

# The Elms Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY252581
<b>Inspection date</b>	07 April 2008
<b>Inspector</b>	Rebecca Hurst
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<b>Registered person</b>	Tender Shootes Limited
<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?

The Elms Nursery opened in 2002. It operates from a large semi-detached building in Ramsgate. The premises consist of a playroom on the ground floor, two playrooms and a dining area on the lower ground floor, and a pre-school room on the first floor. There is an office/staff room, a kitchen, and toilets. There is a small outside play area. The nursery serves the local area.

The nursery is registered for 42 children aged from 2 years to under 5 years. There are currently 80 children on roll. This includes 60 funded three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08.00 to 18.00.

Eight staff work with the children. Seven have early years qualifications. Four are currently on training programmes. The setting receives support from a teacher from the Early Years Development of the local council.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children have a balanced diet, which consists of healthy and nutritious meals that allow children to thrive. Children have plenty of opportunities at meal times to develop their independence skills. Children are given daily tasks of laying the table and serving themselves their own food and drink. Children's acquisition of independence skills is further enhanced as children aid staff in washing their dishes after their snack.

All children are encouraged to wash their hands before snacks and meals and after they have gone to the toilet. This protects their health. Children's health is further protected as staff ensure they use anti-bacterial spray to clean tables and changing mats. All medication forms are filled in by the parents and signed which protects their health and welfare. Staff ensure all medication is prescribed, which ensures they are administering the correct dosage.

Children have daily access to physical activities that promote their physical development. Children engage in activities both inside and out. Staff have attractively arranged resources in the garden to allow for exploration and discovery. Children eagerly dig in the shingle to find shells, and run and show staff what they have found.

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

The provision is good.

Children are kept safe as staff ensure risk assessments are carried out and any issues are highlighted so staff can act upon these. However, doors in the setting are a trapping hazard for children's fingers, as they do not have guards on them. Staff also carry out daily fire checks which ensures all areas are safe and that fire exits are kept clear. Children are cared for in a welcoming child centred environment. Children have their self esteem boosted as staff display their work around the setting. Children are able to select activities for themselves, as resources in all areas are easily accessible, and labelled to aid their early word recognition skills.

All staff are fully aware of child protection policies and procedures and how to safe guard children. This ensures the safety of the children. However, the setting's policies and procedures for child protection do not show the changes in legislation regarding safeguarding children. Children are kept safe on outings, as staff ensure they have permissions in place to take them out. Staff also have a list of procedures and items to take with them which further protects children. Children and staff carry out regular fire drills, ensuring all children are aware of what they need to do in an emergency.

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

The provision is good.

Children have access to a broad range of resources, which are set out for them to play with when they arrive. Children eagerly arrive and start to play even before they have taken their coats off. Staff listen to the ideas of children and when children show interests in resources staff get these out for them to play with. Staff make music time fun by introducing musical instruments, which the children play whilst singing their favourite songs. Staff plan for the needs of the children, and incorporate focus activities as part of the weekly planning. Staff are

knowledgeable of the needs of the children and plan accordingly. Staff have detailed observations on all of the children, which allows staff to track their progress and development.

## **Nursery Education**

The quality of teaching and learning is good. Children are making good progress from their starting points. Staff plan weekly which activities they would like the children to access. They have learning intentions for a focus activity each day. Staff do not, however, have learning intentions for other activities that they plan. This hinders children's development as staff are not aware of why they are setting out activities for them. Staff also do not include children's targets from their individual education plans into the planning, which hinders the progress made by children with learning difficulties and/or disabilities. Staff have detailed observations on all of the children. This allows them to be aware of which stage they are at in their development and they are able to plan for their progress. Children are working well within their limits, but are not being stretched to the best of their abilities.

Children enjoy playing in the role play area, and staff ask them questions that make them think about what they are doing. Children play with dolls, explaining to staff what they will be feeding the baby, and go off to 'cook' in the role play kitchen. Children playing with a crane are engrossed in being firemen, and dress up in hats to match. They eagerly explain what they are doing, where the fire is, and what they need to use to put it out. Children's level of concentration is good as they all stay at activities for long periods of time. Resources are labelled around the room for the children to learn early word recognition and to be aware where the resources are stored.

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

The provision is good.

Spiritual, moral, social and cultural development is fostered as staff have a broad range of resources to promote diversity and equal opportunities. Children have posters around the setting with colours and other words in their home languages. This allows staff to communicate with the children and for the children to associate words in their languages with words in English. Staff work well with outside agencies in providing support and care for children with learning difficulties and/or disabilities. Staff meet every six weeks to discuss individual education plans and to discuss how the children have done in relation to their targets. As a result all staff are aware of the targets of the children and are able to aid with their development. Children are generally well behaved at the setting. Staff explain to the children why they shouldn't be carrying out undesired behaviour. As a result, children are beginning to understand the differences between right and wrong.

The partnership with parents and carers is good. Parents are able to attend regular parents' evenings where they discuss their children's progress with staff. They also receive developmental reports which show how well their children are doing in their education. Children leaving to go to school receive a transition report that shows their school the progress towards the stepping stones. Children benefit from good relationships between their parents and the staff of the setting. Parents have their own notice board, which the staff keep up dated with information regarding health issues, children with learning difficulties and/or disabilities, and the services of the setting. All parents receive regular information about the setting through informative newsletters.

## **Organisation**

The organisation is good.

Children are kept safe from harm as staff ensure people who are not vetted are not left alone with the children. All staff have up to date checks, and new staff receive a thorough induction. Children's safety is further protected by CCTV cameras in and around the setting. The setting have good policies and procedures; however, these need to be updated to reflect current changes in legislation and to update the regulator's details. Overall, the setting meets the needs of the range of children for whom it provides.

The quality of leadership and management are good. Staff work with the local early years advisory teacher, who monitors their education and gives support where it is needed. All staff receive regular training to update their knowledge, which they pass on to the children through meaningful planning of the curriculum. The manager is a positive role model and supportive to all staff. As a result the staff work well as a team.

## **Improvements since the last inspection**

At the last inspection the provider was asked to carry out four recommendations. The first was to ensure that children can have privacy when using the toilets. All toilets now have doors on them, which ensures privacy. The second was to ensure that fire safety precautions on the lower ground floor and the first floor meet the fire officer's recommendations. The setting now meets all safety recommendations. The third was to ensure that staffs' medical records were kept on the premises. The provider now ensures all staff records are on the premises. The fourth was to ensure that the register includes times of arrivals and departures of staff and children. All registers now show arrival and departure times of staff and children.

## **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 finger guards are fitted on all doors

- update all policies and procedures to show changes in regulator's contact details and changes in legislation

### **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):

- devise ways to record learning intentions on weekly planning and to include children's individual education plans
- devise ways of providing activities that stretch the children's abilities

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)