

University of East Anglia Nursery

Inspection report for early years provision

Unique Reference Number	254331
Inspection date	19 June 2007
Inspector	Georgina Emily Hobson Matthews / Pauline Margaret Todd
Setting Address	Earlham Road, Norwich, Norfolk, NR4 7TJ
Telephone number	01603 592 884
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Registered person	University of East Anglia Nursery
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?

The University of East Anglia (UEA) Nursery provides full day care for children between the ages of six weeks to under five years. It operates from a purpose-built nursery unit situated at the far end of the university's main car park, in Norwich, Norfolk. The setting provides care for the children of students and staff of the university and members of the local community.

The building contains two wings, one of which houses four baby rooms, two rooms for children aged between two and three years and two rooms for children aged between three and five years. An office, meeting room, kitchen, laundry, and staff facilities are housed in the other wing of the provision. An enclosed outdoor area is available for outdoor play. Access to the building is monitored by close-circuit television.

The nursery is open each day, for 50 weeks of the year, between 08:30 and 17:30. There are currently 123 children on roll, 45 of whom are in receipt of funding for early education. The provision supports children with learning difficulties and/or disabilities. The university employs a nursery manager, a deputy manager and a team of staff, all of whom hold relevant childcare qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively. Staff members encourage the children to take responsibility for their own personal care needs. Children under two years learn to use small sinks to wash their hands before snacks and meal times and to use flannels after meals. Older children access toilet facilities independently and wash their hands before meals, after toileting and outdoor play. Children are protected from becoming ill as staff generally display good hygiene practice throughout the nursery. However, nappy changing procedures potentially fail to protect children from cross infection as the towels on which the children lie are reused. Procedures are in place to take appropriate measures if children are ill. Children's welfare is promoted as staff can respond to accidents appropriately. Each staff member holds current first aid training and first aid boxes are well-stocked and easily accessible.

Children are well nourished and benefit from a healthy diet. The nursery's chef plans vegetarian menus for the children and food is freshly prepared each day. A dietician has been consulted to ensure that the children receive a balanced diet. Special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes and any religious needs are met and that no child is at risk from a reaction to food. Children have good opportunities to make healthy choices. They enjoy snacks such as bread sticks with cheese dip, fresh fruit and raisins. Soup, sandwiches, pizza, or pasta dishes and nutritious cakes and fruits are provided for lunch. Meal times are pleasurable experiences for young babies and happy, sociable times for older children. They are able to access fresh drinking water throughout the day and are encouraged to keep themselves well-hydrated.

Children develop a positive attitude to exercise. They have regular opportunities each day to explore a variety of physical movements in terraced outdoor sections and in a larger grassed area. Staff have a good understanding of the children's needs and provide appropriate activities and resources for them. They talk with the children about the importance of exercise. The youngest children are active and acquire good control over their bodies. They develop new physical skills as they roll, crawl, pull themselves up, and practise walking. They enjoy using a small climbing frame and slide, a trampoline and rockers.

Older children move around confidently. Control and co-ordination is shown as they use large pieces of equipment. A sense of space is developed as children balance on blocks, climb on a frame and use a see-saw. Children expend lots of energy as they run around in the fresh air and up and down a small hill. Smaller equipment is used to develop skills as the children throw, catch, jump and play with large hoops.

Sleep facilities are available where children can rest or sleep without disturbance. However, there are limited places where babies can sleep when they wish or snuggle in for comfort. The nursery encourages younger children to sleep after lunch but this does not always meet their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are safe and suitable for purpose. A car park is available for dropping off and collecting children. Parents and children enter via a spacious foyer with

a reception desk and a buggy park. Good procedures are in place to ensure security, for example, a swipe card system is used by parents and staff. The nursery provides a welcoming, child-centred environment. There is plenty of space for free movement and well-spread out activities and there is adequate storage space for equipment.

