



Meadow View Day Nursery

Inspection report for early years provision

Unique Reference Number	141896
Inspection date	29 June 2005
Inspector	Sarah Fletcher
Setting Address	Westbury Lane, Newport Pagnell, Buckinghamshire, MK16 8PS
Telephone number	01908 216604
E-mail	
Registered person	Childbase 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 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?

Meadow View Day Nursery is owned and run by Child Base Limited who have a chain of nurseries in the South of England. Meadow View is situated on the outskirts of Newport Pagnell, Buckinghamshire on a residential estate and operates from four rooms in a purpose-built building. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year, except public holidays. All children share access to a secure

enclosed outdoor play area.

There are currently 91 children aged from six weeks to under five years on role. Of these, 28 receive funding for nursery education. Children come from the area and surrounding rural villages.

The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 13 permanent staff members including a cook. Most of the staff, including the manager, hold appropriate early years qualifications and some are working towards a qualification. A French teacher attends some sessions and the children have the opportunity to do music and dance sessions.

Meadow View Day Nursery belongs to the 'Quality Counts' quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand simple good health and hygiene practices and demonstrate their ability to feed themselves from an early age. Staff encourage children to manage by themselves, regardless of the mess. Good clean up routines are in place after meals, with older children washing their own hands and face with disposable face cloths, although older children are not asked to clean their hands before or after toast time or after playing outside in the garden.

Children learn about healthy living studying topics about themselves, food and exercise. They readily put on sun hats in warmer weather and coats if it is cooler, adjusting clothing to their individual requirements. Children rest and sleep according to their needs; babies and toddlers sleep routinely as their parents wish, for example, morning and/or afternoon naps. Staff keep records of each child's routine and parents' wishes, which are on display and regularly updated.

Children's health and dietary needs are met because staff work well with parents. Children's good health benefits from a wide variety of seasonal menus, which are healthy and nutritious and designed by a dietician and chef, with the help of a health visitor. Staff share menus with parents in advance, recording up-to-date information on children's dietary needs and parents' wishes, which are then given to kitchen staff preparing children's meals.

Children benefit from the many opportunities for fresh air and physical activity, playing outside several times a day. Babies, toddlers and older children have easy access to a well-equipped garden, where they are free to choose from the wide range of toys, resources, equipment and activities under close supervision of the staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and security is paramount. For example, appropriate vetted adults, who have relevant experience, knowledge and skills, care for children. Parents specify who can collect their child and designate their own family members, providing a photograph and relevant information. No child is allowed to be collected without parents' permission and an individual password. Children's indoor and outdoor play benefits from a wide range of toys, resources and equipment, which staff check regularly for risks and hazards and to minimise dangers to children.

Children are cared for in a welcoming, secure and safe environment, with four inter-connecting rooms, each with its own bathroom facilities and sleep or rest areas. All doors are secure with stairgates between rooms and into the garden. An intercom is in use for all visitors and parents entering the premises. Children learn to keep themselves safe and are developing a good sense of spatial awareness during outdoor play and when sitting or playing together in group situations.

Children are well protected from possible abuse or neglect. All staff attend annual child protection training ensuring a good understanding of the policies and procedures and clear knowledge of their own role should there be any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop confidence and self-esteem, helped by the large displays of children's work all around them and many opportunities for finding and recognising their own names. Each room has hand made family books, made from photographs and reminders of home. Children show interest in what they do, settle well and form positive relationships with each other and staff. Children ask questions, use initiative and communicate well, talking to adults with confidence and involving them in their play. Children begin to distinguish between right and wrong, following nursery rules and behaving generally well.

Children acquire new knowledge and skills, which are shared with parents on a daily basis. For example, grandparents collecting their baby after lunch are given written record of babies achievements, sleep pattern, nappy changes and feeds with explanations for each area. Babies enjoy learning about themselves using mirrors, family photograph books and exploring their environment, which has a wide variety of stimulating and challenging resources. Children have their individual needs met through the care and routines of the nursery.

Children respond to challenge, developing and learning from the activities provided by the nursery. Children develop an understanding of the world around them from a wide variety of themes and topics, such as 'People who help us' and 'Mini beasts'. Children across the nursery study each theme, with differing age appropriate activities for each of the rooms. For example, younger children play in the sand and water with various plastic creatures and older children take part in a French lesson

helping each other to repeat the French name for insects.

Nursery Education

The quality of teaching and learning is good. Children are happy and enjoy attending the setting, showing consistent interest in the wide range of stimulating and relevant activities relating to their needs. They access a good range of well-chosen resources, which support their progress towards all areas of the early learning goals. Staff have a secure knowledge of the foundation stage, a good range of teaching methods and a clear understanding of how children learn and develop. Assessment is thorough and the information goes forward into planning. Staff manage children and their behaviour well, providing an interesting and welcoming environment, which fosters children's independence appropriately.

Children communicate and listen well to adults and each other, using appropriate language to express their ideas. They have many opportunities for name recognition and mark making, through a variety of activities, such as writing 'news' books or 'prescriptions' in the role play area. Children gain confidence in using numbers in their play, responding to realistic challenges to help extend their mathematical skills in planned activities. However, there are few opportunities for simple calculation through everyday activities and routines.

