

Salisbury Street Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY279797
Inspection date	26 June 2007
Inspector	Permjit Tanda
Setting Address	1 Salisbury Street, Wolverhampton, West Midlands, WV3 0BG
Telephone number	01902 771000
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Registered person	Firewalker Fitness Martial Arts Centre Ltd04871408
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?

Salisbury Street Neighbourhood Nursery opened in 2004 and operates from a purpose built building situated close to Wolverhampton city centre. There are local shops, a park and a school within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 62 children on roll. This includes eight funded three-year-olds and three funded four-year-olds. Children attend a variety of sessions. There are effective systems in place to support children with special educational needs and those who speak English as an additional language.

The nursery is open five days a week throughout the year with the exception of a week at Christmas and bank holidays. Sessions last from 07:30 to 18.00. Thirteen staff work directly with the children of whom ten hold an appropriate early years qualification and three are working towards a recognised qualification. The setting receives support from a teacher mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are welcomed into a lively, child-orientated and clean environment where they can play, rest, sleep and be active according to their needs. Staff follow effective environmental health and hygiene procedures, meeting the children's physical, nutritional and health needs and allowing them to thrive and flourish. Children gain a good understanding of hygiene and a real desire to become increasingly independent in their personal care, because of the staff's support and guidance. Children understand how and why they should wash their hands after using the toilet, before eating, engaging in cooking activities or playing outside. Children also clean their teeth after their lunch. These hygiene practices are incorporated within their daily routine and impact positively on their independence and health. Children's well-being is promoted as the staff work effectively to appropriate health and hygiene policies, which have been developed with regard to health, hygiene, medication and any illness in the children.

Older children especially enjoy a wide range of physical activities and develop control over their bodies because staff effectively organise stimulating daily indoor and outdoor activities. This contributes well to their good health. Children enjoy outdoor activities such as riding bikes along the path and using a range of challenging equipment such as large tyres and reels to climb and jump. Many children thoroughly enjoy using the natural environment to further test and develop their skills such as rolling down the slope of the grass hill. Children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment and under the close supervision of the staff team. Alternatively children engage in fun indoor activities such as dancing and singing to nursery rhymes with movement, which improves their physical competence. Furthermore, older children benefit from weekly structured sessions at the dance studio where they learn to move their bodies and create intended shape with the support of a fitness instructor.

Children benefit from a nourishing and healthy diet. Children are provided with balanced and nutritious meals and snacks that appeal to them and meet their dietary needs. For example, the three weekly menus incorporates a range of fresh meats, fish, whole-wheat pasta and brown rice. Children have a selection of salads and vegetables to eat with the meal and fruits for their snack. Parents are informed daily about what their child has chosen to eat at lunch time and throughout the day. Children learn about healthy living as they are encouraged to take an active role in learning about healthy foods through projects. Children thoroughly enjoy being involved in these activities and this stimulates lots of discussion, encourages them to make healthy choices and is instrumental to their growing self-confidence. Children are able to access drinking water freely throughout the day and squash and milk make available with their snack.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and stimulating environment. Staff have a good understanding of how to achieve a balance between freedom of behaviour and setting safe limits. They involve older children well in organising their environment, allowing them to trust and explore their surroundings fully. Children are learning to keep themselves safe through their daily activities. For example, staff talk to them about waiting and taking turns in the garden when using equipment to prevent accidents. Older children have a clear understanding

of the boundaries in place and the reasons for them. They know about the risk from fire and how to keep themselves safe, through regularly practising the emergency evacuation procedure.

Children have safe access to a good range of high quality play resources and equipment appropriate to their age and stage of development. Sufficient suitable cots are provided for children to rest but staff do not always make good use of them and therefore on occasions very young babies are slept on the floor whilst older babies walk around in close proximity. On these occasions children's safety is compromised. Children are well protected as the staff team have a good knowledge and understanding of child protection procedures. There is a written policy and procedure to ensure parents fully understand the adults' duty to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Staff build positive relationships with children and their parents this facilitates a good understanding of the children's individual needs and home circumstances. This enables new children to settle easily and they are happy to remain. The consistent, warm and caring relationships developed by staff foster the children's trust and sense of well-being.

