

# Rising Fives Nursery

Inspection report for early years provision

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**Unique Reference Number** 127498  
**Inspection date** 18 October 2007  
**Inspector** Mary Van De Peer

**Setting Address** Hillside, Plain Road, Smeeth, Ashford, Kent, TN25 6QX

**Telephone number** 01303 813365

**E-mail**

**Registered person** Mary Calver

**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](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?

Rising Fives Nursery opened in 1989. It operates from most areas on the ground floor of the provider's private residence, in the village of Smeeth, near Ashford. There are kitchen, cloakroom and office facilities. Children use the hall and two play rooms. There is a fully enclosed garden for outside play. There are currently 39 children from two to five years on roll, this includes 22 funded three and four year olds. Children usually attend all day. The sessions on a Tuesday morning and afternoon, are especially for younger and older children respectively. The nursery is open from 09.00 to 15.00 during term time. It supports children with learning difficulties and/or disabilities and children who speak English as a second language. The setting receives support from the Local Authority. There are five members of staff, including the owner/manager who work with the children, all of whom hold an early years qualification. The nursery receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have developed good self-care and hygiene practises, which are promoted well by staff. For example, they wash their hands after playing in the garden and before eating. A clear procedure regarding the care of sick children is in place. Parents are also kept informed about any illnesses going around. There are at least three staff with a recognised certificate in first aid. A first aid kit is readily to hand and any accidents are clearly recorded. Any child who sustains a minor injury is treated effectively. There are good medication administration procedures in place and children's health and well-being is given high priority by staff. Healthy eating is promoted very successfully at the nursery. Snacks include fruit and vegetables. Children are able to try out new tastes such as pumpkin soup. Parents are also involved in providing their children with nutritious foods in their packed lunches. Water for drinking is always available to children. They are able to keep themselves hydrated. Children's physical development is good. They are able to use the outdoor space all year round. This results in children being able to enjoy the fresh air and enjoy physical activities such as climbing, balancing and running. Indoor play also includes appropriate equipment for children to use, for example, mark-making and construction resources, as well as opportunities to dance and create musical sounds.

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

The provision is good.

Children are cared for in a safe and secure environment. Safety measures include the use of safety gates, high bolts and socket covers. Risk assessments are carried out and recorded on a regular basis, this means that steps are taken to help prevent accidents. There are clear procedures in place if any child leaves the nursery unnoticed. Staff ensure children only leave with adults known to them and approved by parents. The staff talk to the children about the safety rules at the nursery, such as taking turns on the climbing frame and what to do if everyone has to leave the premises quickly. This results in children becoming aware of how to keep themselves safe. The nursery's child protection procedure is in line with the Local Safeguarding Children Board requirements. Staff have a good awareness of what to do if they have any concerns about a child. Adults working in the nursery are properly vetted for their suitability to work with children. Children's safety is promoted very effectively.

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

The provision is good.

Children, parents and carers are greeted warmly when they arrive. Children bring toys or objects from home, usually beginning with the 'letter of the week'. Children talk about what they have chosen, using descriptive words such as 'cuddly', 'big' and 'soft'. Free-play time allows children to settle in and explore the various activities available, for example, threading, farm and animals and sand play. The staff use emergent writing with children who show enthusiasm for more creative mark-making. Structured, adult-led play is also provided at several points in the sessions. This means children are encouraged to work together on different projects; they are currently looking at themes, autumn, pumpkins and pirates. They show their verbal skills when describing the large and small seashells with rough, ridged and smooth surfaces. Paintings of children's interpretations of 'treasure', are displayed on the large picture of a pirate ship. Songs and rhymes, accompanied by musical instruments, are sung and many of the children know all the words and movements. The nursery is located in the middle of the countryside and a wonderful

outdoor garden area allows children to explore and experiment using different resources. For example a tyre for a swing and a low branched tree for climbing, which enhances their physical learning. A couple of horses graze in a field adjoining the garden and children talk about their size and colour. Children's play experiences are interesting and varied.

## Nursery Education

The quality of teaching and learning is good. Staff observe and record children's abilities and skills initially. This provides them with a child's individual starting points. This information is then included in the activity plans, covering Birth to three and the Foundation Stage. Regular monitoring, assessments and reviews of children's progress and development help ensure staff can plan for and meet their individual needs. Children are provided with a wide range of stimulating activities, which hold their interest. However, there are times when their play opportunities aren't appropriately extended, especially in adult led activities. The weather is cold but sunny and the children spend a long time outdoors. Several of the children find some brightly coloured mushrooms in the damp grass. This leads to excited conversation about safety and that as they do not know their name, everyone must be very careful and not put their hands in their mouths. The mushrooms' size and colour is discussed at length. The supervisor finds a reference book and the children thoroughly enjoy running backwards and forwards with information to find the right picture and description. Children are confident speakers, they interact well with adults and speak out in groups. They enjoy helping each other when tidying up, ready for snack time. However, children are not provided with a choice of when they have a snack and are not able to pour their own drinks. This means children's independence is not always consistently promoted. Photographs and displays show how well children are developing their creative skills, using different materials and resources for interesting textures. Various number games and activities show how well the children can count and use numbers in everyday play.

