

# Glenfield Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	305953
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Josephine Ann Northend / Ann Doubleday
<b>Setting Address</b>	19 Albert Road, Eaglescliffe, Stockton-on-Tees, TS16 0DA
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<b>Registered person</b>	Jean Brown
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory. 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?

Glenfield Nursery School was registered in 1991 to a private provider. It is located within Eaglescliffe, near Stockton on Tees and serves the local and surrounding communities. Care is provided across eight childcare rooms in a converted detached house. Children are grouped according to age. Younger children are cared for on the ground floor and the older children are cared for on the first floor.

Two rooms on the ground floor are shared by all the children, on a rota basis, for sand and water play and for music and quiet activities. There is a kitchen on the ground floor and separate facilities for staff. Children have use of a fully enclosed part-paved, part-grassed outdoor play area.

They are currently 70 children from nought to four years on roll, of whom 20 are in receipt of nursery education funding. Children attend for a variety of sessions. Systems are in place to support children with physical disabilities or learning difficulties.

The nursery opens each weekday throughout the year from 07.30 until 18.00. There are 12 members of staff working directly with the children, of these five work part time and one

member of staff is working towards a further childcare qualification. All but two members of staff have an appropriate early years qualification. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's physical development is supported well, with daily opportunities to use the outdoor play area. They confidently ride tricycles, kick and throw balls and use other wheeled toys. Children can rest or be active according to their individual needs. Babies who attend full time have their own individual cot and babies who attend part time are designated their own cot for the day. Children who sleep on a bed have their own bedding clearly labelled and all bedding is changed and washed regularly.

The playrooms are clean and well maintained. Children are encouraged to follow good personal hygiene routines as they wash their hands before eating, after using the toilet and after handling animals. The children learn about why they need to do so and the importance of using soap. However, staff do not always follow the nurseries procedures, for example, one member of staff did not wipe the changing mat after changing each child. This means children may be at some risk of cross infection.

Appropriate sick child and accident procedures are in place and accident recording meets requirements. Consent is gained from parents to administer medication. However, parents do not sign to acknowledge the entry. There are clear systems in place for the administration of medication that requires technical or medical knowledge, staff receive appropriate training, specific to the individual child concerned. A regulation has not been fully met as there is not always a member of staff on duty with the required first aid certificate, this means children's health needs are not always fully safeguarded.

The staff are aware of the need to promote healthy eating. Children receive healthy and nutritious meals and snacks which include fresh fruit and vegetables each day. However, the same menu is repeated each week, this means variety is limited particularly for children who attend on a part time basis. Drinking water is available within the childcare rooms and staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements.

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

The provision is good.

Children move around freely while easily accessing a good range of safe, developmentally appropriate furniture and equipment. The equipment is clean and checked regularly to ensure that it remains safe for children to use. Resources are suitably organised in child-height furniture to encourage independent access.

Children are cared for in a clean, warm and welcoming environment, where their artwork is displayed. There are clear lost and uncollected-child policies in place and the security of the premises is good. The record of visitors is completed well and emergency evacuation procedures are displayed. A fire drill is practised with the children on a monthly basis and children understand the system well. Risk assessments are completed and most safety hazards have

been minimised. However, electric extension leads on the first floor are accessible to the children; they are not protected and pose a hazard.

Child protection procedures are in place which include the procedures to be followed in the event of an allegation against staff. The manager and staff have completed in house training and they demonstrate a sound understanding of the signs of abuse and their roles and responsibilities in the event of a concern. This means the welfare of children is protected.

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

The provision is good.

Children enjoy their time at the nursery. They are happy and settled and have good relationships with staff and are developing good relationships with each other. This means they are confident and developing good self-esteem. Communication skills with children are well supported through good adult to child interactions and meaningful conversations.

A good range of activities are set out for children's arrival. Staff are using the 'Birth to three matters' framework within planning and assessment. There is a good balance between child-led and adult- imitated activities and the care and support given to younger children is good. This has a positive impact on their sense of security.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage curriculum and of how children learn. An interesting and varied range of activities are planned by the staff, focussed activity sheets are completed and used to evaluate the activity. Plans focus upon the six areas of learning. Assessment records are completed appropriately and children's progress is linked to the stepping stones. Staff use the information from the assessments to inform future planning, this means they have a good knowledge of the children's individual learning needs. Teaching promotes learning and staff use appropriate questioning to extend children's thoughts and ideas.

Children are confident and show good concentration at their selected activities. They have good relationships with staff and are developing good relationships with each other. Children are generally well behaved and they receive good support from staff. They use good manners throughout the day, for example, as they use please and thank you appropriately. Children talk confidently about their home lives and the local community. They know where they live and which house their friends live in. Children are developing their understanding of other cultures and the wider community through planned activities, visits out and receiving visitors to the setting. For example, as they visit the local library each week.

Children are developing their understanding of the days of the week and features of the weather. They plant and care for seeds and plants, look after animals and know about skeletons. Children learn about objects that float and sink as they make boats and try them out in the water tray. They are beginning to develop self-care skills as they wash their own hands. However, this is not fully extended; for example, children do not always pour their own drinks or put on their own coats. They are developing health and bodily awareness as they understand why they need to use soap to wash their hands, where germs come from and what foods are good for them.

Children speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other and staff support them well with linking sounds

to letters, for example as they play 'I spy' and match objects to letters by their initial sound. Books are readily available; children handle them well, turning the pages correctly and they listen attentively during informal story times. Children hold pencils correctly and form recognisable letters. They can recognise their own names and some can spell their own names correctly as they write them on their pictures. Children use mark making opportunities well throughout many activities in the childcare room.

Children have access to a computer, use the mouse with good control and confidently complete a simple programme. They print off certificates and use digital cameras confidently. Children are developing a good understanding of numbers and use counting within daily activities. They confidently count beyond 15 by rote and can count objects up to and beyond five. Children write numerals and know how to use a tape measure and they use size language' such as long and short as they do so. They are beginning to use some problem solving within their day, for example, as they work out how many children can play the lotto game and through the use of worksheets. Children recognise and name many shapes including two and three dimensional shapes. They use mathematical concepts well in their play, for example, full and empty, and big and small within their water play.

Children extend their large physical skills well through a variety of experiences, including daily use of the outdoor play area. They climb stairs competently as they access the outside area. They ride tricycles confidently, skilfully kick balls and throw them into a net and enjoy pushing other wheeled toys. However, their sense of space is not fully developed as they sometimes bang into each other with their tricycles. Children design structures confidently and are developing their small manipulative skills as they confidently use scissors and small tools. They use their senses to explore a variety of materials and have access to a good range of creative resources. They can recognise and name many colours while mixing them to create other colours. They also compare colours to objects, for example, 'green is like grass', 'yellow is like the sun' and 'red is like blood'. Children use their imagination well in their play, for example, as they pretend a toy cow is ice skating at the farm. They have regular access to musical instruments and confidently join in with familiar nursery and action rhymes, sometimes singing on their own to the group or spontaneously in their play.

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

The provision is good.

Children are happy and settled. Staff know the children well and meet their individual needs. Children are welcomed by staff and the playrooms are set up well for their arrival. Planned activities are undertaken and good resources are available, reflecting other cultures and races. These help increase children's awareness of diversity and develop a positive attitude to others. There is a clear equal opportunities policy in place. The nursery has a clear special needs statement and the named coordinator has completed some relevant training. The setting has systems in place to support children with physical disabilities and learning difficulties and children are integrated into the group well.

There is a clear behaviour management policy in place. Children are generally well behaved and they learn to share and take turns. They receive good praise for positive behaviour. Older children are involved in creating a set of rules for their room. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the two way sharing of information about their needs and daily routines. Information for parents is displayed on notice

boards; policy files are made available to them; regular newsletters keep them updated and they receive written some information about the setting and the curriculum. Parents know about the current topic; the next topic planned and they are encouraged to continue their child's learning at home, for example, as children take 'Angus the Bear' home in turn and write about his adventures in his diary. Parents are informed about their child's progress through daily discussion, regular formal reports and open evenings. They are very happy with the nursery and the service provided.

## **Organisation**

The organisation is satisfactory.

Children feel at home and at ease within the childcare environment. This means they are confident to initiate their own play and learning. Indoor and outdoor space is organised appropriately to support play opportunities for children. Staff recruitment procedures are in place and all staff currently employed at the setting have been vetted. Adult to child ratios are maintained and staff work well together as a team. Most staff have early years qualifications, however, a regulation has not been fully met as there is not always a member of staff on duty with duty with the required first aid certificate. This means on some occasions children's welfare is not fully safeguarded.

Required documents are available and are stored confidentially, and the certificate of registration is displayed for parents attention. A good range of policies and procedures are in place and are shared with staff and parents, however, the complaints policy has not been updated to reflect Ofsted's change of address and telephone number. There are good systems in place for the sharing of information with parents about the service and their child's activities.

Leadership and management of the nursery education is good. The manager is keen to develop the provision and organises internal training opportunities for the staff team, working with the local authority in facilitating this. The knowledge gained by staff is used to further support children's care and welfare. The manager has clear expectations of staff and is offers a good role model to them. Staff have good experience and knowledge of the Foundation Stage and teaching effectively supports children's learning. Staff meetings are held regularly and there are systems in place to monitor staff practice and evaluate the quality of the provision.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to improve policies and procedures, develop the nursery's staff training and development policy and improve children's independent access to resources allowing them to explore and investigate, develop their own ideas and be creative.

The polices and procedures in place have been developed; there is now a comprehensive range available, that are updated regularly and shared with staff and parents. Children now have good access to resources that allow them to independently explore, investigate, develop their own ideas and be creative. This means children's welfare and development is promoted. Staff now receive regular in-house training opportunities and have some access to some external courses. The knowledge gained is used to develop the care that is given to the children.

The provider also agreed to provide parents and carers with information on the Foundation Stage, to keep them fully informed of their child's progress; increase staff's knowledge and

understanding of the Foundation Stage; ensure all activities are well planned, intended learning clearly stated and to provide a balance of adult-led and child-initiated activities.

The staff's knowledge and understanding of the Foundation Stage has been developed through internal training and local authority support. This means the curriculum is now implemented well; activities are well planned and children receive a good balance between adult-led and child-initiated activities. Parents now have access to comprehensive information about the Foundation Stage and they receive regular reports about their child's progress.

### **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 satisfactory. 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 enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time
- further develop hygiene procedures to prevent risk of cross infection, particularly during nappy changing routines
- ensure Ofsted contact details are updated to show their recent change of address and telephone number.

#### **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 children's opportunities to develop their independence within daily routines
- further develop children's awareness of space, particularly when using large toys in the outdoor play area.

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)