Staff have a good understanding of the 'Birth to three matters' framework and use it well to provide a broad range of experiences and activities this is especially evident in the toddler room. Children easily initiate their own play through freely selecting from an exciting range of resources which are made easily accessible. Children increase their creativity, imagination, language and mathematical thinking through a meaningful range of first-hand experiences. They benefit from a full range of sensory activities daily such as paint, sand, water and are completely absorbed whilst exploring the properties of corn-flour. Good adult to child interactions help to promote their development of early communication skills, for example, children sing along to their favourite nursery rhymes and action songs and show a real fondness for books and story sessions. Children show good levels of interest in their play because staff work hard to create a relaxing, stimulating environment which is well maintained throughout the day.

Babies are supported well by staff that are attentive to their individual needs and they are fed and sleep according to their individual routines. Staff spend much of their time supporting the babies' early communication skills and helping them learn and acquire new skills such as rolling, crawling, sitting and standing. Babies enjoy being with familiar adults and are often playfully engaged and involved through staff that skilfully use facial expression and varied tones of voice to capture their interest. Babies gain self-assurance through close relationships with adults and this helps them confidently explore their environment. Babies often enjoy gaining adult's attention, for example, a baby is keen to show off her dancing and vocal ability which is further encouraged through praise from the adult. Younger babies have good opportunities to explore sound, shape and movement through an abundance of toys and activities. Staff effectively plan activities using the 'Birth to three matters' framework for the needs of the younger babies, however, experiences to challenge more able babies in their physical development and help them build on their natural curiosity through a broad range of sensory experiences such as paint, dough sand and water are less well planned. Therefore more able babies do not always show an interest in what is made available.

Nursery Education

The quality of teaching and learning is good. Children enjoy and choose from a broad range of exciting resources and activities. They have the confidence and abilities to initiate their own play and do so with ease as they move around their play room selecting what they want to play with. Many children are inquisitive and curious, clearly intrigued by the black bin liner on the easel for them to use with chalk. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, they enjoy the texture of cooked pasta and explore the properties of corn flour when mixed with water.

All children are eager to learn because of the stimulating environment provided for them. They sit patiently, listening intently to various stories, and confidently participates in group discussions and answering questions asked by the reader. Children play co-operatively in groups and are learning to speak in turn and listen to others. They enjoy imaginative play. The role play area is regularly changed which allows children to act out real life situations such as being at the hairdressers, doctor's surgery and booking holidays at the travel agents in relation to the theme on journeys. Children enjoy creative play as they paint, collage and draw, for example, a child stands proudly as she shows off her picture she has created using paint at an easel, whilst another child is completely absorbed in covering the paper in shades of blue and green.

Children access a varied range of good resources, which support their learning across all of the six areas of learning. They are keen to be involved in the good variety of activities that meet their needs. Children are self-assured, eager to learn and enjoy the challenge of new experiences. All three and four-year-olds use mark making to represent their ideas and more able children are becoming confident in attempting to write their own names. Pencil control is developing well with daily practised in a variety of ways, for example, they often use the writing table and children are busy using post-its, clipboards, markers, crayons and rulers to write notes and draw. Children's pretend passports are displayed they have been writing in them and using ink stamps on them this helps them learn print carries meaning. Many children recognise their own names and their peers through labelled dinner placemats and seeing names on the helper's board. Staff emphasise initial sounds of children's names and familiar words well which in turn helps children link sound to letters of the alphabet.

Children confidently count and use this skill with purpose in their play by counting objects and during everyday routine. They learn numerals to ten though a stimulating environment, for example, a number line is displayed and pictorial signs including numbers show children how many of them can play in a particular area at once. Children have many practical opportunities to explore, shape, size and measure. Children have been measuring their own height and talk about the height of the runner beans they have been growing. Children make appropriate use of the mathematical area which includes objects such as a tape measure, sorting beads, puzzles and threading. Children begin to learn about early calculation through singing number rhymes but staff do not always take advantage of everyday routine activities such as setting the table for dinner to further explore mathematical problem solving and calculation.

