

All Aboard Day Nursery

Inspection report for early years provision

Unique Reference Number	253091
Inspection date	18 October 2007
Inspector	Angela Hufton
Setting Address	7 Welbeck Road, Ordsall, Retford, Nottinghamshire, DN22 7RP
Telephone number	01777 702202
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Registered person	Faye Bryan & Susan Worner
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?

All Aboard Day Nursery opened in May 1997. It operates from a single storey building in Ordsall near Retford. The nursery comprises three play areas, cloakroom, office, staff rest area and reception. There are two fully enclosed outdoor play areas. The nursery is registered to provide care for 40 children aged birth to eight years. There are currently 45 children on role including 14 children receiving funding for early education. The nursery supports a number of children with learning difficulties and/or disabilities. Children attend a variety of sessions each week. The nursery opens five days a week for 51 weeks of the year. It closes for one week at Christmas and bank holidays. The core opening times are 07:30 to 18:30.

There are 12 staff employed to work directly with the children and 11 hold an early years qualification. Of these, three hold degrees with a member of staff working towards 'Early Years Professional Status'. A further two members of staff are currently working towards Level 4 qualifications. The nursery work to the High/Scope Approach. They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health and welfare is promoted well in the nursery. Their individual dietary needs are fully taken into account ensuring all children have meals that meet their needs. Meals are thoughtfully planned to offer children a well-balanced range of food which includes fresh fruit and vegetables daily. Children have favourites including 'Cowboy pie' and know that beans are good for them. There is a constant supply of water throughout the day so that children are unlikely to be thirsty. Close liaison between staff and parents ensures that individual children's health and dietary needs continue to be met. The outdoor area enables all children to participate in a very wide range of physical activities and exercise. This provision is enhanced through access to a broad range of resources and sensory materials and children have their own areas for growing vegetables. Throughout the nursery children are developing a good understanding about healthy practices and the need for exercise. It is being promoted for the youngest children through good daily routines while older children are learning about this in more detail through stories and projects. Children learn how food grows and display wonder as they examine the cabbages or measure how much the sweetcorn has grown, picking it and then having it for their lunch.

Hygiene practices are well established and suitable. Children willingly wash their hands after using the bathroom and when getting ready for meals. Tables are cleaned appropriately between different activities. This ensures that the spread of infection between children is effectively minimised. Children who are unwell receive close monitoring by staff and they are comforted until parents arrive. Their health is promoted in the event of needing medication as robust systems are in place regarding administration and recording. Procedures are in place to record all accidents, however, at times some records are not sufficiently detailed in all respects to ensure every aspect of children's ongoing health needs. Young children rest and sleep according to their individual routine. Babies have cots to sleep as they require, in peace and safety. Older children sleep comfortably in a quieter part of their own base rooms.

Children in receipt of early education funding benefit from a wide range of physical development activities. In addition to adult-led activities such as dancing to music children develop their own physical play. They use stacking crates and planks of wood to build an obstacle course where they climb and balance to negotiate their way around, or use ropes to make pulleys and swings, all closely supervised by staff to ensure they do this safely.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in well-maintained, bright and welcoming surroundings. The safety of the children is a priority in the nursery. They stay safe while on outings because effective planning and suitable arrangements, such as risk assessments are carried out. Children's welfare is promoted in the event of child protection concerns as staff have a good understanding of possible signs and appropriate procedures to follow. This is supported by a detailed policy and regular training.

Children use a wide range of safe, good quality, and developmentally appropriate resources including a very wide range of natural materials. Low tables and chairs and other suitable equipment ensures that all children can sit, eat and play safely. Children can choose resources

easily from the drawer and shelving units in each room and older children know how to use equipment such as scissors safely. Circle time is often used effectively to talk with the children about safety. Most older children can explain that running in the nursery causes accidents. There are appropriate arrangements in place to manage any accidents, including regular risk assessments and any necessary adaptations to the provision. Security is good. External exits are kept locked and procedures in place ensure unwanted visitors do not gain access to the nursery or present a risk to the children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children of all ages and abilities are very happy, contented and confident in the nursery. They are positively interested in what they do and stay at activities for lengthy periods showing sustained concentration and enjoyment. Children show excitement and wonder as they participate in an excellent range of activities and are motivated to try new things. Staff are highly skilled in their use of the 'Birth to three matters' framework to plan and provide a wide and stimulating range of activities for young children. Whilst this is new, young children continue to make excellent progress in their development. Babies and young children are well cared for and benefit from highly skilled staff that provide a warm and reassuring environment for children to thrive. Following recent involvement in a project to develop children's language and communication staff have improved their practice and all children are thoroughly supported to become articulate and develop their listening skills.

Various interactive toys and ample natural toys and resources encourage babies and toddlers to explore, experiment and discover different sounds and movements. They eagerly become involved in exploring through sensory activities, for example, with cornflour dough or shaving foam. Story time is very popular, as is singing, allowing children to develop the use of their imagination and language skills. The older children have access to a very wide and good range of resources appropriate for their age. Their creative skills are explored through paint and collage and the finished results proudly displayed. They use their initiative in deciding what activities they would like to do and enjoy the challenge of developing new skills as they try out different crafts and activities. Children are respected as individuals and their contributions to the nursery are valued. Excellent relationships are encouraged and established friendships are apparent as children save seats at the lunch table for their friends and siblings. Young children are supported to develop their problem solving skills. For example a young child trying to build a high tower could no longer reach to place a brick on the top; he fetched a chair and used this to place more bricks. Staff extended this by helping him work out that if he moved the chair a little closer he could reach further and place more bricks on top and he would also be safer. The child was very excited that he had managed to build such a high tower. This fully supports children to try and develop ways of solving problems and their willingness to try different ways of doing things.

Nursery Education.

The quality of teaching and learning is good. Staff have an in-depth knowledge of the Foundation Stage and continue to develop their understanding through training. This is demonstrated through the quality of the activities delivered and the detailed and logical planning. Teaching is appropriate for all children, giving them opportunities for self-directed learning, one to one attention or appropriate group activities. Staff are skilled in involving all children in group activities and conversation and facilitating children to ask questions of each other. For example, during a group activity to guess what was in the bag various puppet animals

and objects, including a boot were brought out. Children freely asking each other what colour 'wellies' they had, what their dog was called or 'my cat has whiskers, does yours?'

Systems for observing and assessing children's progress are in place and used effectively to plan what they need to do next in terms of overall activities for the children. Children's starting points are gathered from information held as they transfer within the nursery or are sought from parents. This is at an early stage and has yet to become established to ensure every child's progress is maximised at the earliest opportunity.

Children's personal and social development is a strong element in the nursery. Children are eager to join in activities and spend some time completing tasks such as puzzles or games. They are independent, take care of their own needs and enjoy the responsibility of helping staff in everyday tasks such as setting the table ready for snacks. Children speak confidently and are eager to share ideas and explain what they are doing. They have regular opportunities to link sounds to letters, use books and play with different sounds; all of which effectively contributes to extending their language skills. They enjoy opportunities such as writing in condensation on the windows to explore mark-making and letter shapes in new and exciting ways. Children explore the natural world well through use of the sensory garden or growing vegetables. Opportunities to use the computer ensure that they are beginning to gain an understanding of technology and how things work. They use this technology well in other areas of their development including matching shapes and counting. Children really enjoy singing and listening to a variety of music. They adapt the role play area imaginatively, such as making shops as well as involving others in their play. Children also have extended opportunities for role play in the outdoor area using the 'Wendy house' as a hairdressers or travel agents. They understand about their own and others' cultures through practical topics and displays.

Helping children make a positive contribution

The provision is outstanding.

Children's individual needs are extremely important to the staff and they work very closely with parents to ensure these needs are fulfilled at all times. Young children have many varied and highly worthwhile opportunities to select resources helping them to become aware of themselves and their preferences. Staff are well informed about equal opportunities ensuring that children are introduced to other cultures and beliefs through resources and activities in a meaningful way for their age and level of understanding. Older children are developing a growing awareness and respect for others through topics and themes about families and festivals. Children with learning difficulties and/or disabilities receive exceptional care and attention to their individual needs and are supported to take part in every aspect of the nursery provision. Staff are extremely skilled in supporting all children to be fully involved and work very closely with a range of health care professionals to ensure that each child is supported to achieve their potential.

Children behave really well in the nursery because staff are extremely adept in utilising any situation to redirect children's behaviour into a positive learning experience using well thought out methods to explain and deal with situations in a supportive way. Young children are patiently supported to encourage them to take turns and share, while older children are involved in deciding the rules which enables them to take responsibility for their own behaviour. Children's social, moral, spiritual and cultural development is fostered.

Highly effective, strong relationships between staff and parents means that information regarding children's care needs is shared and used to enhance every child's care and progress

within the setting. Young children's feelings of security and belonging are promoted well by the familiar routines carried on from home.

Partnership with parents and carers of children in receipt of funding for early education is good. Children's progress towards the early learning goals is enhanced by the fact that parents are kept well informed about their child's achievements and the steps they need to take next. Systems are in place to encourage parents to become involved in their child's learning and to continue this learning at home, however, this is at an early stage and is not fully effective to encourage every child's parents to fully contribute to assessment plans in order to enhance their child's progress. Regular meetings, including parents' evenings, develops partnership with parents and improves the opportunities to share information.

Organisation

The organisation is good.

Children and babies benefit from very good quality care because the nursery is well organised. The strong management team leads a well-established, highly committed and motivated staff team. They continue to improve their knowledge and develop their child care skills to ensure that children are well protected and cared for. Staff are placed effectively around the nursery where their skills can be best utilised and which promotes children's good health, safety, enjoyment and achievement and ability to take an active part in the nursery. Regular reviews ensure that policies and procedures are known by the staff, kept up to date and contribute effectively to the care and development of the children. The provision meets the needs of the range of children for whom it provides.

Leadership and management of early education is good and effectively promotes children's progress towards the early learning goals. Good appraisal and training systems enable staff to continually develop their knowledge and skills. Managers effectively monitor and evaluate the educational provision and set clear directions for future improvements so that children continue to make good progress in their learning across all areas.

Improvements since the last inspection

At the last care inspection the setting agreed to raise staff's knowledge and understanding of the National Standards. Effective measures were taken to familiarise all staff with the requirements and this is ongoing to ensure staff remain confident. Children benefit because staff have a very clear understanding of their roles and responsibilities.

At the previous nursery education inspection the setting agreed to three recommendations. These were to provide further challenge for more able children; continue to review children's assessment records; improve the monitoring and evaluating of activities to inform future planning, particularly with regard to developing mathematical ideas and methods to solve problems. The setting have fully addressed these issues. Room leaders and the managers have clear systems in place to regularly update children's assessment files and to review practice, improving systems through knowledge gained on training. Planning shows clear differentiation for all children including more able children and identifies their next steps. Systems to evaluate all activities have been improved, including mathematical planning, and staff use these evaluations effectively to adapt future planning. Consequently children receive good quality teaching and activities that meet their needs.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection that required the provider or Ofsted to take any action.

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 develop policies, procedures and record keeping with particular reference to staff registers, accident and injury records.

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):

- develop initial profiles and evaluation of children's learning to more clearly identify their next steps in learning
- extend the ways in which parents can contribute to children's assessment files and continue their learning at home.

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