are good opportunities for children to write and mark such as, pencils and notepad are available in the home corner next to the phone and some children label their own work.

Children have opportunities to express and develop their creativity through imaginative play in the home corner. They enjoy role-play together 'Making dinner' and having the opportunity to use real foods such as, pasta and cucumber. However, the children's play is limited as they have insufficient resources. For example, children are feeding the dolls and changing their nappies but, are not able to dress them as there are no dolls clothes available. There are regular opportunities to explore music and movement, which children enjoy. Children can sing simple songs and they participate actively at singing time.

Children are developing a sound understanding of numbers, as staff use opportunities well during everyday routines to encourage children to reinforce and further develop their mathematical skills, such as counting out the number of chairs required for group time. They accurately recognise written numbers to nine. Children have practical and fun opportunities to subtract through well loved action songs and rhymes, for example 'five little men in a flying saucer'. Children benefit from good opportunities to experience measuring volume and capacity through practical activities such as sand and water activities.

Children are beginning to learn about their own culture, and those of others, through the acknowledgment of a range of festivals throughout the year. They are learning about the natural world as they plant and care for seeds.

Children are able to build and design with different construction toys with great enjoyment. They have opportunities to use information technology and programmable toys to support their learning.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the setting because staff value each child as an individual. They are respected as individuals and are given appropriate praise and support to enhance self-esteem and confidence. They also enjoy being with familiar and trusted adults, who act as good role models. Overall, children are treated with respect but babies and young children are not always provided with privacy when personal routines are being carried out. Children learn the boundaries of acceptable conduct in ways that they can understand, as staff use age-appropriate and positive strategies to manage any difficulties that arise. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's individual needs are satisfactorily met by staff such as babies' individual sleep and feeding patterns are followed. They learn about themselves and the wider world through planned activities and discussions. Children with learning difficulties are welcome into the nursery as the staff have a positive attitude towards this area of childcare. The staff adapt their ways of working to ensure all children are included and able to reach their potential.

Partnership with parents of children who receive nursery education is good. Monthly newsletters are issued to keep them informed of events and plans. Regular meetings are held with parents about the Foundation Stage, and individual meetings with staff to discuss their child's progress and plan the next step in their learning are offered. The parents spoken to on the day of the inspection spoke highly about the nursery. They are happy with the educational progress their children are making.

Staff obtain detailed information about each child's individual needs from parents to ensure that children receive the appropriate care. A notice board displays relevant information to

ensure parents are aware of the policies and procedures of the nursery, which helps towards promoting children's safety and welfare. Staff recognise the importance of working with parents to ensure that children's needs are well met. Parents receive verbal feedback from staff about their child's session or day.

Organisation

The organisation is good.

The leadership and management of the setting are good. The manager is committed to the improvement of quality childcare and education for children. There are systems in place to assess the nurseries strengths and weaknesses. Staff are knowledgeable about the Foundation Stage, planning and the recording of children's development and future learning to help children progress through the stepping stones. Children benefit from the way the rooms are set out as the children make their decisions and choices from a range of materials.

The manager and staff work well together as a team, and focus on the needs of the children. Staff work with parents to ensure they have a good knowledge of children's individual needs. Children's care is supported by the effective deployment of staff because the manager maintains the child-staff ratios which help to ensure children's wellbeing. The deployment of staff is good, ensuring all children are secure and happily engaged in activities.

Children's welfare is safeguarded because the required records and documentation are in place to ensure the smooth day-to-day running of the nursery. The setting is meeting the needs of all the children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was asked to ensure the premises are maintained to an adequate level of cleanliness. A cleaner is employed in the morning and evening which ensures that the premises is clean and does not compromise children's health.

The nursery was also asked to improve their record keeping, to ensure accidents, medication and attendance records are accurately kept. This has been carried out and ensures the children's welfare and the safe, efficient management of the provision.

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 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.

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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 further the registered person should take account of the following recommendation(s):

- review the routines for mealtimes and personal care to ensure that children are treated with dignity and respect
- ensure the books are inviting and maintained in a good condition for children's use [this also applies to nursery education]

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 the children have appropriate access to resources to enable them to progress in all areas of their learning [this also applies to childcare].

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