Children enjoy physical play which is available to them daily. They use large and small equipment with confidence and operate tools such as scissors and hole punchers with increased control. Children show interest in the way musical instruments sound. They tap out repeated simple rhythms and dance to their favourite music. Children begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences. For example, children use the water with pebbles and play imaginatively with the play people provided. However, although the sand and water is made available daily children do not always invest their curiosity in what is available, this is sometimes due to the lack of challenge the

areas offer, for example, the range of sand and water toys are limiting and do not offer more able children opportunities to explore concepts such as floating and sinking and other early scientific experiments.

Children are challenged effectively because of the staff's knowledge of the Curriculum guidance for the foundation stage. The planning is effective and understood well by the staff using it. They plan themes for the year, a medium term plan that identifies learning objectives and these are then programmed into weekly activities. They gather evidence of children's starting points and use their written observation and assessments to assist in planning for the children's learning. Staff record incidental observations, which are transferred to the assessment records and the information used to inform future planning to help children to take the next steps in their learning. Children learn at their own pace because staff organise a good balance of adult-led, adult supported and child-initiated play opportunities to ensure that all children are challenged effectively.

Helping children make a positive contribution

The provision is good.

All children and their families are warmly welcomed into the setting. Staff provide a caring atmosphere and have a high regard for the children. Children are valued, respected as individuals, and treated with equal concern as the staff have a good understanding of equality issues, as well as experience of working with children learning difficulties. Staff ensure that all children's needs are met effectively. Children have meaningful opportunities to learn about themselves and develop a healthy respect for the needs of others. Children learn about the wider community through planned activities such as celebrating festivals and resources reflecting positive images of culture, gender and disability. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children's behaviour is good. They respond to the staff's effective, clear behaviour boundaries. Children show care and concern for each other and play together in harmony. They have an appropriate awareness of what constitutes acceptable behaviour. They know what is expected of them and are confident to ask for what they require. Staff praise children well and encourage positive behaviour by giving them lots of praise and using rewards such as stickers and stamps. Children understand right and wrong as they respond well to gentle reminders to care for their environment, each other and the equipment.

The partnership with parents and carers is good. Parents are kept well informed about the nursery and their child's progress. Parents are confident in approaching and discussing any aspects of their child's care needs with staff. They have received useful information about the 'Birth to three matters' framework and the Curriculum for the foundation stage and displays help to demonstrate how their children are learning through play and experience. A notice-board and a comprehensive nursery prospectus ensure parents are kept well informed about the setting and its policies. Children benefit greatly from the involvement of their parents in projects which contributes to their well-being at the setting.

Organisation

The organisation is good.

A robust recruitment and selection procedure means that children are cared for by suitably qualified staff. The proprietor is committed to improving the service provided and this is addressed through regular staff monitoring and training opportunities. Staff give good regard

to the well-being of the children they care for and communicate well to ensure they all understand any child related issues.

Leadership and management is good. The thorough induction programme and commitment from staff ensures that all adults work well together to promote children's health achievement and enjoyment. This good teamwork enhances children's care and learning. Children are welcomed into an environment which is organised effectively. Indoor and outdoor space is laid out to maximise play opportunities for all children, this has a positive impact on the children's learning and development. All legally required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection one recommendation was made which has been successfully addressed. The written statement of the arrangements in place for the protection of children to safeguard them from abuse or neglect now includes the procedures to be followed in the event of allegation being made against a member of staff or volunteer. The procedure is shared with parents and therefore they are well informed and children's safety improved.

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

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):

- make better use of the cots provided to ensure the safety of young babies when they are sleeping
- plan and provide a varied range of play experiences for more able babies to build on their natural curiosity and promote their physical development

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):

- offer further challenge in the sand and water area to capture the children's interest and further promote their exploration and investigation skills
- increase the opportunities the more able children have to use mathematical problem solving and calculation through everyday routine activities.

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