

York Campus Nursery

Inspection report for early years provision

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Registered person	York Campus Nursery
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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

York Campus Nursery is an established provision that is run by a management committee on behalf of the University of York. It is registered for full time care. The nursery was registered in 1992 and operates from three rooms in a purpose built unit situated in the south campus of York University, which is in Heslington, in York, in North Yorkshire. The children share access to two secure enclosed outdoor areas.

A maximum of 39 children may attend the nursery at any one time. The nursery is open each week day from 08.30 to 18.00 hours all year round, with the exception of 10 days during the Christmas period and all bank holidays. There are currently 70 children aged from five months to four years on roll. Of these 21 children receive funding for nursery education. Children come from a wide catchment area and the setting currently supports a number of children who speak English as an additional language.

The nursery employs 16 staff. Of these 14 staff, including the manager, hold appropriate early years qualifications and one member of staff is working towards a level 2 early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished through staff providing healthy and nutritious meals and snacks. For example, children can enjoy meals, such as cod with lemon, creamed potatoes and cabbage for their main meals as well as snacks of fresh fruit and chopped vegetables. Parents of younger children are able to provide their baby's milk and packed lunches if they require and these are stored appropriately in fridges. Children's individual dietary needs are fully taken account of because staff work effectively with parents. For example, information is collected from parents on children's allergies, likes, dislikes and religious requirements through discussion and documentation. Staff are then very successful in meeting the children's needs through good systems, such as the chef contacting the nursery staff on a daily basis to confirm what meals are required and then providing alternative food as requested. Children are able to eat their meals safely as a result of good systems being implemented regarding food preparation. For example, main meals are transported over to the setting in insulated containers and the temperature of the food is checked both when leaving the kitchen and arriving in the nursery. Staff who prepare snacks within the setting also follow good procedures, as a result of completing food hygiene training.

Children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they follow good procedures, such as ensuring their first aid box is appropriately stocked by allocating a member of staff to be responsible for regularly replenishing it. A member of staff qualified in first aid is available at all times because nearly all staff have completed the required first aid qualification. This means that children are able to receive emergency treatment as required.

Children are developing some good awareness of good hygiene practice. They are familiar with routines, such as washing hands before their meals and after using the toilet and some more-able children know why they need to do this. However, they are not able to fully develop their understanding as they are not regularly encouraged to wash their hands after engaging in outdoor play. Children are able to sleep and rest according to their own individual needs and have good opportunities to enjoy and develop physical skills both inside and outside the setting. They are developing a very good understanding of healthy living as a result of staff providing stimulating activities. For example, visitors, such as dentists, chefs, health visitors and yoga experts visit the setting to discuss and share their expertise. In addition to this, children have opportunities on occasions to help prepare fruit for their own snacks; they are able to grow and eat some fruit and vegetables and engage in board games that promote healthy living. As a result, they know what is healthy food and what is not good for them. For example, they know too many sweets is not good.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to develop a good sense of belonging in this warm and welcoming accommodation. Space is used effectively with children having independent and safe access to all areas of play most of the time. Resources are organised safely, with a weekly checklist being completed by staff to ensure equipment and resources are clean and not broken. This enables the children to have independent and safe access to the toys and equipment.

Children are cared for well in a secure and safe environment. Staff take some very positive steps. For example, there is a camera installed, which enables them to check on visitors within their setting boundaries and all visitors, including parents, can only gain entry as a result of staff responding to a buzzer system and admitting them into the building. Children are appropriately protected from the risk of fire. For example, fire exits are kept clear, electrical and fire fighting equipment is regularly checked by university personnel and a suitable evacuation procedure is practised annually. Children's are also developing a good understanding of keeping themselves safe as a result of staff discussing safety issues with them. They are very familiar with the setting's safety routines and guidance. For example, although children walk with staff to areas they are not allowed, such as the office, they automatically wait at the door when staff continue to enter the rooms.

Staff have a good knowledge of child protection issues. They are fully aware of the signs and symptoms of child abuse. For example, they are confident in knowing to be aware of unusual or persistent bruising and changes from the children's normal behaviour. They are also secure in knowing the procedures to follow if concerns are raised, including the need for confidentiality, raising concerns through line management and written records being made of all concerns. Staff are also fully aware of procedures to follow in the event of an allegation being made against staff and have the relevant guidance and contact numbers easily available for all staff to access. As a result, children's welfare is safeguarded well.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have attended the 'Birth to three matters' training, however, planning for the younger children and babies is very limited. For example, although they rotate resources to stimulate interest there are no systems in place that identify how continuous basic provision is used to promote broad learning outcomes, and staff only discuss activities and resources that they are going to make available on the day, taking into account which children are going to attend. As a result, children may not have opportunities to progress in all areas of learning and development and staff are not fully aware of the aims and objectives of some of the activities. Children over two years are acquiring some new knowledge and skills from a broad, balanced range of stimulating activities and resources that meet their needs. They can develop imagination and consolidate learning from experiences in the role play areas. For example, when playing with resources in a shoe shop. They also have opportunities to participate in baking activities, such as making a cake in the shape of a shoe and then icing it decoratively. Babies are able to develop some learning through use of their senses. For example, they are able to investigate both natural and manmade materials, which are kept in a treasure basket.

Children are interested in their activities. They are able to use some initiative. For example, they can independently access resources and materials, which are stored at either their level or set out on table tops by staff.

Children have very positive relationships with staff and their peers. They are confident in approaching staff and link up well with their peers in activities. Staff listen to and value what the children are saying, they show interest and talk with them about their interests and experiences outside the setting. Staff are aware of children's individual needs and support these effectively. For example, when children have been engaged in a busy weekend, staff provide the facilities for them to rest as they require and their meals are kept and later reheated.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff's knowledge and understanding of the Foundation Stage is sound and they use their knowledge and understanding of how children learn well. For example, they promote learning through good use of open ended questions and link activities within the setting so children have opportunities to revisit and consolidate their learning. For example, when they create a Post Office in the role play area, staff link this with group story times by using a book that underpins children's understanding of letter writing. In addition to this, four year olds have opportunities to engage in separate activities without the younger children, which allows them to develop and focus their learning. However, staff miss opportunities during practical activities to promote some aspects of learning. For example, in developing the children's use of the vocabulary involved in adding and subtraction. All staff are involved in planning a broad, balanced and stimulating curriculum, which covers all areas of learning and is appropriate for children of different ages and abilities. Their use of time and resources overall is good. For example, they work directly with the children for much of the time and provide an inviting environment that makes effective use of both indoor and outdoor accommodation most of the time. The accommodation is also organised appropriately to provide opportunities for children to be independent and to use some initiative. However, staff provide limited opportunities for children to be spontaneous in reflecting their own ideas and creating for their own purpose. The assessment system regarding the children's progress and staff's guide to planning and teaching also has weaknesses. For example, although staff use photographic evidence, which is linked to descriptions of what children can do or understand, and then summarise their learning each term, in each of the areas of learning, the observations are not sufficiently linked to the stepping stones, early learning goals and do not identify the children's next steps in learning.

Children are happy and show curiosity. Younger children show increasing independence in selecting and carrying out activities and the more-able children take pride in their achievements and are able to persist for extended periods at an activity of their choosing. For example, when making robots using flexi cubes. Most separate from their carers with confidence and talk freely about their home and experiences outside the setting. Some four-year-old children are confident in expressing their wants and needs and in asking for additional resources. Most three and four year olds are able to focus in large group activities. For example, they listen to stories with attention and control. The more-able children are able to link some sounds and letters. For example, when they hear the sound of the initial letter in their names they successfully proceed to the next activity. Children enjoy books both in large and small groups and some more-able children are able to form recognisable letters when writing their names at the top of their work. Four year olds can count confidently to 10 and are beginning to use number language in their play. However, their understanding of simple calculation is limited as a result of very few opportunities made by staff to develop this learning. Children have good opportunities to find out and identify features of living things. For example, they have opportunities to grow their own fruit and vegetables and observe police dogs who visit the setting. Some four year olds are able to construct with a purpose in mind. However, there are limited opportunities for them to further develop their designing and making skills as a result of limited opportunities to spontaneously select and explore their own resources. Children show an interest in technology by using mobile phones and computers in their play. Three year olds enjoy moving spontaneously to sound with their body and experiment with movement and imagination. For example, they enjoy completing two footed jumps whilst pretending to be kangaroos. Children are developing skills in judging space when in relation to the space available. More-able children have a very good awareness of healthy living and developing understanding of self care and changes that happen to their body. For example, they inform staff of a need for a coat to keep themselves warm. Children enjoy singing songs and rhymes. They are able to distinguish some colours and

are exploring media and materials through sand and water play. They are developing good imagination through engaging in role play activities, using resources well to support their learning. Some four year olds are also confident in introducing a new narrative. For example, they invite other children to join in the game so they can extend their play into another direction.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Good quality information about the setting and its provision is available and is shared well. For example, in addition to parents receiving the York Campus Nursery Handbook and being informed in writing that policies are available upon request, there are displays in the nursery informing parents on both the 'Birth to three matters' framework and the Foundation Stage. In addition to this, there are staff photographs on a welcoming board, which include lists of their qualifications and attended training. There is also the curriculum planning and information, such as children's menus. This means that parents are able to be fully aware of the nursery's working practice. Staff and parents work effectively together to ensure children are well cared for. Parents are encouraged to share what they know about their child. For example, by completing an additional form that details information, such as family members, favourite toys and particular cultural festivals that they would like their child to celebrate. They are involved and fully consulted on individual issues, such as children's behaviour and action plans that arise from these. Parents are informed appropriately about their child's achievements and progress. Daily conversations with them regarding care and education take place and parents are informed there is an 'open door' policy where their children's development can be discussed with profiles available at all times. Staff highly value and respect parents. They encourage them to be fully involved with their child's learning and care. For example, in addition to being invited to become part of a consultative committee, parents are able to settle in their children, and are asked to bring in artefacts reflecting and supporting the children's topics and themes. They are also consulted regarding aspects of the nursery, such as their opinions on the new outdoor area and they are invited into the setting to share their expertise and knowledge. For example, they cook and allow children to try Japanese food.

Spiritual, moral, social and cultural development is fostered. Children are gaining a very good understanding on the diversity of the wider world through a wide selection of resources and activities that promote positive images and awareness. For example, in addition to having access to cultural dolls, dressing up clothes, puzzles and books they are able to see a prayer mat and a small model of a Mosque. Children also participate in activities that reflect different cultures, such as tasting noodles using chopsticks, during Chinese New Year celebrations. They are also encouraged to share information on their own cultures. For example, children bring in artefacts, such as Japanese stickers when they return from visiting these countries.

Children are all involved and fully included. Their individual needs are very successfully met as a result of staff and parents working effectively together. Staff implement very effective strategies that successfully help children who have English as an additional language. For example, they advise all staff of the children's individual abilities, they use resources, such as pictures of faces that have different expressions for the children to refer to. Parents also list down common phrases in the children's language so staff can refer to them. In addition to this, special individual arrangements are made to support children. For example, they are able to contact their parents by phone.

Organisation

The organisation is good.

The leadership and management of the setting is satisfactory. Children are well protected and cared for as a result of robust recruitment and vetting procedures being implemented effectively. For example, all staff criminal record checks are completed through the University personnel who have the authority to undertake these appropriately. Original qualification certificates are checked, interviews and written references are undertaken, and a detailed induction procedure takes place. This in turn, ensures staff are suitable for their roles and responsibilities.

The staff's knowledge and understanding of child development is good, with all staff except two having recognised early year qualifications and all supervisors having appropriate level 3 qualifications. As a result, children's overall care and learning significantly benefits. Practitioners have a good regard for the well-being of all children. They complete further training. For example, Food Hygiene, Child Protection for both stage one and two, Music and Movement and Teaching the Curriculum Outdoors. They then cascade this training down to their peers in order to share teaching strategies.

The nursery manager works alongside staff and delegates some responsibilities. For example, the deputy has the role of coordinating care and education for those with learning disabilities or difficulties and all staff are involved in the planning and assessment systems. There are some systems in place that enable the staff to assess their own strengths and weaknesses. For example, teaching practice is evaluated through the manager working alongside staff and observing their practice, and staff and management evaluate activities through discussions in team and planning meetings. The effectiveness of the setting in monitoring and evaluating the provision for nursery education has weaknesses. Although staff evaluate activities through discussion and monitor what children do through observations of where and how much they are playing in some areas of the nursery, systems to monitor how children are progressing towards the early learning goals are weak. For example, in addition to weaknesses in the assessment system there are no systems that demonstrate the children's overall progress. The extent to which the setting is committed to improvement of the care and education for all children is appropriate. Staff have a wish list in place to improve the provision and education of children. For example, they intend to develop the outside baby area and continue to develop staff's knowledge and understanding of the Early Years Foundation Stage, including the planning and assessment systems. The staff are also working in conjunction with university personnel in obtaining the 'Investing In People' status.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection it was recommended that the staff ensure good hygiene practice is in place regarding hand washing of the under two year olds. They were asked to also improve documentation, by ensuring the records regarding attendance times of staff, children and visitors and the complaints procedure meet requirements and that confidentiality is upheld in regard to the records of accidents and medication administered. As a result of this, staff now successfully promote young children's hygiene by ensuring they now wipe the babies hands and faces before meals are undertaken. They have also extended the complaints procedure to include Ofsted's contact numbers and have devised and implemented effective records that show when staff, children and visitors attend the setting. For example, by recording all arrival and departure times. Staff now successfully promote confidentiality by ensuring individual

records on separate pages are recorded and shared with relevant parents regarding accidents and medication administered.

At the last nursery education inspection staff were asked to consider developing the planned outdoor extension to provide a stimulating environment. As a result of this, staff have effectively increased children's learning by creating a stimulating environment. For example, they have had a canopy fitted, which allows children access to the outdoor area in all weathers. A specific garden area has been created to allow children to grow fruit and vegetables. In addition to this, fixtures that encourage various physical skills have been fitted. For example, a climbing frame with a slide and logs for children to balance on. Children are also able to further develop their imagination in the outdoor area, as a result of role play equipment, such as a Wendy house being installed.

Complaints since the last inspection

Since 1st 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 complaint 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 satisfactory.

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):

- further develop opportunities for children to understand the importance of hygiene, particularly after engaging in outdoor play
- further develop clear planning for babies and very young children's activities.

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 further opportunities for the more-able children to spontaneously explore different ways of cutting, joining and building, giving them opportunities to reflect their own ideas and create for their own purpose (also applies to Care)
- develop the assessment system to sufficiently reflect the stepping stones, early learning goals and identify children's next steps in learning

- provide opportunities through practical activities for children to develop the vocabulary involved in adding and subtraction
- develop systems to monitor the progress children are making towards early learning goals.

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