

# Leicester College Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	226967
<b>Inspection date</b>	13 March 2008
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<b>Registered person</b>	Leicester College
<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?

Freemen's Park Campus Day Nursery opened in 1992. It operates from two large portacabins in the grounds of Leicester College's Freemen's Park Campus. It provides full day care for the children of students and staff using Leicester College. A maximum of 45 children may attend the nursery at any one time. The nursery is open from 08.15 to 17.30 Monday to Thursday, and 8.15 to 17.00 on Fridays. During holiday periods the nursery closes at 17.00 each day. Children attend a variety of sessions. Children have access to a secure enclosed outdoor play area.

There are currently 53 children aged from five months to four years on roll. Of these, 14 children receive funding for early education. The nursery has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 15 members of staff. All hold appropriate early years qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are effectively protected from the spread of infection because they are cared for in a clean and healthy environment. Children that still require a sleep have their own regularly washed bedding and toys and equipment are observed to be clean and maintained in a good condition. Staff members are positive role models and encourage children to follow good hygiene procedures. Older children are developing independence with regards to their own personal care as they go to the toilet and wash and dry their own hands with minimal help. Child-friendly notices in toilet areas remind children about the need to wash their hands properly.

Children benefit, in the event of illness or a medical emergency, from the well-stocked and easily accessible first aid supplies. All staff members have attended paediatric first aid training and therefore, have the knowledge to act promptly and effectively in the event of an accident or illness. A clear written sickness policy makes sure that parents are aware of the setting's health procedures and know not to send children who are clearly unwell and could pose a potential health risk to others.

Children's dietary needs are well met because they are offered a wide range of healthy and nutritious meals and snacks. Menus are thoughtfully devised and include a vegetarian option. Portion sizes are generous and food is attractively presented. All staff members are aware of any special dietary requirements and meal times are well-organised. Staff sit with children and ensure that they are not swapping food. Also, staff actively encourage social skills, table manners and discussion around healthy eating. Children are not at risk from dehydration as drinks are offered at meal times and water is available at all times.

Children are learning about the benefits of a healthy lifestyle through both planned and spontaneous play. The nursery has had a visit from a dentist who talked to children about foods that are good or bad for their teeth and stimulated their interest in looking after themselves. Children have taken part in planting and tending fruit and vegetables, for example strawberries and tomatoes. This helps to teach them where some food comes from and raises their awareness about what plants need to survive and grow.

All children in the setting benefit from regular physical play and exercise that helps to develop their muscles, co-ordination and confidence. They play out in a variety of weather conditions and there is plenty of space for children to run about and let off steam. Resources to support children's physical play are plentiful and easily accessible. For example, children have access to wheeled toys, climbing frames, tunnels and balls. Also, children have use of the college gym and this allows them to experience a greater range of physical play activities in an indoor environment. They learn about their bodies and what happens to it when they exercise as they play team games, dance and move to music.

Babies have plenty of safe space to move and explore. Staff encourage the development of their muscles and skills through the provision of equipment and toys that support, stimulate and excite. For example, children play with baby gyms, mobiles and sensory items. Children have access to toys that encourage them to push, pull and stretch and staff get down at child-height and sit with children as they shuffle and crawl. Children are able to rest and sleep according to their needs because staff talk to parents about home routines and any specific requirements. Breastfeeding mums are supported and staff provide a calm and relaxed atmosphere that helps parents and children feel at ease.

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

The provision is good.

Children benefit from the provision's warm and welcoming premises. Displays are bright and attractive and include examples of children's work, photographs of staff and children and general information about the setting. Consequently, children are helped to develop a sense of belonging and parents are given lots of visual information about what their children are doing and how the setting operates. Space, both inside and outside is arranged to provide different areas for rest and play. Resources throughout the nursery are plentiful and staff ensure that they are safely stored, suitable and developmentally-appropriate for the children in their care.

A wide range of safety and security precautions help to protect children's safety and welfare. Staff frequently carry out visual checks on resources and all areas of the premises. Also, a range of written risk assessments identify potential safety risks and control measures. Security is a high priority; access is monitored using CCTV and children are not left unsupervised with persons who have not been suitably vetted. Staff are vigilant about children's safety and talk to children about safe practices, for example pushing chairs in so they do not get in the way of others.

Children are well protected in the event of a fire or the need to evacuate the premises because appropriate fire safety equipment is in place and is well maintained. Children and adults take part in regular fire drills and staff are clear with regards to their collective and individual responsibilities. Visits from fire and police officers are used to raise children's awareness of people in the community who help us. Planned activities, for example, sharing books and role play help to reinforce safety messages with children in a developmentally-appropriate and fun manner.

Children's welfare with regards to child protection is well protected. A clear 'Safeguarding Children' policy is in place and staff are able to identify a range of possible signs and symptoms of abuse. They confidently describe appropriate recording and reporting procedures and know that their first priority is children's safety. Children are only released into the care of known individuals.

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

The provision is good.