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

The provision is good.

The staff ensure they obtain information, regarding children's skills and background, through communication with parents and their own observations. This enables them to provide good quality care that meets children's individual needs. The nursery has effective procedures in place, which means they can care for children who have learning difficulties or disabilities and those who speak English as an additional language. A trained Special Educational Needs Co-ordinator gives support to the children and staff, to make sure children progress developmentally, at their own pace and enjoy their time at the nursery. There are toys and resources, such as books and small world figures, that reflect positive images of the world today. Children's behaviour is very good. They have learnt to take turns in games when required to do so. They respect each other's space, for example, when running around in the garden area. The children know the rules to follow in the nursery and show an understanding of good manners, saying please and thank you in the right situations. Children's spiritual, moral, social and cultural development is being fostered well.

The partnership with parents is good. A well-presented prospectus provides them with relevant information regarding the nursery. They are included from the start, and give staff important details regarding their children's care needs. A notice board is used to display news and any changes at the nursery. Nonetheless, information regarding Birth to three and the Foundation Stage is not readily available for parents to refer to, helping them gain additional knowledge about how their children learn through play. Parents confirm that they feel they receive all the

information they need and know they only have to ask if there is something else they want to know. They state that the nursery owner and all her staff are very approachable. Children's folders containing notes on children's progress and development are available for parents to view at any time. Daily verbal feedback is also given to parents when they collect their children. Various displays on the nursery walls shows parents how creative the children are. This all means children are benefiting from continuity and consistent care.

## **Organisation**

The organisation is good.

The nursery displays their Ofsted registration certificate document, along with their public liability insurance, for parents and visitors to see. The provider has a robust recruitment and vetting procedure to ensure all staff are suitable to work with the children. All staff have been checked and cleared with the Criminal Record Bureau. Staff are regularly monitored and supervised, they also take part in an annual appraisal. This helps identify any training or personal development needs. However, the present system is to be revised to ensure a record of any discussion is kept. The nursery has all required paperwork and documentation in place, which are regularly reviewed. For example, taking into account the new Safeguarding Children guidelines. The owner/manager holds appropriate childcare qualifications as do all the members of staff. A current paediatric first aid course certificate is held by at least three staff members. Children and staff individual records are stored confidentially and securely in lockable filing cabinets. The setting meets the needs of the range of the children for whom it provides.

The leadership and management is good. The aims and objectives of the nursery are clearly stated in the prospectus and operational plan. The owner has lots of child care experience and enthusiasm, which in turn motivates staff. She continually looks for effective ways to develop and improve the nursery in all areas, especially in the self-evaluation area. This subsequently improves the learning and play experiences for children. All staff are also committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of their care and education.

## **Improvements since the last inspection**

This nursery had six recommendations made at the last inspection.

The first one was for the provider to develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.

Action taken: There are now three staff members with a recognised current first aid certificate. This means that there is always at least one of them available for the children if needed. Children are able to receive effective first aid treatment if they hurt themselves.

The second one was for the nursery to develop procedures to be followed in the event of a parent failing to collect a child and ensure the attendance register reflects the hours that staff and children are present.

Action taken: A non-collection of a child policy is now in place. It is included in the prospectus and made available for parents. Clear timescales are given, so parents are well informed. These updated procedures help to safeguard children.

The third recommendation was for the nursery to devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents.

Action taken: The current equal opportunities policy is clear and made available for staff and parents. This enables the nursery to provide children with care and facilities which meet their individual needs and backgrounds.

A fourth recommendation was for the owner to devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.

Action taken: The nursery now has a designated Special Educational Needs Co-ordinator in place. The procedures regarding children with learning difficulties or disabilities is clear, helping to ensure inclusion for all children.

The fifth recommendation was for the nursery to ensure that the child protection procedure for the nursery complies with Local Authority Committee policies.

Action taken: Safeguarding Children training has been completed by some of the staff and a Child Protection course was attended about a year ago. Staff display a good knowledge and understanding of the nursery's policy and procedure. Children's welfare is appropriately safeguarded.

The final one was for the owner to update the complaints procedure to include Ofsted's contact details.

Action taken: Ofsted contact details are now updated and included in the Complaints procedure for parents and staff. Further information is needed to ensure parents are clear about being able to request to view any written complaints made against the nursery. The on-going protection of children is safeguarded.

### **Complaints since the last inspection**

Since 1 April 2004 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**

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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 children are given every opportunity to gain further independence in all activities they choose
- ensure parents receive appropriate and relevant information about Birth to three matters and the Foundation Stage, to help with consistency of care.

### **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 play opportunities are extended, providing them with age appropriate challenges

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)