

# Nannas Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY288950
<b>Inspection date</b>	01 October 2007
<b>Inspector</b>	Emily Alderson
<b>Setting Address</b>	Hazelmere Infant School, Hawthorn Avenue, Colchester, Essex, CO4 3JP
<b>Telephone number</b>	01206 791501
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<b>Registered person</b>	Nannas Day Nurseries
<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?

Nannas Neighbourhood Nursery is one of four nurseries run by Nannas Day Nurseries. It opened in 2004 and operates from a purpose built building, within the grounds of a local primary school. A maximum of 56 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 throughout the year. All children share access to a secure outdoor play area.

There are currently 119 children aged from birth to eight years on roll. Of these, 18 children receive funding for nursery education. Children come from a wide catchment area. The nursery supports children who speak English as an additional language.

The nursery employs 11 staff. All staff, including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children attend a setting which has good health and hygiene practices. The setting has a policy in place outlining the procedures to be followed and seven members of staff have accessed food hygiene training. Food provided for the children is only prepared by staff who are trained in food hygiene. Cross-infection is minimised as staff use different colour chopping boards for the different foods, they also wear gloves and aprons. Baby room staff reheat food following the correct guidelines using a probe to ensure the correct temperature is reached. Children bring in packed lunches which are adequately stored, with any food stored in the fridge clearly labelled. The setting provide a nutritious morning and afternoon snack. Fresh fruit is always available so that children can help themselves whenever they feel hungry. Afternoon snack consists of a range of food including pita breads, cheese and cucumber and wraps with various fillings. Drinks are readily available throughout the day with a choice of milk, juice and water. All dietary requirements are met and children with allergies are identified, details of which are recorded in the kitchen so that all staff are aware. Menus are displayed to inform parents about what their children are eating.

Children access clean toilets and those in nappies are changed in a private nappy area with bright colourful displays. Cross-infection is minimised as gloves are worn, the mat is cleaned after use and nappies are hygienically disposed of. The setting has a stringent cleaning rota with members of staff responsible for different parts of the nursery. Children who sleep are provided with cots or a mattress. Each child has their own bag which contains a sheet, blanket and a photograph of themselves so that they know which bed to lay on. The sheets are washed weekly in the laundry room at the setting.

Children learn simple good health as they independently wash their hands using the liquid soap and hand towels provided. They are beginning to understand the reasons why through discussions with the staff. Children receive good care when they are ill or have an accident because the setting has nine members of staff qualified in first aid and a well equipped first aid box. Should children have an accident at the setting they are comforted and it is recorded in the book which parents sign to acknowledge the entry. Similarly any medicine administered is recorded in the book which parents also sign. If a child is unwell at the setting parents are contacted to collect their child. They are informed of the length of time they are required to stay at home via the settings' exclusion policy which is shared with parents on the notice board.

Children's physical play experiences are very well promoted because the setting has a beautiful garden with a wide range of resources for the children to use and explore. The outdoor area is separated into different sections. The younger children have an area for them to play in safely as do the older children. There are areas for using bikes and cars, quiet areas with benches, tables and chairs are taken outside and there is plenty of space for the children to freely run around. The setting operates a free flow to the outdoors so that children can make choices as to where they want to play. The resources available promote all areas of learning for each age group and abilities. The indoors is very much taken outside as the indoor games such as construction toys are taken outside for the children to enjoy as well as exciting trays of flour and sawdust. Children learn to use their bodies in different ways as they use the resources to practise all their skills. For example, balancing on the long planks of wood, riding the bikes, climbing as they use the slide and tyres and thoroughly enjoying running about. Children also

practise their hand and eye co-ordination by using small equipment such as pencils, puzzles and threading.

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

The provision is outstanding.

The environment is extremely warm and welcoming for children, staff, parents and carers because the setting is beautifully decorated with children's work, photographs and posters. The staff play an important role in welcoming the children into the setting as they are enthusiastic and it is evident that they have built outstanding relationships with each of the children that attend. They get down to their level and suggest activities that they know each child enjoys with younger children offered cuddles. The environment is extremely clean and well presented for children as the resources are freely accessible to them. Space has been organised excellently to provide separate rooms dependent on children's age and stage of development. The nursery has ample space and consequently children can eat and play together comfortably in the brightly decorated child-friendly environment. Kitchen and bathroom facilities are central to all rooms with the baby room having their own kitchen area. Staff deploy themselves effectively to meet the needs of the children attending.

Children access an excellent range of resources which are stored in brightly coloured boxes on low-level shelves so that children can freely access them throughout the day, hence making choices about how to spend their time. Children are encouraged to explore all the different boxes as they can independently pull them out looking through them, accessing items of interest to them. Children have low-level tables and chairs so that they can all sit together during play times and whilst eating, creating a wonderful social environment for the children. Children attend a setting that has arrangements that meet all health and safety guidelines because staff identify the hazards in the setting. These are recorded and action is taken to ensure that children remain safe. Daily risk assessments are carried out on all aspects of the setting and are clearly documented to ensure that all areas of the nursery are suitable for use. Children can safely play in the outside area as it is fully secure with a fence and supervised by staff at all times. The setting have excellent means of monitoring access into the setting as they have a buzzer system in place which allows staff full control of who enters the building. If children are collected by someone other than the named contacts, parents are asked to inform the setting and issue them with a password which is used to grant them access into the building.

Children are extremely safe on outings as the setting have clear operational procedures, and emergencies are well planned and documented. Risk assessments are conducted prior to all outings in order for children to remain safe at all times. Children are transported in a six seated pushchair or walk sensibly with staff depending on their stage of development. Child to adult ratio is always maintained to ensure that maximum safety is upheld whilst on outings. In addition, there is always a member of staff with current first aid training present. Written consent is provided by parents for outings. Children are learning to keep themselves safe through the many discussions that take place with the staff. The children understand road safety as they are continuously reminded when out on walks to stop, look and listen at the side of the road before crossing. In the setting children are extremely aware of the importance of sitting when using scissors and understand the reasons why they should not climb on the furniture.

In the event of a fire the children are excellently protected. The setting have extremely clear procedures in place which all staff fully understand their roles. Fire drills are practised once a month and comments recorded to further improve the process. The setting take precautions by having a fire blanket, extinguishers and regularly test their smoke alarms to ensure they are

fully functional. Children are excellently protected because staff understand their role in child protection. They have six staff that have accessed training and are able to put appropriate procedures into practice when necessary. A confidential incident book is readily available should a concern arise about a child. Parents are fully informed of the staffs' duties through the settings' policy.

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

The provision is outstanding.

Children arrive at the setting smiling, happy and content greeted by staff with a cuddle and smile leaving their parent's with ease, selecting an activity. Children are encouraged to be confident and develop their independence through the constant praise and encouragement they receive from staff. Handover sheets are filled in by staff as children move from room to room, this is to enable them to get to know the children extremely well and help with the settling-in process making it a fun and enjoyable experience for the child. Children have access to exciting resources which stimulate their senses and encourage them to explore. All children can access the toy boxes as they are stored in low-level shelving units. Each box has a written label as well as a photograph so that the children can identify the contents.

Children show an interest in their activity when they are provided with fun and meaningful activities. The setting offers a complete range of activities covering all stages of development and areas of learning. The children have access to an outstanding garden with many resources suitable for the children who play in each section. The younger children are fully engaged in their chosen activity and decide how they want to spend their time as they self-select from the resources. Activities are excellently balanced with the main emphasis being on child-initiated play, encouraging them to make choices and engage in activities with highly skilled supportive staff by their side. Staff are extremely innovative with their ideas, for example, the two to three room have a science activity with bottles filled with liquid then with different items such as pasta and rice or water, food colouring and oil mixed together. These activities help children to investigate aiding their curiosity as they hold the bottles up tipping them, shaking them and watching the contents move. All the children have been involved in many different topics, for example, gardening and recycling, both of which involved lots of fun activities and involvement with the local community.

Children under three years of age are excellently supported as the setting plan activities in line with the 'Birth to three matters' framework. Activities are selected based on children's likes, observations by the staff or activity ideas from parents' observations. Two activities are planned per day and the staff focus their observations on one child a day. Observations are transferred into the child's records which help to inform staff of where children need further help to develop. Termly reports are produced for the parents of each child.

### **The Nursery Education**

The quality of teaching and learning is good. All staff clearly have a good understanding of the Foundation Stage and how children learn. The setting has an effective system in place to ensure that plans cover all areas of learning providing a balanced programme. Staff provide stimulating opportunities for play-based experiences with activities attractively laid out to encourage children to participate. Planning is directly linked to a weekly story and the stepping stones. The weekly planning sheet identifies the daily activity, how the activity can be differentiated to suit the children and an evaluation section. In addition, staff have child-led activities which identify areas of interest which are used to plan activities for the following

week. Each member of staff is responsible for their key groups assessment. During the activities the key person carefully observes individual children to see whether they have achieved the identified stepping stone. Information is transferred onto each child's step by step record so that gaps can be identified and planned for in the future. Sessions are very well-organised with a range of interesting activities, nicely presented for children to choose from. Staff support children, providing some challenge with open-ended questions, however, staff are not always consistent with knowing when to intervene in children's play in order to extend children's learning.

Children are very confident and motivated to learn. Their self-esteem increases as they independently carry out daily tasks such as pouring their own drinks. Genuine friendships are evident as the children enjoy playing together and with staff. Children are very articulate, understanding the rules of conversation, listening whilst the other person speaks. They have a wide range of vocabulary and are able to express themselves clearly. During make believe, children use different voices when pretending to be different people asking each other 'who shall I be now?'. The children show a keen interest in books, they enjoy listening to familiar stories joining in with the parts they know. They handle the books with care knowing to turn one page at a time. Children have very good opportunities to mark-make with a range of resources including chalks, crayons, paint and pencils. They enjoy writing and use it within their imaginative play, for example, two children carrying clip boards pretending to be doctors taking notes.

Colourful resources such as the abacus and compare bears are laid out to develop children's sorting and counting skills. They are able to count confidently and are able to say how old they are when asked. The setting has lots of different number lines displayed to help children become familiar with recognising numbers. Children enjoy participating in number songs that require them to add and subtract. They independently use mathematical language to make comparisons between objects such as big and small or positional language such as behind and in front are often mentioned in their play. Children fully explore and investigate their surroundings through the wide range of resources and activities available. An example is through growing vegetables. Children are given first hand experiences as they plant the seeds and care for them eating the end product. Children also investigate using binoculars, having fun looking through both ends saying 'I can see far away' then looking through the other end saying 'you are really close now'. Children have a sense of time as they talk about past events such as birthdays and often discuss their family. There are many opportunities for children's creative play, with the children thoroughly enjoying painting, water play and playing with play dough. The children enjoy music and dance, moving their bodies in time to the music demonstrating their physical abilities.

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

The provision is good.

Children are all included and their differences acknowledged because staff are careful to ensure that each child is given the opportunity to share their experiences. Children are involved in group discussions listening to one another. They also have plenty of opportunity for one-to-one time with staff as they deploy themselves well throughout the sessions. Children have a sense of belonging at the setting as they are familiar and involved with the daily routines. For example, at snack time children help themselves to fruit and a drink and are responsible for putting their name card along with a picture of what they have eaten on the board so that staff can see who has had snack. The children each have their own cups at snack time and independently select them, further contributing to their sense of belonging. Children are made to feel valued by the continuous praise offered by the staff. Children are awarded stickers for their efforts which

they proudly accept. Their artwork and photographs of themselves are proudly displayed on the walls. Children are in touch with their wider community as they often go on outings to the local park, shops and visit the library. They are learning about diversity through the planned activities around different festivals and through discussions that take place in the setting. For example, past activities have included learning about St Nicholas, the children were involved in the traditions and enjoyed having their boots filled with oranges.

The setting have a positive approach to caring for children with learning difficulties and/or disabilities. They currently care for children with English as an additional language and work in partnership with parents to positively support the children. Staff follow good clear policies in line with the required code of practice. The setting have a nominated special education needs co-ordinator who is trained for her role. In addition, the setting work closely with the local authority for further advice. Children mostly understand appropriate behaviour at the setting. Staff have a policy in place and a trained nominated member of staff. The setting are very inventive with good behaviour management strategies. An example is using badges with smiley faces and sad faces. Staff wear these to show children how they feel as a reflection of the children's behaviour. However, strategies are not always consistent and the policy is not always reflected in practice.

Children are well cared for by staff who work with parents to meet their individual needs and ensure that the child is fully included in the setting. Parents are kept very well informed about all relevant policies and procedures through the well equipped information boards in the entrance and through the many displays in the setting. Parents are asked to provide the setting with vital information about their children so that staff can care for them according to their needs and parents' wishes. Younger children benefit from the two-way sharing of information via children's diaries. Staff always make themselves accessible to talk to parents on a daily basis. Parents are very much involved in the setting as they have the opportunity to attend 'friends of the nursery' meetings. These meetings discuss all aspects of the setting giving parents the opportunity to voice their opinions and suggestions.

The partnership with parents and carers is good. Parents are well informed regarding the Foundation Stage. This is achieved successfully through informal daily discussion with parents and the weekly plans which are displayed. Records and profiles are available at all times and on key person evenings where staff are readily available to talk in private with parents and share written records. In addition, parents receive a termly written report detailing their child's achievements. Although there are good systems in place, the setting do not seek information from the parents about the child's existing abilities or always ask them to contribute to future planning.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed very positive relationships with staff and children, generally behave well and are developing an awareness of different cultures through discussions and activities.

## **Organisation**

The organisation is good.

Children are safe as they are cared for by individuals who have been vetted and are cared for by staff with a good knowledge and understanding of child development. Children are safe as there are robust procedures in place when recruiting staff to ensure that they are suitable to work in the setting. The setting places a great emphasis on individual professional development.

Staff are offered continuous training and make a commitment to the setting to attend monthly in-house training. Each member of staff is qualified to a minimum Level 2 in early years and are all currently undertaking Level 3 training. Managers all hold managerial qualifications and are furthering their early years qualifications by undertaking a foundation degree. Individual staff members have accessed a range of additional training which includes promoting positive behaviour, building children's self-esteem, story sacks, treasure baskets and heuristic play.

Children are well looked after as the setting has a clear understanding of the National Standards and their responsibility to comply. The correct ratios are always maintained in each room. Staff deploy themselves very well and good team work is evident. Staff share responsibilities and communicate effectively sharing information in the best interest of the children. Children are cared for in small groups with a key person responsible for their individual well-being, this promotes their close relationships and helps them to settle effectively in the setting.

Children's well-being is positively promoted by the very well-organised records and policies. The setting have a very professional operational plan in place providing the reader with a useful insight into the setting. A daily register is maintained recording the times of arrival and departure of each child. Parents are asked to give the setting information about their child through completing a registration form and other paperwork. These documents are stored accessibly and confidentially on the premises.

The leadership and management is good. Staff are well supported in their roles and understand their responsibilities through an inclusive induction process, clear job description and annual appraisals. Staff are strongly encouraged to continue their professional development and do this using the training programme offered. Regular team meetings enables good practice to be shared amongst staff. They work very well together, communicating with parents, building good relationships to promote the children's enjoyment and achievement. The setting is committed to continuous assessment and do so through a quality assessment procedure.

As an organisation, Nannas Day Nurseries uses their resources to the full potential. By evaluating each settings' strengths, good practice can be shared throughout all the nurseries so that all children can benefit. The management team attends sub-group meetings to review and develop the Foundation Stage, evaluation sheets are written so that staff actively contribute to future improvements. The committed leadership inspires staff to reflect on the provision of children's care and nursery education. In addition, the setting work closely with the local authority receiving additional support and guidance to ensure that their teaching methods are effective.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the setting agreed to continue to develop the learning opportunities within the outdoor area. The setting now offer children a very well equipped garden area with a wide range of resources for them to explore and investigate, aiding their leaning.

### **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.



## 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 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 that behaviour management is consistent

#### **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):

- continue to develop systems to ensure that there is sufficient challenge for each child
- further develop partnership with parents to gain more knowledge of children's abilities and ensure they continue to contribute to their child's learning.

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)