Children are happy and having fun. They thrive in the relaxed and informal atmosphere of the nursery and are actively learning through play. Children benefit from the exciting range of experiences available to them. They persevere when attempting to complete jigsaws, they explore whilst playing with a variety of materials during messy play and they use their imagination when playing with small world figures and role play items. Children and staff, from the various rooms, regularly join together for lively and fun music sessions. They join in enthusiastically with familiar songs and are accompanied by a member of staff playing either the guitar or an organ. Children dance and sway, showing their obvious pleasure through lots of positive body language and their requests for more.

Staff members know the children in their care and regularly communicate with parents and carers. They share observations and find out about children's individual needs and interests. Staff value parental views about the way in which children behave and learn at home. Some parents comment in children's record books and send in photographs of home experiences.

These parental contributions help staff to build up an overall picture of the children and provide them with additional stimulus for discussion. Planning is flexible and familiar routines ensure that children know what to expect at various times throughout the day. This helps to provide children with stability and security. Staff support and guide children, offering motivation and giving praise for effort and achievement. Good relationships are evident and children communicate well with staff and each other.

## Nursery Education

The quality of teaching and learning is good. Children's learning and development is effectively enhanced because staff have a secure knowledge of the Foundation Stage curriculum. They regularly observe and assess children and are able to identify the progress of individual children towards the early learning goals. Staff members plan as a team and share responsibility for ensuring that all areas of learning are covered and children's individual needs are met. Staff are aware of the learning opportunities presented by chosen activities and know what the focus is for individual children. Planning is evaluated and this means that staff are able to identify successes and areas for development.

Children are confident and outgoing. They demonstrate good manners and show concern and respect for others. Staff help children to explore and recognise their feelings and provide them with the language to communicate how they feel. Children have lots of opportunities to express themselves through role play and this allows them to experiment with different roles and use their imagination. Currently, the role play area is a baby clinic and children are able to play with familiar objects such as dolls, baby toys and equipment and a range of dressing-up clothes. Many children have younger siblings and can relate this play to their home experiences.

Children enjoy looking at books and recall familiar stories with enthusiasm. They have recently been reading, 'The Three Billy Goats Gruff' and have acted out the story in the outdoor area using the fixed play equipment and a large picture they have created of the, 'Troll'. They join in with repeated refrains in the story and talk about what is going to happen and the various characters. Staff extend their understanding of books and the way they work through role modelling and using terms such as, 'title' and 'author'.

Children have regular opportunities to use information communication technology and children regularly use computers, digital cameras and programmable toys. Most children demonstrate good computer skills, for example they can use the mouse to scroll up and down and to click on the various icons. The computer is available throughout sessions and children independently access it and understand the need to wait for their turn. Children have recently been learning about the area in which they live and have gone for walks and outings, for example to parks, a local aquatic centre and on a train journey. Staff have shown them the various places that they have visited and where they live on a large scale map and this has helped children develop a sense of distance and direction and an awareness of the environment.

Children's creative skills are effectively enhanced in a range of ways. They are provided with opportunities to experiment with a range of materials including paint, dough and collage materials. A wealth of materials are readily available for children to use. They build with bricks and make three-dimensional models using recycled materials. Children demonstrate good scissor skills and hand-to-eye co-ordination. Staff encourage children to draw and paint pictures based on their own experiences and interests and children proudly show off pictures they have created of the nursery snails, 'Cecil and Celia' and their favourite, 'Super Heroes'.

Children show an avid interest in numbers and counting. Staff introduce children to mathematical language and a variety of maths skills are increased through everyday activities. For example, children use money in their imaginary play and talk about more and less. Number songs and rhymes are used to introduce counting in a fun manner and number lines, sorting equipment, books and computer programmes help to develop concepts such as pattern, time, shape and size. Children play outdoors on a daily basis and staff place a strong emphasis on children experiencing regular physical activity to promote the healthy growth of their bodies and to establish a positive attitude to exercise. Children have frequent opportunities to run, dance and they use a wide range of physical play equipment.

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

The provision is good.

Self-esteem is flourishing in an environment where children are warmly welcomed and individuality is recognised and celebrated. Staff take time and make the effort to get to know children and their families and they encourage children to talk about home and share their experiences. Children have access to many toys and resources that reflect their home experiences and offer positive images of diversity, for example a range of books, dolls, dressing-up clothes, puzzles and small world figures. Craft activities and stories are used to help children learn about a variety of religious and cultural festivals and displays reflect children's home and community experiences.

Children have formed secure relationships with staff and they demonstrate high levels of self-esteem and a strong sense of belonging. Key workers are identified for each child and they provide parents with a 'first point of call' should they wish to discuss issues regarding their child's care and education. Children's emotional security is supported as flexible settling-in procedures are in place; staff talk to parents about home routines and they make it clear to parents that they welcome children's comfort items.

The nursery has good systems in place to support children with learning difficulties and/or disabilities. The setting's admission policy is inclusive ensuring children and their families are not discriminated against. The commitment to inclusion and the promotion of children's positive attitudes towards equality is evident in all policies and practice. The premises are disability friendly and the setting works collaboratively with parents and where necessary other agencies to support individual children. Staff have attended a range of training to help provide support to children with a variety of needs and the setting's Special Educational Needs Coordinator (SENCO) attends termly meetings with the Area Special Educational Needs Coordinator (SENCO).

Children's spiritual, moral, social and cultural development is fostered. Children behave well because they know what is expected of them. They receive consistency of care because the positive and developmentally-appropriate methods used for managing their behaviour are shared with their parents. Staff provide children with positive role models and react calmly and quietly to any situations that may arise. Staff explain the reasoning behind rules and encourage children to use good manners and be caring and considerate towards each other. They listen to what children have to say and offer older children strategies for dealing with minor conflicts independently.

The partnership with parents and carers is good. Children's well-being is increased because lots of information is shared to enhance their welfare and education. Parents and carers are warmly welcomed into the setting and they are able to view examples of children's work and the wealth of information displayed around the setting. Parents are able to borrow childcare related books

and there is plenty of information available for them to either read or take away regarding parenting issues and the nursery. Clearly written policies and procedures are made available to parents both in paper form and via the internet. Generally, staff demonstrate a good knowledge and understanding of these, however staff are not fully aware of the regulations relating to complaints procedures and this potentially compromises children's well-being.

The setting actively seeks the views of parents and they are invited to join the 'Nursery Consultative Committee'. The committee meets once a term and looks at ways to further enhance the nursery. Parents know that they can view their children's progress records at any time and they are encouraged to contribute and comment. However, strategies to encourage all parents to share what they know about their children are not fully explored and this reduces the ability of staff and parents to work together effectively to support all children. Parents comment positively on the child-centred and family-orientated environment and the approachable and consistent staff. They particularly like the fact that children are able to participate in messy play activities and can mix with their friends and siblings.

The parents and carers of children receiving funding for early education receive plenty of information to help them understand the Foundation Stage curriculum and to be involved in their children's learning. Activity plans are displayed in the foyer and children's work is attractively displayed. Staff are always available to discuss issues and individual children's progress records offer information about where their child is at and how staff intend to move them on. Staff offer suggestions of things that children and parents can do outside the setting to extend and support children's learning. Newsletters provide parents with information about intended topics and some activity ideas, for example outings or visitors.

## **Organisation**

The organisation is good.

Children's play and learning is effectively supported by the experienced and friendly staff and the attractive and welcoming nursery environment. Staffing is organised well to ensure children's welfare and safety. Children benefit from a consistent staff team that contributes to their sense of security and well-being. Parents are familiar with the staff team and this helps to build strong relationships. Group sizes are managed effectively and encourage children to learn, participate and gain confidence. Generally, the premises are spacious but space with the 'Sunshine' room is limited. Children's ability to move freely is restricted and many of the resources are stored above child-height, limiting their freedom of choice. Staff consult children about what they would like to do and they expand children's experiences by regularly utilising outdoor areas and the college gym.

Leadership and management is good. Management have high expectations of staff and demonstrate a strong commitment to providing quality care and education. Children and their parents benefit from the dedication shown by staff members. They are enthusiastic and passionate about what they do and work well as a team. Management actively monitor the provision and promote the personal and professional development of all staff. All are suitably qualified and a wealth of additional training has been attended to enhance children's care and learning experiences. The staff team are constantly looking at ways to improve practice and are well aware of their individual and collective roles and responsibilities. Thorough vetting and recruitment procedures ensure that all adults working with children are suitable to do so. Documentation to ensure the safe and effective management of the setting is suitably organised and all required paperwork is in place. Overall, children's needs are met.

## **Improvements since the last inspection**

### **Care**

At the last inspection, to improve the standard of care, the provider was asked to further improve safety in the baby room by ensuring the area near the sink is safe. There is no sink within the actual baby room and the sink area within the adjacent utility room is uncluttered and clear of any potential hazards. Consequently, this issue has been fully addressed and children's safety improved.

### **Nursery Education**

At the last inspection the provider was asked to further improve opportunities for children to observe and talk about shape and consider making written systems more practicably manageable.

The staff team have taken positive steps to promote children's awareness of shape in a variety of ways. For example, children's attention is drawn to shapes that occur in the environment and in the setting. For example, children are encouraged to notice the shapes of road signs and wheels, doors and windows. Staff introduce children to the names of a range of shapes when 'junk' modelling and building with bricks and other construction equipment. Also, children's knowledge of shape is reinforced through discussion and using the computer.

Paperwork relating to children in receipt of funding for early education has been improved. The Foundation Stage team has developed new systems, for example in relation to planning and assessment. Steps have been taken to ensure that the systems are manageable, suitable and understood by staff. This ensures consistency amongst the team and also helps staff to plan the Foundation Stage curriculum to meet the needs of all children. Staff have consulted parents and explained how the new systems work. Consequently, parents are helped to understand what their children are doing and how they are being assessed.

## **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):

- improve knowledge and understanding of the regulations with regard to recording complaints.

### **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):

- explore further ways of encouraging all parents to share what they know about their children (this also applies to care)
- improve organisation of space and resources to enhance children's choices and independent play.

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