

# Loddon Nursery School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	254159
<b>Inspection date</b>	22 June 2007
<b>Inspector</b>	Karen Pretty
<b>Setting Address</b>	The Hollies Classroom, High Street, LODDON, Norfolk, NR14 6AH
<b>Telephone number</b>	01508 520286
<b>E-mail</b>	info@loddonnurseryschool.co.uk
<b>Registered person</b>	Jayne White
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Loddon Nursery School is a privately run facility and opened in 1985. It is situated in a self-contained unit to the rear of The Hollies, in the centre of Loddon. A maximum of 26 children may attend the nursery at any one time. The nursery is open each day from Monday to Friday, between the hours of 08:00 and 18:00, for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from two to under five years on roll. Of these, 42 children receive funding for early education. The nursery serves Loddon and the wider surrounding local area. The nursery has a range of experience in working with children with learning difficulties and/or disabilities and also supporting children who speak English as an additional language.

The nursery employs 13 staff plus a cook and cleaner. Of these, 11 hold appropriate early years qualifications. The nursery receives support from the Local Authority. They have achieved the Norfolk Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good health and hygiene practices through the regular routines of the session. For example, they consistently carry out hand washing before eating and after going to the toilet. Staff use innovative ideas to assess and promote children's understanding, of why it is important to wash hands through the use of a puppet, 'Rosie' the mouse, when questioned by 'Rosie' children confidently reply that 'Soap helps to wash away germs'. In addition, staff remind children to cover their mouths when they cough. Consequently their risk of cross-infection is minimised and children stay healthy. Most staff have attended food hygiene training and consistently follow good procedures when preparing or serving food.

Children receive good quality care if they are ill or have an accident because staff are aware of their individual health care needs and most of the required documentation and consents are in place to support this. However, prior parental permission for seeking emergency medical advice and treatment is not currently in place. The majority of staff have attended first aid training to ensure they are aware of the correct procedures to follow to maintain children's health. The accident and medication records are well-organised and consistently shared and signed by parents each time.

Children's dietary needs are well met through the provision of nutritious snacks and meals that take account of their individual dietary needs and preferences. A cook is employed to prepare a hot midday meal for the children each day, which is well balanced and regularly features fruit and vegetables. Children sit down together in a group to enjoy meals such as, chicken and vegetable pie with potatoes, green beans and carrots. Children are given knives and encouraged to cut their own food, promoting independence. They have a choice of milk or water to drink at snack and meal times. A water jug and cups are available throughout the rest of the day to provide constant access to drinks and consequently children do not become dehydrated.

Children enjoy a good range of physical play activities which contribute to a healthy lifestyle. There is a well developed outdoor area where they use a wide range of toys and equipment such as, bats and balls, footballs, wheeled toys and a small climbing frame. Further development of the outdoor area is currently under negotiation and when completed they aim to provide free flow enabling the outdoor area to become an extra classroom. Children demonstrate increasing control while placing small pegs into a cork block with a hammer, using a variety of mark marking tools and while practising their threading skills to help them develop their hand-eye coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very safe and secure indoor and outdoor environment. Children are only allowed to be collected by nominated people; the main entrance door to the nursery has numerous locks and chains and the outside of the entrance can be closely supervised from the main office to ensure unwanted visitors do not gain access. Well-implemented policies and procedures are effectively followed to promote children's safety in the nursery and when on outings into the local community. Frequent emergency evacuations are practised with the children and staff to ensure everyone concerned knows what to do in the event of a fire.

Staff create a very welcoming and stimulating environment. The building is attractively decorated with posters and examples of children's own artwork, which they proudly point to. The layout of the playrooms provides children with space to move around freely and safely and encourages their independence, for example, children confidently access the toilet and hand washing facilities. Well-organised, child-friendly, accessible storage facilities enable children to self-select from the broad range of safe and suitable toys and equipment that are well-maintained and meet safety standards.

Children's welfare is safeguarded and well promoted because all staff have a good, up to date knowledge and understanding of their roles and responsibilities in protecting children. In house training is carried out as part of the staff induction process. Effective procedures are in place to ensure all staff are aware of the procedures to follow if they have a concern.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Most children arrive happy and settle well or are sensitively supported by staff to do so in the welcoming environment. Children form good relationships with each other, they eagerly greet their friends as they arrive and excitedly show them what they are doing. Children are confident and can play well on their own or with others. Staff are supportive and caring towards the children and take time to listen to them, this helps children develop a sense of self-worth as they know staff value their contributions. The organisation of activities and routines of the session encourage children to initiate their own play and follow their own interests, as they freely choose to spend their time engaged in activities that interest and motivate them.

The group are developing the use of 'Birth to three matters' in their practice with this age group. They use a good system to record children's achievement and progression following the framework. The framework is beginning to be reflected in their planning and staff informally adapt activities to ensure younger children are able to participate and make progress. For example, they place a strong emphasis on play with natural resources which enables younger children to explore with their senses, yet extension opportunities for older children are endless. Children understand the routines of the group and come together happily for group activities such as 'registration and story time', staff equally and effectively split them into groups at other times to ensure everyone is able to join in and contribute.

### **Nursery Education**

The quality of teaching and learning is good. Staff have good a knowledge of the Foundation Stage and how children learn. Good effective use of time provides a balance of adult focused and child focused activities. This allows children time to become engrossed and encourages a relaxed atmosphere in which children can learn well. Staff all contribute to the comprehensive planning which clearly identifies learning intentions for children. However, adult focussed activities do not include adaptation and differentiation to ensure they provide sufficient challenges and suit particular needs of children and do not consistently focus on evaluating the intended learning outcome. An effective key worker system enables staff to evaluate observations and successfully link to learning intentions. This ensures that starting points can be identified and children make good progress towards the early learning goals. Staff support children well during activities providing challenge with open-ended questions and extending and consolidating children's learning. Varied and interesting activities are planned to capture children's interest and meet different learning styles. Ongoing training enables staff to be innovative and creative as they plan around the children's interests. They manage children

skilfully and sensitively, giving good explanations and using praise to reinforce positive behaviour.

Children are motivated to learn through exciting and challenging activities which capture their interest. They are warmly welcomed into the colourful and child-friendly environment by caring staff. Named pegs give children a good sense of belonging and encourage them to feel at home. Staff encourage children to manage developmentally appropriate tasks for themselves which promotes their personal independence. Good organisation of storage, throughout the setting, enables children to self-select resources and work independently. Children's behaviour is good as they work as part of a group, sharing equipment fairly. This is supported well by staff who provide reminders about how long before tidy up time, ensuring that children are fully involved and given areas of responsibility to tidy. Cultural festivals and traditional days are planned for and children are encouraged to respect the views and beliefs of others. Children's achievements are valued and celebrated by staff who display their efforts giving children a sense of pride.

Children's language development is good, they take turns to speak and listen as they play an imaginary game recreating roles and experiences. They have good opportunities to use language for thinking and speaking as they recall activities and events from the past. Children are making very good progress in their early writing skills. Although early writing skills have been considered in all areas of the learning environment, a defined writing area gives them a starting point and staff praise and encourage children very well as they persevere with writing their names. The room has many labels and prompts, encouraging children to know that text carries meaning. Colourful and well resourced, portable carriers of mark making equipment enable children to transport their writing to any chosen activity. Children enjoy looking at books in the comfortable and inviting book corner where staff are readily available to read stories.

Children are making good progress in their mathematical development. They enjoy a broad range of colourful equipment and activities which enable them to learn about shape, space and weight. They calculate using cars and trains and use a range of mathematical language as they balance different sized objects on weighting scales. A variety of games and adult led activities encourage children to problem solve and count. Staff support children well as they count, encouraging them to count on from 10, giving praise and support. Fun and child-friendly resources are available throughout the session to support children's mathematical development, including tape measures, a till, calculators, clocks and number puzzles.

Children have good opportunities to explore through messy play experiences, where they can compare differences and observe growing things. Wet and dry sand, mud, water and soil give children tactile and hands on experiences, where they note contrast in texture and state. They have lots of opportunity to engage in these purposeful activities, outside in the fresh air, where their interest and curiosity is enhanced. Photographic time lines detailing significant events, such as plant growth, have personal meaning to the children and give a good sense of time and past events. Children have opportunities to develop their computer skills well, they operate the mouse with skill and precision.

Children display good dexterous skills as they use scissors and glue. Staff provide just the right amount of support to allow children to practice with confidence. During a craft activity children demonstrate increasing control as they carefully use scissors to cut around a fish. Staff reward with praise and encourage children to have a sense of achievement, as they talk proudly about children's skills. Children roll and manipulate dough with care, making specific shapes using careful and thoughtful movements. There are many opportunities for children's creative play through well planned resources that are appealing and tactile. Bright coloured tissue paper laid

out with a wide range of sticking materials and paint supports children's creativity well. During music sessions children respond well to the sounds with body movements. Children engage well in imaginary play, where they have time to become engrossed, they co-operate well, and staff support the game by allowing space and time to develop their imaginary ideas and act out their roles. Overall, children make good progress in their learning and achieve well given their capability and starting points.

