

# Yeovilteenies Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	142872
<b>Inspection date</b>	05 July 2007
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<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?

Yeovilteenies Day Nursery opened in 1995. It operates from purpose-built premises situated in the grounds of the Royal Naval Air Station (RNAS) Yeovilton. There are two play rooms which are divided to provide care for children of different ages, and a baby room. There is a fully enclosed outside play area. The day nursery serves families employed at RNAS Yeovilton.

The nursery is registered to provide care for 34 children and takes children aged three months to under five years. There are currently 42 children from nine months to four years on roll. This includes 12 children in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery supports children who have learning difficulties and/or disabilities. There are currently no children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07.30 until 17.30.

There are 11 members of staff who work with the children plus the manager. Of these, seven are qualified to Level 3, two to Level 2 and two are unqualified. The setting receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's good health is promoted effectively by staff that demonstrate an excellent knowledge of health and hygiene procedures. Children have a clear awareness of their own needs and are developing independence in their personal care. Personal hand towels are provided after lunch which also helps to prevent the spread of infection, and children clean their teeth. Children are encouraged to think about why they clean their teeth and are shown how to brush them correctly. This further promotes their health and well being. Children actively contribute to the development of the health and care routines such as tidying up and preparing themselves and the room for snack times. They are reminded when necessary to cover their mouths with their hand when they cough, and children take responsibility for wiping their nose and disposing of the tissue appropriately.

Children's healthy growth and development are met well as staff show an excellent understanding of their dietary requirements. Staff and the catering department have worked together to ensure the food provided is nutritious and the menu is balanced. Children's personal independence is developing well as they are aware drinking water is available to them at all times, from small water dispensers within the room. This promotes children to self select and to learn when they are thirsty. Children show confidence in pouring their own drinks at snack time and those having café style snack like to help one another. Children's health is promoted through the topics and activities they explore, for example children are given different types of fruits to taste such as papaya and avocado pear. Physical development is well planned for, with activities such as swimming, riding bikes and jumping on the trampoline. Children have daily opportunities to get fresh air and exercise.

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

The provision is outstanding.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards both indoors and out. For example, the outside area at the back of the nursery has a gazebo to provide shade in the garden and protect children from the sun. Current legislation is followed and the manager maintains close contact with the Local Authority to ensure that fire and environmental health advice is up to date. Children are learning to keep themselves safe by remembering to walk around inside and not run and by wearing sun cream outside. They also learn to evacuate the building quickly and safely by taking part in fire drills.

Children benefit from access to specific rooms, which are provided with appropriate furniture, floor coverings and equipment and are designated for messy play, eating and feeding, sleeping and group activities. Sleeping babies are checked regularly, as is the temperature of the room where they sleep. Children are very well protected by staff who have a clear understanding of child protection policies and procedures and who give top priority to children's welfare.

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

The provision is good.

Children are very happy and enjoy their time at the nursery. They are comfortable and familiar with routines and all staff members. For example, they seek out the nearest person and receive

the same continuity of care from their key worker. Children's progress is monitored by staff who make individual observations and record their findings to identify needs and progress. Children's individual needs are well understood by the staff and met effectively. For example, different children's sleep needs are accommodated according to their own routines.

Children's development of the under threes is recorded in line with the Birth to three matters framework. Detailed assessments are made and a selection of work the children complete is kept, to show their progress. Lovely wall displays show activities the children have enjoyed, for example, 'clothes from around the world'. Children have drawn pictures of Eskimos dressed in fur boots and an Indian lady in a sari. Photographs show children involved in a wide range of activities. Children are making good progress in all areas of development due to learning through well supported play.

### Nursery Education

The quality of teaching of learning is good. Children explore and experiment with a variety of good quality resources that promote all areas of learning. For example, they role play, use the computer, paint and freely access outdoor play as and when they wish. Children self select from a range of toys that are stored around the room or select photographs of toys and staff collect them from the store cupboard. Staff are attentive to the children's needs and allow them to direct the play. Staff sit on the floor with the children and interact really well to develop their language skills. Children with speech difficulties are well supported by staff who take time to listen to the child and repeat words back to them.

Children's knowledge of the wider world is good, children make visits to the supermarket to buy healthy food for their friends at the nursery, they choose books from the library and they visit the garden centre. They talk about their home experiences, and relate home life to what they have learnt at nursery. For example, one child talked about the name of the cottage where he lives and how there are lots of mini-beasts in the garden. This conversation was inspired as a result of a recent topic about mini-beasts he had enjoyed.

