

Crescent Nursery

Inspection report for early years provision

Unique Reference Number	EY343516
Inspection date	08 May 2007
Inspector	Kashma Patel
Setting Address	Stoke Heath Childrens Centre, Heath Crescent, Coventry, West Midlands, CV2 4PR
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Registered person	Coventry Surestart North East
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 satisfactory. The registered person meets 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?

Crescent Nursery is a Children's Centre which registered in 2006. It is part of the Sure Start project which is situated adjacent to Stoke Heath Primary School in Coventry. Children have access to three playrooms and a community room which is used for specific activities. The nursery serves the local area. There is a fully enclosed outdoor play area and children also have access to the reception playground.

The setting is open from 08.00 to 18.00 Monday to Friday all year round with the exception of two weeks in the year and Bank Holidays. The nursery also does a wrap-around service for Stoke Heath Primary school. There are currently 40 children on roll of which 12 are funded three and four-year-olds. The setting currently supports children with learning difficulties and disabilities and those who speak English as an additional language.

There are currently nine staff working with children, who all have an early years qualification to Level 3. The setting receives weekly support from a teacher who is employed by the school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff promote good hygiene routines. For example, children wash their hands before food and after playing outside. They are provided with paper towels to reduce the risk of cross-infection. Positive steps are taken by staff to ensure that children are adequately cared for if they become ill whilst at the setting. Staff explained that sick children are made comfortable and they follow effective procedures such as contacting parents to collect children and excluding them if necessary. Children's welfare is promoted because most staff have a current first aid certificate and can therefore respond to accidents appropriately.

Children's physical development is encouraged and promoted through regular activities, both inside and outside in the fresh air. The outdoor play area is well-planned to interest and sustain children's interest, which enables them to develop a variety of skills. They enjoy pulling and pushing wheeled toys around the playground.

Children in receipt of nursery education have a good range of opportunities to promote their physical development. They have daily opportunities to use large apparatus to develop their skills in climbing and balancing.

Children are adequately nourished and have appropriate opportunities to learn about healthy eating through regular discussions and activities such as food tasting sessions. They are able to access the snack table when they want and enjoy healthy snacks of fruit which promotes a healthy lifestyle. Children's dietary needs are displayed in the room, however, some staff were unsure if children at the snack table had specific dietary requirements, and this potentially impacts on their well-being. Children are able to access their water bottles independently which ensures they are appropriately hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure environment. They are kept safe because staff maintain appropriate levels of supervision and minimise any identified hazards. Daily risk assessments are carried out on areas used by the children. Effective steps are taken to keep the premises secure and to monitor the arrival and departure of visitors and children. A key fob system ensures that only authorised persons have access to the playrooms.

Children use a wide range of toys and equipment which is safe, appropriate and well-maintained. They are stored on low-level shelves or on the floor to promote children's choice and independence. The outdoor area also has a good range of toys and equipment such as construction, role-play equipment and treasure baskets, which ensures that children are kept busy and occupied.

Children's welfare is mostly safeguarded. Staff have the necessary awareness of the signs and symptoms of abuse. They are confident to report concerns and are able to put necessary procedures into practice. However, some staff are not aware of the procedures for allegations made against them. This means that staff and parents are not kept well informed and this impacts on children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content within the nursery. They are beginning to make positive relationships with staff who greet them on their arrival. Children enjoy an interesting range of activities in the nursery which reflects current guidance such as 'Birth to three matters'. Babies and toddlers receive good individual attention from staff, which enables them to take part in a good range of activities. Staff interact well with children and are sensitive to their needs, they spend time cuddling and holding them which helps them to settle and feel secure. Children enjoy playing with treasure baskets which include a range of sensory materials such as pine cones, sponges and balls. They are developing their independence as they climb in and out of cardboard boxes and access the outdoor play area independently.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress in the six areas of learning because staff have a good knowledge and understanding of the Curriculum guidance for the foundation stage. This enables staff to plan a wide range of stimulating play opportunities which are appropriate, imaginative and provide sufficient challenge for more or less able children. Staff also spend time completing 'Me, Myself Forms' with parents to ensure they are aware of children's starting points. Assessments are completed using a Foundation Stage profile as staff clearly indicate by colouring in when a child has reached each stepping stone. These assessments are supported by observations made during free play and group activities.

Children are confident and show positive attitudes towards learning, they are developing strong relationships with staff and their peers. They develop their independence as they freely access the snack table when they want. Children are building their confidence as they take the lead role during free play activities and extend their learning. For example, children decided what they wanted in each basket when sorting shells out.