### **Helping children make a positive contribution**

The provision is good.

Children are fully welcomed into the setting. Staff value their individual personalities and ensure all children are able to play with toys and equipment which meet their individual needs, so they can become confident and independent. Photographs of the children and displays of their art work help them to develop a good sense of belonging. The provision has effective arrangements in place to care for children with learning difficulties and/or disabilities, and staff work in partnership with parents and other professionals to ensure children's specific needs are met.

Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and show concern for others through the use of effective strategies. For example, praising children's helpfulness and kindness to others. Children are learning effective strategies to manage their own behaviour, such as being reminded to think about the classroom rules. Children understand the rules of the group and explain them to others, children actively encourage others to participate at tidy up time. Children have meaningful opportunities to learn about the wider world and other cultures. They take part in planned activities covering festivals and celebrations from all around the world and they have opportunities to explore artefacts from other cultures.

Partnership with parents and carers of children receiving nursery education is good. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Parents are invited to view the groups policies and procedures to inform them about the running of the group and they receive a welcome pack offering an overview and information about the staff. Children benefit from the good relationships fostered with parents. Information is exchanged verbally on a daily basis to ensure children's changing needs are met and to provide continuity of care. Newsletters and displays are used to provide further information to parents about the Foundation Stage and what their children are learning. Parents are asked to contribute to their children's records of progress, which are shared with them termly, they are invited to discuss their child's progress with their key person. Parents are very complimentary about the care and education provided and the good progress made by their children. They have very friendly relationships with the staff and are never in a hurry to leave. The group make parents aware how they can make a complaint and are aware of their duty to log complaints, should they ever receive any.

### **Organisation**

The organisation is good.

Space is used well and children are happy, relaxed and settled within the setting. They have sufficient space to move around in comfort and safety. Staff are well deployed and supervise all the children well. There is a successful recruitment policy in place which ensures all staff who are employed are checked for their suitability and undergo a thorough induction process. Annual appraisals are held for each staff member which enables them and management to

highlight their skills and to discuss any further training they may benefit from. This ensures their knowledge and understanding of childcare practice is kept up to date and their skills and interests are developed further. Staff have a good awareness and understanding of the setting's policies and follow procedures to ensure consistency of care for all children. All relevant documentation is generally well maintained and is readily available for inspection.

The leadership and management of nursery education is good. The manager is proactive in acknowledging areas for improvement to nursery education and is working closely with staff and the local authority support teacher to ensure they continue to develop these areas, such as planning and assessments. The manager delegates responsibilities well to all staff. For example, all staff are involved in all aspects of the planning and share responsibility for producing documentation each week. As all staff are included in the planning process and there are good links with the local school this promotes children's smooth transition from nursery to the reception class. They also encourage parents to share their child's 'learning story' with the reception teacher to ensure children have the necessary skills to enable them to settle in quickly. Regular meetings allow management and staff to discuss their ideas and suggestions to ensure consistency of care and practice is maintained.

Overall, children's needs are met.

### **Improvements since the last inspection**

At the previous care inspection two recommendations were raised. Firstly, refresh staff awareness of the child protection referral route, in the manager's planned absence. Each individual member of staff was given an individual discussion and refresher on the child protection referral procedure and consequently all staff are now clear of the referral route. Changes are fed to staff at staff meetings as necessary and new staff are briefed as part of induction. Procedures are displayed in the staff room and office. Secondly, review the accident book to find ways to reduce the number of minor accidents incurred by children as they play. The whole team use staff meetings to review the current accident book and establish if there are any patterns in the recording of accidents, if any are identified the team will use the outcome to review routine or layout as necessary. Therefore, children's welfare and safety are fully promoted.

The previous nursery education inspection raised no significant weaknesses, but the nursery were asked to give consideration to improving the planning of outdoor activities, so that all children can play and practise new skills together, with confidence and without disruption. Outdoor play is now planned on the short term plan and will specify an activity to take place in the outdoor area rather than having all the equipment out. Extra staff are deployed when children are playing outside and the team are beginning to consider all areas of learning in the outdoor environment. The nursery has impressive developmental plans and ideas for the outside area, which is a recognised priority area for development on their action plan. Children were seen to play harmoniously outside during the inspection.

### **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):

- ensure written parental permission is obtained for seeking emergency medical advice and treatment

#### 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 focussed activities to include adaptation and differentiation, therefore providing children with sufficient challenge and ensuring activities meet specific needs of particular children
- further develop the evaluation of learning objectives to ensure they consistently focus on the intended learning outcome.

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](http://www.ofsted.gov.uk)