Children develop confidence and self-esteem, respecting the values and feelings of others, and showing good levels of independence, curiosity, imagination and concentration, using all their senses to explore a wide range of new experiences. Children are increasing their knowledge of the world around them by accessing well-planned indoor and outdoor developmentally appropriate resources and activities. They develop physical skills through a good range of experiences, including regular music and dance sessions. Children explore their creativity freely through well-planned activities, developing their imagination in artwork, role-play and through small world toys.

Helping children make a positive contribution

The provision is good.

All children are welcomed and cared for because staff value and respect children's individual needs and their backgrounds. Children feel a sense of belonging, with pictures of themselves around them, forming a welcoming and familiar environment. Children understand responsible behaviour, with staff supporting children in sharing toys and turn taking.

Children work harmoniously with others and are sociable. All age groups mix well, and visit each other through the garden doorways, talking through stairgates. Staff encourage children's differing age groups to chat to each other and improve relationships with one another. Children make choices and take decisions for their play, with staff allowing children to choose from a planned selection or asking for alternatives. Children increase their independence by managing their own toileting as soon as they are able and wiping their own noses or their hands and faces after eating.

Children have easy access to family books made from photographs of familiar faces and home life and bedtime bears brought from home to enable them to make the transition into nursery smoothly. All four rooms have sensory areas, which children can freely explore. Children develop self-esteem and respect for others, learning not to speak when others are talking, sharing toys and helping each other. Staff promote good behaviour through using lots of praise and encouragement. This positive approach contributes to fostering children's social, moral, spiritual and cultural development.

Partnership with parents is good. Children's care is enhanced by the excellent relationships developing between staff and parents. Parents receive a comprehensive informative prospectus at registration, policies and procedures, newsletters, and regular verbal feedback from the room leader on their child's time within the group at the beginning and end of each day. Parents are encouraged to share what they know about their child using the 'entry profile' forms when children join the setting, which shows children's stage of development and enables continuity of their care. Parents receive information about their child's progress through the written reports and regular parents' evenings. Overall, a good two way flow of information ensures staff and parents are fully aware of children's achievements, with any concerns discussed privately. Parents also receive good information for all aspects of the provision and have fresh information on notice boards outside each room.

Organisation

The organisation is good.

Company recruitment and vetting procedures ensure children are well protected and cared for by staff with good knowledge and understanding of child development. Most staff are qualified and experienced, with un-qualified staff attending courses to achieve their qualifications. Staff have a high regard for the well-being of all children, attending regular training courses, including child protection, and updating their knowledge to ensure the best care for children.

Staff positively support children's care, learning and play, allowing children space and time for individual development. Group sizes and staff deployment maintain correct ratios and contribute to children's enjoyment and achievement, and ability to take an active part in the setting. Children move up through the age group rooms appropriately when they are ready. All rooms are well equipped, light, airy and spacious, with lots of children's artwork and photographs displayed to encourage children's self esteem.

Policies and procedures work in practice to promote children's health, safety and their ability to make a positive contribution. All policies and procedures are comprehensive, detailed and available to parents at all times. Parents and children share a good induction procedure, with an excellent welcome brochure, and a tour of the nursery followed by settling in play times. Family outings take place regularly at weekends, together with local walks, where parents can help if they wish.

Leadership and management are good. The nursery manager and the company work

together to ensure all children have the best available care. Clear systems are in place to monitor the provision and all the staff, together with their training needs and assessing the strengths and weaknesses of the nursery. Both the nursery manager and the company aim to further improve the nursery education, with a focus on personal development and the outcomes for children. The manager, who works as a good role model, leads her committed team and ensures the best care for all the children who attend, motivating staff and children. Staff use nursery education plans effectively to enable children to progress at their own speed. Planning is good, with staff being clear in their level of involvement in each activity. Plans show staff deployment, intended learning objectives, evaluation, focus for differing levels of achievement and development of activity throughout the week. Observations of children's achievements are in place to help towards planning the next steps for children's learning and development.

Overall, the provision meets the needs of the children attending.

Improvements since the last inspection

The last Children Act and Nursery Education inspection recommended that the nursery improved hygiene procedures for children, plan and provide activities for differing needs of three and four year olds, and organise a balanced programme for all children attending.

Children now have a balanced programme of activities throughout the day, because the nursery plans activities that are appropriate to children's ages and stages of development. Children wash their hands and faces after meals, but not all children wash their hands before and after some snack times.

Complaints since the last inspection

Since the 1st April 2004, there has been one complaint relating to National Standard 6 - Safety, relating to a child being involved in several incidents which resulted in accident forms being completed. In addition, that bullying was occurring and staff were not supervising children correctly.

Ofsted asked the provider to carry out an internal investigation and report to Ofsted within 10 days.

The provider responded with a detailed report together with a copy of their behaviour management policy. The response demonstrated that the provider continues to meet the National Standards and remains qualified to be registered.

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):

- further develop hygiene procedures to improve hand washing routines, which include before and after snack time and after playing outside

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):

- further develop everyday opportunities for children to use calculation

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk