

# Bexley Manor Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	115337
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Christine Lynne Hodge
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<b>Registered person</b>	Bexley Manor Nursery School Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Bexley Manor Nursery School was established by the current head teacher in 1984. The nursery school is located in a purpose built detached building situated in Penhill Road, in a residential area of Bexley. The nursery school serves a wide community and welcomes children with special needs.

The ground floor comprises three classrooms, a communal hall area, toilets, office and a fully enclosed soft surface outside play area. There are staff facilities and a second office on the first floor. There is a large car park to the front of the building.

The nursery school is registered for a maximum of 48 children aged from two years to under five years at any one time. There are currently 102 children on roll of whom 76 are funded three and four-year-olds. Sessions operate term time only, Monday to Friday between 08:45 -12:15 and 12:45 -15:45. There are five children currently attending with identified special needs. Qualified teachers and nursery assistants work at each session. The nursery school receives support from an Early Years Advisory Teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in clean, well maintained surroundings. Staff implement good hygiene practices to promote children's health and hygiene. For example, tables are cleaned before snack time with anti bacterial spray and there are regular cleaning schedules for toys and equipment. Children are learning the importance of good personal hygiene by washing their hands after going to the toilet and before snack time. They have pictorial picture cards in the bathroom to remind them and encourage them to do so. Children who are unwell are excluded from the nursery to prevent the spread of infection. Children are cared for appropriately in the event of accidents as the nursery has six qualified first aiders and a fully stocked first aid box in each classroom. Parents are asked to provide written consent giving permission for staff to seek medical advice and treatment in an emergency.

Children have good opportunities to play outside in the fresh air and take part in regular physical exercise. Each classroom has access to the garden which is covered with a canopy allowing children to play outside in all weather conditions. Children have access to a good variety of equipment for climbing and balancing and they take part in structured physical education activities in the garden and the hall to help develop their large motor skills. Children also use a wide range of resources to help promote their fine motor skills.

Children are provided with healthy snacks and drinks and take part in themes and discussions which help them to learn about maintaining a healthy and active life style.

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

The provision is good.

The nursery school environment is warm and welcoming. Posters, pictures and children's art work displayed around the building creates a stimulating and child friendly environment. The play space in each classroom and the hall is well organised so that children can move around safely and independently. Furniture, equipment and play resources are in good condition and meet the needs of the children. Daily safety checks are conducted by staff to ensure children can play in safe surroundings. There are good procedures in place for the safe arrival and collection of children. For example, each classroom of children has a different allotted time for their arrival and departure. This ensures that the car park is not overcrowded and that staff can monitor the children safely as they are dropped off and collected. The front door is kept locked throughout the session and all visitors are required to sign the visitor's book.

Children are learning about keeping themselves safe as staff reinforce safety issues through discussion and themes and more structured activities. For example, during a physical activity session new children are shown how to use the indoor wooden climbing frame by more experienced children, as staff give explanations about the dangers of not holding on correctly.

Children are well protected as all staff are appropriately vetted and demonstrate a good understanding of their role and responsibility for safeguarding children. Most adults working with children have attended or are waiting to attend up-to-date training in line with the Local Safeguarding Children Board procedures. However the nursery's child protection has not been up dated and still refers to the Area Child Protection Committee.

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

The provision is good.

Children are happy, confident and settle well. They enthusiastically take part in a variety of well planned indoor and outdoor activities. Although part of the session is fairly structured, children also benefit from free play where they can choose what they want to play with from a good range of play resources and equipment. These include sand, water, play dough, puzzles, collage, role play, painting, books and various construction activities. The Birth to three matters framework is used for planning and progress recording for children under three years and the Foundation Stage for children three to rising five years. Children are forging good friendships and relate well to adults as they sit with the children and support their play and learning.

### **Nursery Education.**

The quality of teaching and learning is good. Staff work well together as a team. They demonstrate a good understanding of the Foundation Stage and plan a combination of adult led and child led activities which cover the six areas of learning. Activities are interesting and fun. Adults sit with children to extend their learning and support their play. They ask open ended questions to encourage children's language and to think through their ideas. An effective key worker system together with good systems for recording and assessing children's progress and development, enables staff to plan for the next steps in their learning.

Children's personal, social and emotional development is progressing well. Children are eager to learn and engage well in activities. They relate well to adults and are forging good friendships with their peers. Children are kind and caring towards one another. For example, during a physical outdoor activity a child holds the hand of another child to assist her balancing on the beam. Another child helps her friend to put on a painting apron. Children are encouraged to develop good independent skills. For example, taking themselves to the toilet, pouring out drinks and changing their clothes and shoes for physical play. Staff skilfully plan and support activities to extend children's language through asking questions and giving new information. Small group work encourages the children to speak confidently, whilst sharing their own experiences and ideas. Children have lots of opportunities to recognise letters and words and are encouraged to write their names on their own art work. However, opportunities for them to make marks and experiment with writing throughout their play is limited. Children enjoy listening to stories and looking at books. Children take part in a range of activities that help them to develop their early maths skills. They are learning to count and understand numbers through a range of practical experiences. They have opportunities to add and subtract for example, at snack time each child takes turns to count out the number of cups needed to make five. Children are able to problem solve for themselves for example, when trying to complete puzzles and using construction toys and computer programmes. Children's creativity and imagination is well explored. They enjoy singing familiar songs and rhymes and have access to a wide range of musical instruments from countries around the world. They have great fun playing in the well equipped role play area and take part in a wide variety of creative activities which include planned activities as well as free painting and free collage. Children have independent access to the computer and are skilled at using the mouse. They take part in gardening activities and go on nature walks. They learn about the community and wider world through themes and topics and playing with a variety of positive image play resources. They benefit from visits from the local nurse, lollipop person and community police officer. Children use a good range of indoor and outdoor equipment which help them to develop their all round physical skills. They have good spatial awareness and develop their large motor skills by climbing, balancing and riding on bikes. Children practise their fine motor skills by using a variety of

resources such as scissors, the computer mouse, pencils, play dough tools, construction toys and puzzles.

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

The provision is good.

Children's individual needs are very well met through out the setting. A home visit made to each child prior to them starting at the nursery, together with a comprehensive registration form provides staff with detailed information about children's care needs. Children from all religions, cultures and disabilities are valued and respected. There is a good selection of play resources and activities to help children learn about diversity and disability. Children with learning difficulties and disabilities are well supported with in the group and are allocated a one to one worker when required. The nursery's special needs coordinator works closely with parents, staff and other professionals to assess, implement individual educational plans and monitor children's progress and development. Staff are kind, caring and sensitive to children's needs. They act as good role models providing children with lots of praise and encouragement to foster their self esteem. As a result children are happy, confident and very well behaved. Children's spiritual, moral, social, and cultural development is fostered.

Partnership with parents is good. The prospectus provides parents with detailed information about the Foundation Stage and each of the six areas of learning. There is no mention made of the Birth to three matters framework used for the children under three years. The nursery has good systems in place for keeping parents informed about children's progress and development. For example, at the end of each term parents are invited into the classrooms to see their children's work. They receive a written end of term report on their child's achievements which can be discussed at the transitional report evening. A parent notice board, regular news letters and daily contact books ensure that parents are kept well informed about daily issues and nursery events. Appropriate procedures are in place for recording complaints.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for by an enthusiastic staff team, committed to providing a stimulating and safe environment where they can develop and learn to their full potential. Rigorous recruitment procedures are in place to ensure that adults are suitable to work with children and new staff complete an induction programme. Children play and learn in well organised space and receive good levels of adult support and supervision. Play resources are well displayed and allow children to make choices about their play. Children's health, safety, care and well being are well promoted because the nursery has all legally required documentation in place together with a full set of policies and procedures. However, accidents are currently recorded in a book used to record other information and the child protection policy and complaints policy do not contain up to date information. Children's records are confidentially maintained and are shared with parents as required.

Leadership and management are good. The head teacher supports her staff team through regular team meetings and staff appraisals. She identifies staff training needs and encourages them to go on various courses in order to keep up-to-date and improve their practice. She links with local feeder schools and encourages teachers to visit the nursery. The staff demonstrate a good knowledge and understanding of the Foundation Stage and are all involved in planning.

They work well together as team. The head teacher regularly monitors and evaluates the curriculum and works with the Early Years Advisory Teacher.

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

At the previous inspection the nursery was asked to develop staff's knowledge and understanding of child protection issues. The head teacher has attended both basic and the next level of the Safeguarding Children training and most other staff have also attended or are waiting to attend a basic course. As a result staff have improved their knowledge and understanding of child protection and children are now much better protected.

### **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):

- provide parents with information about Birth to three matters framework
- update the child protection policy in line with the Local Safeguarding Children Board procedures and the complaints procedure with the correct details for Ofsted
- ensure that accidents are recorded separately to other information provided by parents

#### **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):

- provides children with more opportunities for mark making and to practise their early writing skills

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)