

College Day Nursery

Inspection report for early years provision

Unique Reference Number EY305851

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Inspector Susan Cox

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Registered person Great Yarmouth College

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?

College Day Nursery is an established nursery that was registered to the college authorities in 2005. It operates from a newly renovated building in the grounds of Great Yarmouth College. The nursery is self-contained and there is easy access to the enclosed outside play area for all children. A maximum of 44 children may attend the nursery at any one time. It is open from 08.00 to 18.00 for 50 weeks of the year.

There are currently 77 children aged from six months to under five years on roll. Of these 45 children receive funding for nursery education. Children come from a wide area due to priority for places being given to the children of the college students and staff. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs 11 staff, eight of whom hold appropriate early years qualifications. Three staff are currently undertaking training. The manager is continuing her professional development. The nursery receives support from an Early Years Support Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's medical needs are met as staff discuss these with their parents and care plans are drafted for children with specific medical conditions. This enables staff to take the correct action to support the children and respond appropriately to emergencies that may arise. If children become unwell when at the nursery their condition is assessed, they are made comfortable, and their parents are contacted to agree the best action to take. In the event of an accident children receive prompt treatment as staff hold current first aid training and first aid boxes are readily available in the nursery. Older children are learning how to manage their personal hygiene well, they independently use the toilet and realise the importance of washing their hands. Toddlers are supported as they are toilet training and the use of stickers gives positive encouragement. Nappies are changed appropriately and hygiene maintained by staff. Children sleep or rest according to their individual needs. Babies can sleep comfortably in cots in the sleep room whilst other children sleep in pushchairs as agreed with their parents. Older children may rest on folding beds or use a bean bag with a sheet for hygiene and comfort.

Children's dietary needs are met and they enjoy a range of snacks to promote healthy eating. For example, older children look at and talk about whole fruit and vegetables then help themselves to chopped items from dishes using tongs confidently as they make their choices. This helps them understand what they are eating and learn more about what is good for them. Many children enjoy lunch prepared by the college catering staff and the menu is adapted to meet specific dietary needs, for example, with a vegetarian option similar to the main meal. Children who bring a packed lunch are encouraged to eat their sandwiches first and parents are advised to provide healthy contents. Babies are cuddled to be fed their bottles and little ones learning how to feed themselves are appropriately supported. This ensures they remain safe, have sufficient to eat and acquire the skills needed.

Children take part in a varied and interesting range of play in the fresh air with many opportunities to be active and learn how their bodies work. For example, they play games such as 'find a corner' with great delight and enthusiasm. They ride a variety of wheeled toys and manoeuvre them well, climb and slide on apparatus and play with balls and hoops. Little children are supervised well as they explore and learn how to use the equipment. A safety belt allows toddlers to safely sit on a push along toy and staff help them learn how to climb and slide appropriately. Staff realise the benefits of plenty of fresh air and arrange a variety of activities outside. These include painting, imaginative play and craft activities and this all contributes to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have settled well into the new premises. This is because they are bright and attractive and have been designed with children in mind. As a result, children play happily in their base rooms and the resources room is a good area for group work where children concentrate and focus on activities with the staff. All children play in the fresh air regularly and staff check the area before they go out to ensure it is safe and appropriate for them. Staff have a clear understanding of the need to keep children safe at all times. They conduct risk assessments, make sure the premises are secure and supervise the children at all times. As a result, children play happily and safely as risks have been minimised. Children are learning about keeping safe.

They talk about road safety and practise this as they go for walks around the college campus. Fire drills are held regularly and they follow staff instructions about how to leave the building safely. However, the evacuation procedures are not sufficiently robust to ensure the safety of babies.

Children throughout the nursery have easy access to a very good range of resources. This is because consideration has been given to storage to enable children to make their own choices of suitable items. Much is stored in units and clearly labelled, often with pictures, to help children find what they want to play with. Staff monitor what is chosen to make sure it is safe and appropriate and to ensure resources are well maintained.

Staff have a very good understanding of child protection issues and are guided by a sound policy. Local Safeguarding Children Board contact details are readily available so that staff may take action if they have concerns, therefore, children are protected from the risk of possible harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and they get on very well with the staff who are sensitive and caring. All children take part in a good range of activities. This is because staff understand how children thrive in a stimulating environment with a good balance of activities to promote their development and education. Babies receive much individual attention, they are cuddled before being settled for a sleep, reassured as they wake up and encouraged to play freely as staff make sure there are appropriate toys within their reach. Little children are learning how to communicate and staff pick up on what they want to do and extend the learning opportunities well. For example, staff notice children paying attention to the water tray, they ask if they would like bubbles in the water. The children repeat the word 'bubbles' several times and are praised as bubbles are added. Younger children explore freely such as finding out what they can do with the dumper truck. Some try to sit on it but staff give gentle guidance pointing out it may not be safe and distract them suggesting they fill it with bricks. The children enjoy doing this and play happily. Children are confident and relaxed with the staff asking for help when they need it and encouraging them to join in their play. Staff show a real interest in what children are doing and take time to talk and listen to them asking good questions to help them think, solve problems and extend learning through their play.

Children are making good progress as staff build on their existing skills using 'Birth to three matters' to provide a range of child-led and focused activities. Staff work effectively as a team to meet the needs of all the children. In addition, all children have a key worker who maintains their learning file, tracks their achievements and helps identify the next steps in their learning.

Nursery Education

The quality of teaching and learning is good. Children achieve well in all areas of their learning as staff have a sound knowledge of the Foundation Stage. They plan effectively basing this around children's interests. For example, the pirate project arose from children talking about a favourite pirate film. Staff understand how to effectively promote learning across the curriculum. This is displayed as the project involved children in making their pirate ships out of large cardboard boxes, dressing up and acting out adventures, 'walking the plank' and searching for buried treasure. They were thrilled with their 'treasure box' of books at the end of the project and this encouraged them to enjoy the contents with their family at home. Each

child has a learning story file with observations, samples of their work and photographs to help the key worker track their progress through the early learning goals. A record of the next steps in their learning is made and staff work as a team to help the children achieve these and make good progress.

Children are confident, motivated and eager to learn. They enthusiastically take part in a wide range of activities and happily organise their own play. For example, a group of friends spontaneously decide to play circle games, find a space and sing and dance with much fun and laughter. Children are becoming independent; they manage their personal hygiene, find aprons for messy play and put on their coats and shoes for outside play. They choose when to have their snack and help themselves to a drink as they wish as they recognise their own needs. They are learning to consider other people and about the wider world as they play with a good range of resources and learn about other cultures and ways of life. Children chatter very confidently as they play with friends and work with staff. They listen to stories as a group and enjoy finding a book and either reading it on their own or asking a member of staff to read it to them. Children regularly use books to find out information, for example, they look at a good variety of books about dinosaurs, including using library books, as they work on the current topic. Children frequently make marks and are encouraged to try to write their name using their name card for guidance. Some activities are provided for children to learn how to link sounds to letters but there are not enough opportunities for them to secure this learning and help with early reading skills.

Children are beginning to use a range of mathematical concepts in their play. They often count the number of pieces of fruit on their plate, children in a line and some can count confidently to 20. They use the number line to help order numbered bottles, weigh as they organise ingredients for cookery and consider volume and capacity as they play with the sand and water. Children are learning about the world through a range of practical experiences. They grow seeds and tend plants such as tomatoes and strawberries in the garden and look at the flowers they have planted in the tubs. A project helps them understand about recycling and another about building with a range of activities inside and in the garden. Most are very competent with the computer and use the mouse and simple work packages happily with a minimum of support needed. Walks around the college campus enable them to meet a range of people and consider the local environment.

Children love being active and take part in a wide range of activities to help with their physical development. They run, ride, climb, balance and play active games in the fresh air and dance and exercise inside if unable to go in the garden. They are learning how to use a range of tools as they cut, paint, draw and model helping with manual dexterity. Children explore their creativity in many ways. For example, they paint freely with brushes and concentrate on what they are doing. They use toys to create dinosaur footprints and decorate them with glitter. Cardboard boxes are made into pirate ships and children act out real and imaginary experiences with delight. Children enjoy music, sing, dance and make their own instruments at times.

Helping children make a positive contribution

The provision is good.

Children are happy and made to feel comfortable in the nursery because the staff have a positive approach which welcomes families from all backgrounds. Time is taken to get to know the children and their parents as they start at the nursery and the key worker builds on this relationship to meet individual needs. Children play with a wide range of resources that promote equality and posters and displays make this a welcoming environment. Projects and celebrations

help children appreciate our multicultural society and this is enriched by personal experiences. A Chinese family helped the children celebrate Chinese New Year with Chinese food, music, costumes and dancing. Children who are learning English as an additional language are supported as staff find dual language books, use gestures to encourage communication and can access some translation services within the college. An inclusive attitude enables children with learning difficulties to be fully included in nursery activities and the manager displays a very good understanding of meeting the needs of children with disabilities. There are clear procedures in place to assess children and work with parents and other professionals to ensure children are cared for appropriately and enabled to make progress with their learning and development.

Children's behaviour is good. This is because staff implement the sensitive behaviour management policy consistently and they are positive role models. Children respond well to the clear guidance they are given which helps them manage their own behaviour effectively. For example, a sand timer lets them know it will soon be time to tidy up so they can draw their play to a close. They also respond to gentle reminders well such as when told to be careful with a physical game or they may hurt others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are guided by an attractive booklet that helps them understand the service on offer and a flexible settling in procedure enables all to become happy with the arrangements in their own time. Parents can see what their children are learning from the topic board outside the room and key cards explain the activities for the day. Children's learning stories are available for parents to see as they wish and some enjoy contributing to these. They also form the basis for discussion during the open days when parents spend time with their child's key worker discussing their progress. An informal chat each day enables all to keep up to date to meet the children's needs. Parents express their satisfaction with the nursery; several explain how happy their children are and that they are making very good progress. They have not had any concerns but feel that any issues would be dealt with sensitively to support the care and education of their children.

Organisation

The organisation is good.

Children benefit from being cared for by staff that work well as a team and are committed to developing the service they offer. The manager is very experienced in the provision of good quality childcare and is currently working on her professional development to validate her valuable skills. Children's safety is promoted as sound employment procedures are in place. However, there is not a robust system to ensure that staff understand their ongoing responsibility to declare any offences or orders which may affect their suitability to care for children. Consequently, risks to the children are not minimised.

Children use the space within the nursery confidently. This is because staff are well organised. They make sure rooms are set out ready for children's arrival and are available to greet them and work with them in a relaxed manner. All the required documentation is in place to ensure children are cared for appropriately and in a manner agreed with their parents. The manager understands the need to notify Ofsted of significant changes and incidents at the earliest opportunity but this is not included in the policies and procedures. As a result, there is a potential risk of this being overlooked and issues relating to children's care and welfare being missed. Overall children's needs are met.

The leadership and management is good. The manager has a clear understanding of her role and works effectively with the staff team to meet children's needs and ensure all make good progress. Appraisals are used to help staff with their professional development and this is further supported as the manager often works in the rooms with the staff. She is keen to take advice offered and is working towards the Norfolk Quality Assurance award which has involved staff in evaluating and developing the service they provide to the children. There is a good relationship with the college personnel who oversee the running of the nursery and they are proactive in supporting the quality of care and education provided for the children.

Improvements since the last inspection

At the last care inspection the provider was asked to review the deployment of staff and the role of the manager, to ensure evacuation procedures are effective at all times and to review the policies and procedures and make sure they are available to parents. The manager has given staff areas of responsibility and this frees her up from some of the tasks enabling her to carry out her professional duties more effectively. Bank staff are employed to help cover the middle of the day so staff are better able to meet the needs of the children. The evacuation procedures have been reviewed and improved. However, the procedure for evacuating babies is not sufficiently robust so a further recommendation has been made in this report. Policies and procedures have been updated to reflect the working of the nursery and are available to parents to help them understand the care their children will receive.

At the last inspection of nursery education the provider was asked to reconsider meal and change over times to effectively involve children and promote learning outcomes. The children now choose when to have their snack and make their own choices of what to eat from a good selection of healthy options. A sand timer helps them understand when to draw their play to a close and help to tidy up at change over times. As a result this is better organised and children take an active part.

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 AND NURSERY EDUCATION

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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):

- make sure that evacuation procedures are sufficiently robust to ensure the safety of babies
- improve the system to ensure that staff understand their ongoing responsibility to declare any offences or orders which may affect their suitability to care for children
- make sure policies and procedures include notifying Ofsted of significant changes and incidents at the earliest opportunity.

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):

- provide further opportunities for children to link sounds to letters.

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