Children's language and communication skills are promoted well by staff through activities such as group time and story telling. They learn new vocabulary such as 'balance', 'more' and 'heavy' as they use the scales to weigh objects. They are able to develop their confidence in the writing area, where they are provided with a good range of resources such as notepads, pencils, and rulers. Children have opportunities to recognise their names, for example their water bottles are labelled with their picture and name. More able children can identify other children's names and are attempting to write their names on the large wipe board.

Children are showing interest in numerals which are displayed in their environment both inside and outside. For example cars are labelled with numbers outside. Children are able to count up to 10 and beyond whilst they sort out objects such as bears and sea shells. More able children are able to solve simple problems which involve addition and subtraction. For example staff add and take away objects and ask children to count them again. They are learning about volume and capacity as they fill up different sized bottles and containers in the water play.

Children are learning about the wider world through visits from people in their community. The paramedics and the ambulance service have visited the nursery where children had opportunities to use bandages and oxygen masks on each other. They also visit the local chemist where the pharmacist shows children prescriptions. This was in preparation for their 'role-play hospital' in the nursery. Children are learning to use keyboard and mouse on the nursery laptop and also

show interest in the inspector's laptop. They have regular opportunities to use the camera to take photographs of each other and record their voices on the Dictaphone.

Children are developing their creativity through a good range of activities such as singing, messy play and the use of musical instruments. They enjoy using glitter, shiny paper and straws to create collage work and playing in the wet sand. Children are learning about rhythm as they freely access the music corner, they are learning about slow and fast beats as they play with instruments. Children are developing good control over their small muscle movements as they handle equipment such as small world toys and peg boards.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals. They are cared for by staff who work with parents to meet individual needs and ensure children are fully included in the setting. Children behave well within the nursery, they have clear and consistent boundaries and know what is expected of them. They work well together by sharing and taking turns with games and with activities. Older children show care and concern for younger children. For example, they look at books with the babies and play with them when they are outside. Children are involved in activities helping them learn about other cultures. For example, they have made 'divas' for the Diwali and tasted different food such as 'chapattis'. Children have access to a suitable range of resources reflecting diversity, such as small world equipment, dolls and books.

Staff have good experience of working with children with learning difficulties and disabilities. They also support children who speak English as an additional language by using visual cards and working in small groups. Staff work collaboratively with parents and other agencies such as the visiting teacher, speech therapist and social worker to ensure children's welfare is promoted. Children's spiritual, moral, social and cultural development is fostered.

Parents of younger children are provided with daily written information about their children's day. Staff work closely with parents to ensure home routines are followed, which enables children to settle in the nursery. A complaints log is in place, however parents are not fully informed of changes to regulations with regard to recording and investigating complaints. Parents commented that their children are happy and have settled well into the nursery and this was due to good staff support.

The partnership with parents and carers is satisfactory. Parents are provided with regular information about the setting through the notice board and letters. They also exchange information about their children's progress with their key worker on a daily basis. However, parents are not provided with sufficient information about the Foundation Stage which means their involvement in their children's learning is limited.

Organisation

The organisation is satisfactory.

Children are safe because all staff have been through a rigorous vetting procedure to ensure they are suitable to work with young children. They also have an early years qualification to Level 3 which ensure that children are cared by qualified and experienced staff. Children benefit from a key worker system which ensures that their care is consistent. The premises are well organised and space is used to its full potential to maximise children's play opportunities. Staff are deployed effectively meaning children are supervised appropriately at all times.

All required documentation is in place to promote children's sense of well-being. However some policies require to be updated to reflect current legislation. An appraisal system is in place to assess staff's training and development needs.

The leadership and management of the nursery education is satisfactory. Staff and management work well together and there is good communication among the team. They are able to identify their own strengths and weaknesses through regular meetings, but do not have a system to monitor and evaluate the effectiveness of the education programme. Staff receive appropriate levels of support from the teacher and are committed to developing their knowledge through regular training.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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.

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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):

- ensure all staff are aware of children's individual dietary requirements
- develop the child protection policy to include procedures for allegations of abuse being made against a member of staff
- ensure the complaints log is shared with parents
- review the policies and procedures regularly to ensure they reflect changes in legislation.

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):

- improve information given to parents relating to the Curriculum guidance for the foundation stage and to become involved in their children's learning
- implement systems to monitor and evaluate the quality of teaching.

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