



Learningland Day Nursery, After School Club & Holiday Care

Inspection report for early years provision

Unique Reference Number	131599
Inspection date	30 June 2005
Inspector	Lorraine Wardlaw
Setting Address	51 Wimpson Lane, Southampton, Hampshire, SO16 4QF
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Registered person	Milbrook Christian Centre
Type of inspection	Integrated
Type of care	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.

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?

Learningland Day Nursery and Out of School Care opened in 1996. The nursery operates from a detached house and the after school club operates from a hall in the adjacent building. The setting is located in Millbrook, Southampton and provides care for children from the local area and the wider community. It is managed by the Millbrook Christian Centre.

There are currently 73 children aged three months to four years on roll within the

nursery. This includes 12 funded three year olds and 13 funded four year olds. There are 22 children on roll at the out of school club. Children attend for a variety of sessions. The setting supports children with special needs and there are no children attending who speak English as an additional language.

The group opens five days a week, 51 weeks a year. Sessions are from 07.30 until 18.30 in the nursery, and from 15.00 until 18.30 in the after school club. The setting also offers holiday care for school aged children from 07.30 until 18.30.

Five part time and eleven full time staff work with children. All staff have early years qualifications to NVQ level two or above. Two staff are currently working towards NVQ level three . The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of physical play that contributes to a healthy lifestyle. Toddlers enthusiastically kick and throw balls, they proudly show how they can balance on toys and run and jump excitedly. Young children develop good personal independence as they strive to become toilet trained through good support from staff and a flexible care routine. Babies form good bonds with adults and their peers and enjoy cuddles and kind, sympathetic words of encouragement from the practitioners. Three and four year olds confidently enjoy trying out new skills such as galloping, running and balancing with an egg and spoon during gym club. They have a knowledge of healthy and unhealthy food. Children enjoy a well balanced, hot, midday meal and regular drinks of water and milk. Babies are offered nutritious home made pureed food and all children enjoy a good variety of fresh fruit at tea-time. Children with special dietary needs have their needs met because practitioners work well with their parents. Babies sleep according to their individual needs and toddlers have good sleep routines. Children learn about good personal hygiene ;they regularly wash their hands and clean their teeth enthusiastically after their meal. The use of sun cream and hats in the nursery ensures that children are well protected when playing in the fresh air/sunshine. Staff follow good cleaning routines, they use disposable gloves during nappy changes which ensures that children remain healthy. Medication records up-to date but accidents are not all countersigned by the parent.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and are cared for in a suitably maintained and safe environment. Staff are vigilant about visitors to the nursery and minimise the risk of accidents through careful supervision and ensuring that safety features such as stair gates are shut. The use of walkie talkies and high staffing ratios ensure that children are safe when on outings and during lunchtimes. All age groups play with a good variety of toys/

resources most of which are accessible to them being stored in child height furniture and well rotated. Toys are clean and safe. Children are suitably protected from harm; the majority of staff are aware of the child protection procedures and the co-ordinator is aware of her responsibilities. Children enjoy the colourful, welcoming environment which is offered to them; they happily point to pictures of themselves taking part in exciting activities and can see lots of their art work displayed throughout the nursery. Staff use monitors and regularly check on sleeping babies/toddlers to ensure that they remain safe. Good recorded, evaluations of the fire drill means that the nursery are continually updating their fire procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are offered a nurturing environment where they form good bonds with their peers and key staff. They excitedly and happily take part in a good variety of activities and sensory experiences such as water play, vocalising playfully as water pours from a toy or bubbles are made. Staff effectively support babies and encourage their development well, due their own knowledge of the babies capabilities and by taking guidance from the Birth to Three matters framework. Toddlers are confident individuals who play happily with adults and sometimes together enjoying the wealth of play opportunities on offer. For example they curiously watched butterflies grow, experiment with sand, enthusiastically paint with water in the garden or make music with pots and pans hanging on the fence. Children in the out of school provision are able take ownership and have responsibilities within the group. They make decisions about what toys/ activities are out each session, help to Hoover the floor after tea and pack away toys. Children happily engage in activities, within the relaxed environment, knowing that they can take the lead in their play with support from the staff. For example, children create their own aeroplanes and prepare a show about butterflies with the majority of children taking part.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because overall practitioners have a secure knowledge of the Foundation Stage curriculum and a good learning environment is offered. Medium and long term plans cover all six areas of learning, and daily focus activities cover stepping stones as learning intentions and support /extension notes. Although staff know children well and can verbalise how to move children along the stepping stones there is inconsistent recording in the assessment records, and assessments are not always used to inform the short term plans. Children experience appropriate challenge in most activities but some missed learning opportunities occur during the focus activities. Staff set up a varied and exciting learning environment with plenty of experiences on offer, which children enthusiastically and independently access. The older child is able to spend good lengths of time at an activity of their choosing which effectively develops high levels of perseverance and concentration. Children engage easily in conversations with their peers and with adults, but are not always encouraged to express their thoughts and ideas, as some staff lack good

questioning techniques. Children are developing their emergent writing well, in practical play such as the doctors surgery and by copy writing their name independently. They listen attentively to stories and enjoy looking at books. Children can count well, recognise numerals and some are able to add on two more children to the group of nine, during registration. They are confident users of the computer often showing their friends how to work the mouse and move the simple maths game on. They enjoy using construction sets to make models and take part in woodwork. Children experience a wealth of creative opportunities, through varied role play situations and explore a good variety of media and materials, such as flour and water and clay. They use their imaginations well by drawing with chalks and pens to show their favourite activity at the local park or to depict the thunder and lightening they saw.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and develop positive attitudes to others through good adult guidance and positive images of people in the wider society. Children with special needs integrate well play happily and contribute positively to the group, especially in the out of school provision. Children are keen learners in the nursery and develop good relationships with their peers and the adults. Toddlers are developing mature levels of social behaviour, taking turns with others and show acts of kindness; for example a toddler gave up his tractor for a child who was crying. All children behave extremely well especially the toddlers who respond to the adults and the changing routine with enthusiasm. Three and four year olds enjoy offering assistance to the adults when they go to gym club. Staff are clear and consistent in managing nursery children's behaviour; they praise them for their achievements and are good role models which impacts on how well the children behave. Children's spiritual, moral, social and cultural development is being fostered.

Partnership with parents and carers is good. Babies and children enjoy good continuity of care through effective communication systems such as diaries, a daily record sheet, daily chats with each parent. Good information is given to parents about the care, the curriculum and any changes made to the nursery which positively impacts on the child. Children benefit from a two way sharing of information between home and the nursery through annual open evenings about children's progress and information about extending the learning at home.

Organisation

The organisation is good.

Sound policies and procedures which reflect the nurseries practice are well implemented and regularly updated. All staff are trained, including first aid and attend short courses to update knowledge for the benefit of the children. Ratios are kept well which ensures children are positively supported in their care, learning and play. Good use of space and resources ensures that children are well cared for.

Leadership and management is good. The manager has updated her knowledge on the Foundation Stage and has delivered effective in house training which was enthusiastically received by staff. As a result children now enjoy more creative opportunities as staff put their training into practice. Management have responded and implemented the action plan well to the benefit of the children. Staff are regularly appraised and a satisfactory induction system is offered. Monitoring of staff practice across all areas of the provision including the Foundation Stage ensures that practice is being regularly evaluated and updated. Good liaison and guidance from development workers means that the setting is continually moving forward in their practice. Overall the needs of the children who attend are met.

Improvements since the last inspection

At the combined inspection an action and five recommendations were made in relation to care. The action was to produce and implement an uncollected child policy, which the setting now has in place to ensure children's safety. The first recommendation was for nursery staff to record children's times of arrival and departure; this has now been implemented in each room as well as an overall register, to ensure staff know who is on the premises. The second was to plan a range of accessible activities and play opportunities for children's creative and physical development. Children now have good opportunities to be creative and to develop physically. The third recommendation was to restore the toilet seats which has been completed. The fourth was to ensure that accident and medication records are countersigned by parents at the end of each day. Staff have implemented a new way of recording countersignatures of parents for health records and the majority are completed correctly. The fifth recommendation was to ensure that staff have realistic expectations of children which are appropriate to their stage of development. Children were observed to be playing happily, supported by staff who were knowledgeable about their stage of development.

Five key issues were raised in relation to education. The first was to ensure staff have a clear understanding of the Foundation Stage curriculum and how to put it into their everyday practice. This relates particularly to developing children's language and solving simple number problems. Staff have updated their knowledge by attending training courses; children are presented with simple number problems in the routine and some staff develop children's thinking effectively. The third and fourth key issues were to organise the space/resources available, to increase opportunities for younger three year olds to access a greater range of activities independently, which cover all areas of learning and create a designated, well resourced role-play area which can be accessed by all children. Management re-organised the upstairs rooms, expanded the creative area, created a designated role play area and increased the activities on offer to the benefit of the all the children. The fourth and fifth issues were to ensure plans are implemented , cover all areas of learning and ensure there is support within the setting for Foundation Stage staff and that monitoring of the educational curriculum takes place regularly. Plans now cover all areas of learning are well implemented and management have systems in place to monitor and evaluate the educational provision.

Complaints since the last inspection

Since April 2004 Ofsted has received one complaint with regards to the out of school provision. It related to the National Standards, care learning and play (3) and behaviour (11). An investigation visit took place by Ofsted inspectors and two recommendations were made. These were to ensure that there is appropriate development/training for staff working with children age five years and over; and that management effectively induct/appraise staff. The outcome of the investigation was that the provider remains qualified for registration.

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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 all accidents are countersigned by parents at the end of each day
- develop a more rigorous staff induction/ training programme for staff working in the different areas of the nursery eg Foundation stage, out of school

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 all staff maintain accurate assessment records of children's progress and use these records to inform focus activity plans
- develop the questioning techniques of staff working with Foundation stage children to encourage children to think and express their ideas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk