

The Village Day Nursery

Inspection report for early years provision

Unique Reference Number	253136
Inspection date	12 October 2007
Inspector	Sjertsje Ebbers
Setting Address	26 Town Street, Bramcote, Beeston, Nottingham, Nottinghamshire, NG9 3HA
Telephone number	0115 943 0053
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Registered person	The Village Day 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 good.

WHAT SORT OF SETTING IS IT?

The Village Nursery opened in 1986 and was taken over by the current proprietor in 1995. It operates from a converted school and children are cared for in two buildings with a separate building for the office and staff facilities. It is located in the village of Bramcote situated on the outskirts of Nottingham and close to Nottingham University. Opening hours are 07:30 to 18:00, Monday to Friday all year round, with the exception of bank holidays and Christmas.

There are currently 98 children attending for a variety of sessions. This includes 24 three-year-olds and 10 four-year-olds children who are in receipt of nursery education funding. Children attend for a variety of full and part-time sessions across the week. The setting supports children with learning difficulties and/or disabilities, as well as children who speak English as an additional language.

There are 21 full and part-time staff who work with the children. Of these, two have a higher qualification, the majority hold a level 3 care qualification and six staff have NVQ level 2. Two trainees are working towards a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to enjoy a healthy lifestyle at the nursery. They benefit from a variety of nutritious and healthy meals and snacks that are fresh and well-presented. For example, they enjoy the fresh fruit salad for dessert and most children request a second portion. Staff talk to the children about the different foods they are eating and find out their likes and dislikes. Children drink water or milk during meals and confidently ask for more to drink when they are thirsty. During meals, children engage in little conversations and some toddlers 'clink' their beakers together and say 'cheers' to each other, demonstrating that meal times are sociable. Children have regular access to fresh air and play outdoors in most weathers.

Children who are in discomfort because of teething are well monitored and extra care and attention is given. There are clear exclusions for ill children to ensure the spread of infection is minimised at the nursery. Staff take positive steps to promote good hygiene and wear aprons and gloves during nappy changing as well as during food preparation to prevent cross-contamination. Children have developed good health and hygiene routines. They know to wipe their hands before meals or wash their hands. Older children readily access tissues from a dispenser to blow their noses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides a welcoming and safe environment with clearly defined areas and inviting activities so children can start playing straight away. Children have access to a stimulating range of toys and resources that are clean and meet safety standards. This ensures children can play and move around safely. They are stored at low-level for children to access them easily and to promote child-initiated play. Staff monitor children well and remind them to be gentle when playing with each other. The well-maintained outdoor areas are checked for hazards on a daily basis before children play outside.

Staff and management take positive steps to promote safe practice. Access to the nursery is managed well with staff welcoming parents as they enter. A record of visitors is kept and children's records are stored safely to ensure confidentiality. Fire safety precautions are in place and staff regularly practise emergency evacuations with the children to ensure they know what to do in the event of a fire. Children also benefit from projects and books on road safety at the nursery, which helps them to learn how to keep themselves safe. There is an operational plan in place for when children go on outings to the local park. Children are protected from potential harm because there is a sound child protection policy in place and management ensure that all staff are aware of the correct procedures to be followed. As a result children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and enjoy their time at the nursery. The caring staff know the children well and sensitively support their care and development needs. They rub children's backs to help them sleep and sing to them to make them smile. Children's individual routines and interests are taken into account when activities are provided and as a result children feel valued and are developing well. Children have access to resources such as sensory bottles and

other toys that encourage their exploratory nature. They enjoy songs and start to join in with the movements. Staff regularly praise children for their efforts which helps to build on their self-esteem.

Staff help children to develop social skills such as turn-taking through little games. Children are encouraged to get to know each other and as a result children are forming positive relationships with their peers and develop a strong sense of belonging. They feel confident to express their needs, likes and dislikes and staff observe them closely to understand children who not yet have developed speech. Their communicative skills are well supported as staff acknowledge children's first sounds and they repeat words and sounds to model correct language. It is clear that staff have a good understanding of young children's development and the use of the 'Birth to three matters' framework is evident in their good practice.

Nursery education

The quality of teaching and learning is good. Children benefit from the child-centred approach to learning as staff build on their interests. For example, staff cleverly use children's fascination for diggers to go outside, look at them in the car park and encourage them to describe what they see and ask questions. This means that children are finding out about things they are interested in and as a result they are developing a strong disposition to learn. Children are stimulated to think for themselves because staff make good use of open-ended questioning. Staff clearly explain how they support their key worker groups and activities are evaluated to monitor children's progress. However, assessments and observations do not yet show how the next steps are planned for individual children's development. Children are regularly involved in decision-making, for example, when choosing which computer programs to use, which further develops their independence and self-esteem.

At the nursery there is a strong focus on communication, language and literacy which helps children to become confident speakers and listeners and they are supported in writing and reading. For example, during 'show and tell' children confidently speak in front of a group and share their stories. They recognise individual letters and are encouraged to write. Some of the older children spontaneously spell out words phonetically to the younger ones. Although the older children clearly enjoy books and are making very good progress, some of the younger children do not yet recognise the meaning of print and are not ready yet for the more formal approach of beginning to read. Children are introduced to different languages and have the opportunity to enjoy an introduction to French on a weekly basis.

Children regularly use mathematical language in their daily routines and activities. For example, a boy has glued shapes in a neat line and staff cleverly comment that he has made a pattern. This encourages him to talk about the pattern and he spontaneously names all the shapes he has used. Children confidently count as they are encouraged to count on a daily basis. They are very competent at using the computer and help each other to understand the program. They enjoy the challenges in problem-solving the computer programs provide and confidently work on their own or in pairs.

Children are enjoying inviting areas staff create for them and independently move from activity to activity. They benefit from the range of opportunities they have for imaginative play and regularly make up little stories and games. Staff clearly recognise the importance of pretend play for children's development and support their play where necessary. Children enjoy expressing themselves through music. They regularly access instruments and learn about music on a weekly basis.

Helping children make a positive contribution

The provision is good.

Children's behave well at the setting and are generally very helpful. Staff allocate little jobs to 'magic helpers' which allow children to positively stand out as they know that their contribution to the nursery is valued. There is a strong focus on using consistent and positive behaviour strategies. As a result of this, children are learning to understand why to behave in certain ways and learn to manage their own behaviour.

Partnership with parents and carers is good. Staff work well with parents and carers to meet children's individual needs. They have built positive relationships with parents but only some information is recorded about children's starting points and home circumstances. Parents have good access to the planning of the curriculum and the care routines. They receive written or verbal feedback on a daily basis dependent on the child's age. Parents are informed of the progress that their child is making during meetings with key workers. Children in the pre-school take reading folders home for their parents to help consolidate their early reading skills.

Children's spiritual, moral, social and cultural needs are fostered. Cultural differences and similarities are celebrated and staff have a good understanding of how to promote cultural diversity by providing children with relevant activities and resources. This allows children to learn about themselves, others and the wider community. Equal opportunities are well promoted because management and staff understand well how to sensitively adapt activities to cater for children's individual needs. They encourage an inclusive practice to ensure the welfare and development of children with learning difficulties and/or disabilities is promoted.

Organisation

The organisation is good.

Children benefit from care given by experienced adults that make up a strong and well-established staff team. Robust recruitment and vetting procedures ensure that all staff are safe and suitable to be in contact with them. Most staff hold recognised childcare qualifications at Level 3 which helps to provide a secure basis for children's care. All staff are inducted and kept up-to-date with the setting's comprehensive policies and procedures which underpin their good practice. Regular monitoring and evaluation of the provision takes place by senior staff members and management. There is a strong commitment to make continual improvements to the nursery and as a result children's emotional, physical, social and intellectual capabilities are well catered for.

The leadership and management of nursery education is good. Management and staff in the pre-school monitor and develop the provision well to ensure that children make good progress towards the early learning goals. Teaching methods suit the individual learning needs of children because there is a strong child-centred approach to learning. As a result of this, children are developing positive attitudes and dispositions towards their learning. The planning across all areas of learning ensures that children have access to activities that support their all-round development.

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

Improvements since the last inspection

At the last inspection, the provider received a recommendation to review the child protection policy. The policy and procedure are now in accordance with the guidelines of the Local Safeguarding Children Board. This ensures that the correct procedures are now followed in case there is a child protection concern. A second recommendation was raised to improve systems for checking that staff are physically and mentally suitable for their job. Recruitment and vetting procedures are now rigorous and include all necessary checks to ensure all staff are suitable to work with children. The provider received one recommendation with regards to nursery education, to use the records and observations to evaluate children's development and to inform the planning for children's next steps in learning. Although staff now have a good understanding how to plan around children's interests, a further recommendation is raised to continue to develop identifying and planning for the next steps in children's learning.

Complaints since the last inspection

Since April 2004, there has been one complaint made to Ofsted. Concerns were raised about the reporting and recording of accidents. These concerns relate to National Standard 2: Organisation, 6: Safety, 7: Health, 12: Working in partnership with parents and carers and Standard 14: Documentation. Ofsted conducted an unannounced visit to the premises and found the provider did not meet Standard 12 and 14. The provider was therefore given one action under National Standard 12: to keep a record of complaints relating to the National Standards and any action taken, and 14: to improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters such as a significant event which may affect the safety and welfare of the Child. A response to this action was received confirming that complaints records are in place and the provider has subsequently improved knowledge of the requirements. The provider remained qualified for registration.

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):

- continue to promote partnership with parents and carers to facilitate a good understanding of children's attainment on entry, home circumstances and interests (also applies to nursery education section below).

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):

- as recommended in the care section above
- develop assessment records to help identify next steps for in learning to inform the planning
- review the introduction of reading and recognising letters for younger children to ensure age-appropriateness.

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