Generally, children use a wide range of developmentally appropriate, safe and suitable resources. There is sufficient equipment and furniture for all children and child-sized tables and chairs enable them to play and eat together. Children's independence is developed as they easily access toys and play equipment from low-level storage units and trays. The nappy changing tables are suitable for children aged up to 12 months although they are less appropriate for older children and are potentially hazardous.

Children's safety is fostered as the nursery carries out an ongoing risk assessment of the setting to reduce hazards and to minimise the risk of accidental injury to children. Daily checklists are completed by staff in each area prior to the arrival of the children. Children learn to keep themselves safe as staff help the children to think about possible consequences if their actions are inappropriate within the setting. Children's awareness is raised on issues such as fire and road safety and staying safe in the sun.

Children are well safeguarded as staff have a good awareness of their responsibilities in the area of child protection. They have a secure understanding of the procedures to follow if they have child protection concerns. Sound systems are in place to release children into the care of other adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and at ease in the setting. They are offered a varied and stimulating range of experiences. As a result of this, children enjoy their play and show interest in what they do. Staff members use the 'Birth to three matters' framework to promote children's development and identify the next steps in their learning. They have a good understanding of the differing developmental needs of children and provide appropriate activities and resources to support their physical and emotional development. Babies experience lots of textured, messy play and have access to resources that encourage exploration and the use of imagination. Play mats and activity centres are tactile and visually appealing. Different fabrics, textures, shapes, sounds and colours provide stimulation and encourage the children's use of senses.

Children develop confidence and self-esteem as the staff members are friendly and approachable. They speak quietly and warmly to babies and offer them lots of cuddles enabling the children to form positive attachments. Babies' language and social skills develop well as staff members communicate with them using gestures, lots of eye contact and the repetition of phrases. Daily routines are explained to the older children so that they know what to expect. Staff are gentle and affectionate and work at the children's level. They provide the children with support and encourage them to explore resources. Children are offered lots of praise and staff listen carefully to their news and ideas.

Nursery Education

The quality of teaching and learning is good.

Children are making good progress towards the early learning goals as staff members delivering nursery education have a secure understanding of the Foundation Stage. The planning of the curriculum follows children's interests and staff members are allocated time to formulate plans. An outline of each focussed activity is displayed within the setting. However, this is not always fully completed in order to inform all staff of how to meet the children's differing levels of ability. As a result, some children are not fully engaged in the activities and opportunities for learning are missed.

Staff members create a calm learning environment for the children. They provide them with a good range of resources that stimulate play and organise the setting effectively. This enables the children to help themselves to activities, to play at their own pace and to complete activities with little assistance. Staff work with the children throughout the day and are friendly and approachable. They listen to the children's news and offer them children lots of praise. Daily routines are explained to the children so that they know what to expect. At some activities staff members challenge the children with good questioning techniques and the provision of additional resources. At other activities, however, more able children are not always challenged sufficiently to extend their learning.

A picture of children's progress is maintained in their 'scrapbooks'. This contains photographs and observations of their achievements and at times the next steps in their learning is identified. Children's 'scrapbooks' are passed from one key worker to another as they progress through the nursery. New children may arrive with assessments from other provisions. If these are not available, staff assess the children's starting points through observations although they do not obtain any information from parents in order to assess the child's level of ability.

Children are confident and form good relationships with others. They communicate well during group activities. Children enjoy playing together and chat and negotiate during their play. They share, take turns and show an awareness of the needs of others as they assist the younger children. A quiet book corner is popular with the children. They sit with staff and listen to stories with interest or access this area independently or in small groups. Books are handled with care and children are able to recall events or to anticipate what may happen next. The setting is print-rich and children understand that print carries meaning. They recognise and are able to write their own names. Children begin to identify and form other letters and words. They ask staff to scribe for them and use mark-making materials.

Children count in songs and rhymes and some can count beyond ten during play. They match, sort and use language such as taller, smaller, heavier and lighter as they explore ideas. Lots of spontaneous problem solving is included within their play although this is not always exploited by staff in order to extend the children's learning. Children explore through first-hand experiences. They concentrate and negotiate with each other as they build structures using construction materials. Children explore new ideas during sand and water play and as they plant daffodils, tomato plants, broad beans and pumpkins. They are keen to share experiences from home and one child brings a spider to nursery.

Children's imagination and creativity develops well through a good range of creative activities. They paint on large easels and collages with different media. Role play is popular in a home corner and a doctor's surgery. Children listen and move to music and explore different sounds and rhythms using a selection of musical instruments. They develop large physical skills during indoor and outdoor play.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging within the nursery. They are provided with a warm welcome on arrival and separate easily from their parents. Their creative work and photographs of them at play is celebrated in attractive displays around each room alongside photographs of the children at play.

Children's individual needs are met as the nursery identifies these with parents before joining the nursery. A key worker system provides a central figure for each child and effective procedures are in place to promote an exchange of information with parents. Individual children are valued and treated with equal concern. Activities are adapted to accommodate their needs. Their self-esteem is raised as staff members offer them ongoing praise and show an interest in their ideas.

Children are developing positive attitudes to diversity as the setting includes images of the different people that make up our society within their resources and celebrates festivals. Children become aware of the local community on 'Spring Walks' and in topics about 'People who help us'. Parents are invited to visit the nursery to share their interests or expertise with the children. The nursery has an awareness of caring for children with learning difficulties and/or disabilities.

Children's spiritual, moral, social and cultural development is fostered. Children behave well and can distinguish between right and wrong. They clearly know what is expected of them and play happily alongside each other. Children are able to share resources, to take turns and to negotiate with each other during their play. They become aware of the needs of others and invite each other to join in imaginary play in the home corner. Older children help the younger ones at meal times as they provide them with cutlery and help them to find chairs at tables.

Children are supported well in the transition between home and the nursery in order to feel secure and to make good progress. Sensitive settling-in plans are agreed with parents and a key worker is allocated to each child. Children's ongoing progress is supported as staff members work closely with parents and provide opportunities at the beginning and end of each day to share information regarding the children.

Parents are able to access information about the nursery's policies and procedures within the setting. However, the behaviour management policy does not reflect the nursery's good practice and the contact details for Ofsted within the complaints policy are not correct. Parents may become members of the stakeholder committee in order to be more involved in the running of the nursery. They are kept up-to-date with general information and news from each room in regular newsletters and on notice boards. A comments box for parents has been introduced recently. Satisfaction with the nursery is reflected in their very positive feedback.

The partnership with parents and carers of children in receipt of funding for early education is good. They are able to become involved in their child's learning including by visiting the nursery to participate in activities. Children's 'scrapbooks' provide parents with a record of their child's achievements. Parents are able to access this folder at all times and are invited to add to this document. Regular open evenings provide opportunities for parents to discuss their children's progress with key workers. However, parents are not fully involved in assessing children's starting points. As a result, some children may not be challenged sufficiently until assessments are made through observations by staff.

Organisation

The organisation is good.

The setting is organised effectively to accommodate children's play. Children are able to move around easily and safely and to access equipment in a well-prepared environment.

Documentation to promote the welfare and care of the children is well-organised and stored securely to ensure confidentiality. Children benefit from the care of an appropriately vetted, qualified and experienced staff. Children are never left alone with anyone who is not vetted.

The leadership and management of children in receipt of funding for early education is good. The manager has a clear vision of how the setting should run and helps others to understand this. A structure of qualified staff is in place and regular staff meetings are held. An induction process has been set up and supervision and annual appraisals provide mechanisms of support for staff. Their progress is enhanced as staff members access ongoing training to improve their practice.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

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 that further quiet areas are provided to facilitate individual sleep patterns
- ensure that nappy changing facilities are safe and meet environmental health standards
- develop behaviour management and complaints policies to reflect current practice.

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):

- ensure children's starting points are fully assessed including obtaining information from parents
- make all staff in each area aware of the purpose of activities and how to adapt them in order to challenge the more able children.

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