

Nursery Rhyme

Inspection report for early years provision

Unique Reference Number	144298
Inspection date	06 July 2007
Inspector	Marilyn Joy
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Registered person	Angela Sherrie Dewey
Type of inspection	Integrated
Type of care	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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Nursery Rhyme opened in 1985 and is managed by the proprietor. It operates from two buildings situated in the grounds of the proprietor's home in a residential area of Christchurch. The pre-school mainly serves families from the local area. There is a secure garden for outdoor play.

The pre-school is registered to provide care for 30 children aged from two years to five years. There are currently 54 children on roll which includes 35 children who receive funding for nursery education. The pre-school opens five mornings each week for 50 weeks of the year. Sessions are from 08.30 until 12.30. There are seven members of staff who work with the children, of whom five hold early years qualifications and one is currently training. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's individual health and dietary needs are met because staff have a good knowledge of what they are and take account of them in activities and food provided. Clear visual displays for staff and children, as well as written information for parents, highlights the importance of preventing the spread of infection. Children are reminded to wash their hands at appropriate times and staff explain to them why cutlery has to be washed after dropping it on the floor. All documentation relating to children's health is in place and appropriately maintained.

Children's physical development and enjoyment of the fresh air is promoted extremely well through the use of an extensive range of resources outdoors. Children swing, slide and climb. They practise balancing on stilts, kicking balls and carefully filling containers with water and making sand castles. They have ample opportunities to practise hand-eye coordination as they use different tools and resources. Children confidently help themselves to drinks whenever they are thirsty. They are careful not to spill any when filling their cups from the water dispenser. Snack time provides an opportunity for children to sit sociably together with staff. Healthy snacks are offered and children learn to cut up their own fruit and spread butter on their bread.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Extensive outdoor play areas provide children with ample space to explore the very good range of outdoor equipment. There is also a large covered area which means children are able to play outside whatever the weather. Staff are vigilant in moving around the different areas used to ensure children's safety. Clear rules are implemented by staff and understood by the children, for example, children know they have to take turns on the trampoline which is closely monitored by staff and wear safety helmets if riding the bikes. Topics and practical activities are introduced to help children understand the importance of keeping themselves safe. For instance, children make their own traffic lights and pedestrian crossing so they can practise road safety.

Children's welfare is safeguarded because there are suitable procedures in place regarding child protection. Staff know what to do if they have concerns and information is shared with parents. Management is clear about how they would respond if an allegation is made against a member of staff, however, the written child protection policy does not clearly reflect this. Emergency procedures are shared with parents and fire drills are practised so that children and staff know what to do in the event of a fire. Suitable systems are in place for the arrival and collection of children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and settled in the exciting indoor and outdoor environment provided. A strong emphasis is given to play and enabling children to direct their own activities and learning. A broad range of experiences are offered to all children, although, when playing in the garden, staff are continually moving around to ensure children's safety which means some learning opportunities are missed. Good opportunities are provided to develop their physical, social and independence skills. Caring staff foster positive relationships with all the children

which promotes their confidence and self-esteem and benefits their transition from one playroom to the other.

The Birth to three matters framework is used to plan activities in one room whilst the emphasis is on the Foundation Stage curriculum in the other. This means some three-year-olds are not formally working towards the early learning goals and sufficient information is not always transferred when children move from one age group to another to enable progression to continue seamlessly. The social transition from one group to another is supported well because children are already familiar with other staff when playing together outside.

An enthusiasm for learning is encouraged with all age groups. Younger children develop increasing concentration as they focus on creating their own models from a variety of boxes and are introduced to tools for cutting, mark-making and fixing pieces together. All children learn to play co-operatively in the imaginative play areas, pretending to be on the telephone, feeding their babies in the play house or investigating the musical instruments. They learn to take turns on the trampoline and share space in the sand pit.

Nursery Education

The quality of teaching and learning is satisfactory. Exciting activities stimulate children's interest which means they are busy, keen to learn and behave well. Effective rotation of resources and topics maintains this interest. Key staff have a sound knowledge and understanding of the Foundation Stage curriculum and generally staff encourage conversations to promote learning well. Systems for planning and assessment are in place, however, equal emphasis is not given to all aspects of learning. Children's records do not always reflect what they can do which means plans do not support their next steps for learning. Observations are clear and detailed, but do not consistently record planned assessment opportunities or spontaneous achievements. Records for younger children are limited.

Children's personal, social and emotional development is promoted well. Their confidence and security is evident in the positive relationships they have with staff and each other. Many operate independently within the environment, selecting resources for themselves or asking when they need assistance. Relaxed conversations promote their language and communication skills as well as giving them the confidence to express themselves. Children enthusiastically practise emergent writing and mark-making daily, they make letters to put in their post box, paint, chalk and use the wipe board. Text and numerals are everywhere to promote understanding that print carries meaning. Children enjoy listening to stories and are attentive at circle time.

Mathematical language and understanding is introduced into a variety of activities. Children sort and match compare bears, refer to the number chart on the wall and some identify larger numerals. Many count confidently and some continue when asked what comes next, although, simple calculation and problem solving is not often included in planned or spontaneous activities. Children learn about the natural environment through absorbing practical activities and practise using a variety of tools when involved at all stages of growing vegetables and flowers. Innovative ideas and different media and materials provide exciting options for children to investigate and explore. Imaginative play is encouraged through the different role-play settings positioned around the garden, such as the hair dressers and shop, and large cardboard boxes become whatever the children want them to be. Children are enthusiastic in their play and learning.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and valued in the happy pre-school environment. Their individual work and photos of their activities are displayed around the room. Registration forms are detailed and used to gather information from parents about children's individual needs and parental preferences which are then fully discussed to ensure the pre-school is able to meet them. Children are encouraged to show care and concern for others, such as, learning to share and play co-operatively with each other. Arrangements are in place to support children with learning difficulties and/or disabilities. There are few resources or activities to promote children's awareness of the diversity of the wider society. Parents are provided with a wide range of information about the pre-school through the detailed welcome pack, newsletters and informative notice board. Parents appreciate the relaxed settling-in arrangements when they first attend the pre-school and time spent sharing information.

Partnership with parents in respect of nursery education is satisfactory. Details of the themes are shared with parents so they are able to make contributions to the topic and have informed discussions with the children at home. Parents of the older children receive twice yearly written reports describing their progress towards the early learning goals and throughout the year a folder is compiled with examples of their work, photos and progress records. Parents can access records during the year, although, they have few opportunities to contribute to them. Younger children in receipt of nursery education receive an annual report, however their progress records are not linked to the Foundation Stage which means parents are not fully informed of their progress.

Children become familiar with the daily routines and what is expected of them. They help to tidy up so they can go outside, take turns in using the computer and queue up to use the trampoline. Children respond well to the clear boundaries set and behave well. They receive praise and encouragement as they play. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Positive outcomes are promoted for children. They are happy and secure in the well-ordered environment provided. They spend some time in separate playrooms, divided according to their age, and then for a large part of the session benefit from playing together as they share the extensive grounds and resources. Physical development is particularly well catered for and children's health effectively promoted.

Most documentation is well-organised and accurately maintained. There is a comprehensive range of policies and procedures, most are up-to-date and reflect the service provided. However, the pre-school is in breach of the regulations because it is open for longer than a sessional care registration allows. Effective employment procedures ensure children are cared for by appropriately qualified and caring staff. They work well together to provide a secure and happy environment for children to play and learn.

Leadership and management in respect of nursery education is satisfactory. Dedicated and committed management fosters continual improvement through training and consultation with the local authority. Children are offered a broad range of exciting activities, however, the Foundation Stage curriculum is not available to all children in receipt of funding for nursery

education. Organisation of planning and assessment for younger three-year-olds is linked to the Birth to three matters framework rather than the early learning goals and records of their progress do not reflect what they can do. They are, however, able to make progress because staff offer them appropriate activities to challenge and support their development. Overall, the pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection of the pre-school four recommendations were made. Improvement has been made in each of these areas which contributes to improved outcomes for children. Staff have attended training to raise their knowledge and understanding of equal opportunities issues, although, there are few activities and resources to promote children's awareness of the diversity of society. Significant improvement has been made in improving hygiene practices. Children develop good practices themselves through effective and efficient support from staff and resources are clean and in a suitable condition. Changes have been made to the daily routines which has ensured children are effectively supervised when in the outside area. Detailed systems have been introduced to monitor and assess children's progress, although they are not always used effectively to assist staff in planning.

At the last inspection of nursery education the pre-school was asked to develop the planning of activities to ensure equal emphasis is given to all areas of learning and to show what the children will learn and how this will be achieved, and extend and implement the procedures for assessing and recording the children's development to ensure they are making good progress, to help staff plan the next steps in their learning, and the provider to monitor and assess how well the nursery education supports the children's learning. Good systems have been introduced to ensure children have access to a broad range of resources and topics ensure children experience a breadth of activities. However, equal emphasis is not given across all areas and learning objectives are not always clear. Written observations, when completed, clearly show what children can do, however progress records do not always reflect this which means it is difficult to formally plan children's next steps.

The pre-school was also asked to extend the partnership with parents to keep them well informed about their child's progress and to encourage them to become more involved with their child's learning including contributing information to their developmental records. Parents receive verbal and written feedback from staff and are encouraged to contribute to the topics, but have few formal opportunities to contribute to their records.

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 the hours of opening adhere to the requirements of the registration
- update the child protection policy to ensure it includes clear procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- extend the range of resources and activities to promote an awareness of the diversity of the wider society.

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 children in receipt of funding for nursery education are working towards the Foundation Stage curriculum
- continue to develop the system for planning to ensure equal emphasis is given to all aspects of learning, for example knowledge and understanding of the world and mathematical development
- develop the system for assessment to reflect what children can do and, use this information to plan their next steps for learning and to support staff in working towards these learning objectives.

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