Children listen well at story time, they make requests for their favourite and answer questions enthusiastically. Children can recognise their name which is encouraged by staff asking them to find their tray, to put their work away, giving help by saying 'look for L for Lilly'. Children are good at writing their name however they do not routinely label their own work. Children concentrate really hard to cut out carefully. They handle scissors correctly and staff support them well. Children are very familiar with the computer and manipulate the mouse with precision. Children regularly use all their senses to explore their environment, for example, children explore different fruits. They are encouraged to touch, smell and taste the fruit. The activity is extended making smoothies from the fruit for the children to drink which initiates a discussion about remembering which fruits are in the smoothie.

Children are well motivated to learn. They enthusiastically take part in all activities on offer and concentrate for substantial amounts of time. They happily try new activities like food tasting and enjoy activities such as pizza making, and learn about weighing out the ingredients. Children are able to make choices for themselves and work independently to complete tasks.

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

The provision is good.

Partnership with parents are good. Children and their parents are particularly well supported by the nursery which results in the whole family gaining in confidence and having new experiences that benefit the children. Children's individual needs are discussed with parents and daily interaction ensures parents are knowledgeable about their child's progress. Young babies' routines including sleep times, nappy changes and feeds are recorded for parents within a book whilst older babies' routines are available for parents to view on a daily basis. Parents receive an informative prospectus when their child commences at the nursery, however this does not contain information about the Foundation Stage curriculum. Regular newsletters inform the parents about events or changes in the nursery they need to be aware of.

Children are learning new social skills and developing a positive self esteem through the staff's constant praise and encouragement. Children's challenging behaviour is appropriately managed by staff who are all consistent in their calm, caring yet firm approach. Children with learning difficulties and/or disabilities are effectively supported to ensure their individual needs are understood and met well. Children's spiritual, moral, social and cultural development is fostered.

Children learn about diversity through toys and books that reflect positive images of equal opportunities. Staff use the book library regularly to enhance their own resources. Staff are knowledgeable about non-discriminatory practices and are good role models.

## **Organisation**

The organisation is good.

Children's care is significantly enhanced by the nursery's good organisation. Children's care and learning is reinforced by the effective deployment of staff and good leadership and management of nursery education. Staff working with the children are enthusiastic, knowledgeable and consistently promote the children's well-being. They demonstrate good knowledge and understanding for the National Standards and of the Foundation Stage curriculum. All relevant documentation is in place and maintained to a good standard. Policies and procedures are relevant and support the good practice, however the child protection procedures do not refer to the Local Safeguarding Children's Board (LSCB) and the complaints procedure although it reflects current practice does not contain the correct contact details for Ofsted.

Staff observe children's development and learning and keep detailed records that help meet their needs. Children's records are openly shared with parents and their contributions valued. Staff demonstrate a clear understanding of their roles and responsibilities with relevant induction procedures, staff appraisals and opportunities to receive further training as available.

Leadership and management is good. The staff are enthusiastic about the nursery and early years, which results in a happy team who work effectively together where children feel safe and secure in their environment and make good progress towards the early learning goals. The staff have good relationships with children and their parents and carers and this has a positive impact on the children's learning. There is a strong commitment to improvement, training and development of the staff, which enhances and maintains the good care, learning and well-being of the children. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the group agreed to extend the scope of the child protection procedure. The procedure now includes what the group would do in the event of an allegation being made against a member of staff. They also agreed to make sure that staff promote good hygiene at all times. The nursery have thorough hygiene practices in place which all staff adhere to. The group were asked to provide more opportunities for the younger children to choose from a wide range of activities. The younger children have a full range of activities on offer each day which are both interesting and stimulating. They were also asked to request written permission from parents for seeking emergency medical advice or treatment. This is now in place. There was also an action raised to ensure vehicle insurance was maintained. All staff that use their cars to transport the children are appropriately insured.

At the last education inspection there were three points raised. They were asked to review the organisation and planning of activities for the younger children to make sure that they are able to develop independence and use their initiative by allowing choice from a wider range of activities. All children have a good range of activities on offer of which they can self select. They also agreed to plan and provide further activities to help children develop a good understanding of the wider community and natural world in which they live. The children are taken out regularly making visits to supermarkets, the library and the garden centre. All of which broaden their knowledge of the wider world. They were also asked to continue to develop the partnership with parents to provide further opportunities for parents and staff to exchange information about the children's learning and progress. There is a good partnership between parents and the nursery and information is regularly exchanged.

## **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.

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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 policies and procedures are up to date, with particular regard to the child protection procedure and ensure the complaints procedure contains the correct contact details for Ofsted

## **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):

- provide more opportunities for children to practise early writing skills, for example, by routinely labelling their own work
- provide parents with detailed information about the Foundation Stage curriculum in the prospectus.

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)