

Earlyworld Nursery

Inspection report for early years provision

Unique Reference Number	208193
Inspection date	22 October 2007
Inspector	Olwen Pulker
Setting Address	Earlyworld Nursery, Hadley Park, Telford, Shropshire, TF1 6AF
Telephone number	01952 272700
E-mail	
Registered person	Earlyworld Ltd
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?

Earlyworld Nursery Hadley Park opened in 1998. It operates from a two-storey purpose built building in Hadley Park, which is a suburb of Telford. A maximum of 115 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.15. All children have access to secure enclosed outdoor play areas.

There are currently 151 children from three months to five years on roll. Of these 51 children receive funding for nursery education. The nursery serves the local and wider community and children attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

There is a total of 35 part-time and full-time staff, including a qualified Early Years teacher, that work with the children. Of these, over half hold appropriate early years qualifications. Six staff are currently working towards a qualification. The nursery receives support from an early years consultant from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children within the setting stay healthy due to the staff following current and appropriate environmental health and hygiene guidelines. For example, using gloves and aprons for nappy changes and wiping down tables with antibacterial spray before and after snack time. Children are learning about the importance of good personal hygiene and comment that "you wash your hands so you don't put dirty fingers in your mouth and get germs". They routinely wash their hands before food and after using the toilet and use tissues to wipe runny noses. Children's welfare is promoted well with parental consent for seeking emergency medical advice and treatment in place, together with accurate medication records and accident records being maintained. Staff deal effectively and sensitively with children who become unwell during the day and clear procedures for sick and infectious children help prevent the spread of infection to keep children healthy. The risk of infection is reduced as children are provided with individual sheets in cots or on sleep mats. However, some sleep mats are torn at the corner seams, exposing the foam padding and an area of carpeting in one of the baby rooms is not sufficiently clean to fully protect children from the risk of cross-contamination.

The nursery has received a gold award under the Healthy Eating scheme and children benefit from a healthy diet. They enjoy a varied menu of freshly prepared, balanced meals and all snacks and meals comply with any special dietary requirements to ensure children remain healthy. Cooked lunches are provided daily and a selection of sandwiches or fresh fruit are served at snack times. Discussion with staff and well planned topics help children develop a positive attitude to healthy eating.

Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy using a variety of wheeled toys and ball games. In addition to the outdoor play area children have regular sessions in the soft play and ball pool room. Babies and younger children rest and sleep according to their needs with staff taking into account individual sleep patterns.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe environment. The main entrance door is locked and clearly visible from the reception desk ensuring no unauthorised persons can gain access. Doors to individual rooms are fitted with high level handles which contribute to children's security. Rooms are well ventilated and large windows provide good levels of natural lighting. Premises are welcoming to both parents and children with a wealth of displays in all rooms and corridors of children's work or information which contributes well to children's safety and well-being. The indoor areas are organised effectively to provide children with sufficient play space within their base rooms with suitable provision made for children who wish to relax or sleep during the day. The outdoor play area is divided into 'gardens' providing partitioned spaces for the different age groups. This enables staff to take children for outside play at the same time without compromising the safety of the younger ones.

Children use a varied range of safe, good quality and developmentally appropriate resources. In most rooms a good proportion of these are stored in low-level units which allow children to easily access play equipment of their choice during child-initiated free play activities.

Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to reduce potential hazards. Accident records are reviewed to identify any trends and where possible take early preventative action. Timely reminders and explanations from staff about appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves safe from harm. Records show that fire safety equipment is tested frequently and fire drills are practised regularly so that staff and children know what to do in the event of evacuation.

Children are well-protected by staff who have a clear understanding of child protection. Comprehensive and effective policies and procedures are in place to promote and give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident in the setting's welcoming and caring environment. Staff use the 'Birth to three matters' framework effectively to plan a wide range of interesting experiences and activities to help children learn through their play. Young babies receive cuddles and enjoy the positive interaction they receive from the staff. They chortle when being tickled or staff play 'peek-a-boo' with them. They show their enjoyment of nursery rhymes by clapping their hands on their thighs and show good interest as they explore a colourful variety of 'discovery' toys. Children play happily together, using resources such as dressing-up clothes, cardboard boxes, construction bricks and puzzles. They relish outdoor play and are developing good physical skills as they ride on wheeled toys and practise their catching and kicking skills when playing with balls. Staff promote children's language and communication skills well. They talk to them about what they can see through the glazed door, sing action songs and read to them. Consequently children are learning to develop their speech and are able to express their needs confidently. Staff effectively use books and puzzles to introduce or reinforce children's knowledge of colours, numbers and shapes. There is a good range of resources throughout the nursery which are organised well in most rooms. However, toddlers in the ground floor Tigglywinkles room are not able to access toys and resources themselves due to the storage arrangements. Consequently, children who may wish for alternatives to the selection made available to them by staff and are not able to communicate their wishes do not have opportunities to fully enjoy playing with items of their choice.

Nursery Education

The quality of teaching and learning is good. Children are making clear progress towards the early learning goals. Staff have a sound understanding of the Foundation Stage of learning and plan a varied and interesting range of activities that promote a balanced curriculum. All areas of learning are addressed to ensure that all-round development is promoted. Adult-led activities are planned effectively and inform staff of the learning intentions of the activity. Staff use good methods to maintain children's interest. They sit with children, asking questions, providing help and support and using props, such as hand puppets during story time. Staff evaluate adult-led activities effectively to identify whether children are sufficiently challenged or whether the activity is too difficult. Staff observe and record children's developmental progress to inform future planning.

Children are interested and motivated to learn through well-planned resources and activities which stimulate their enthusiasm and questioning. Their confidence is promoted through a good balance of adult-led activities and free play in which they are learning to be responsible, share and take turns. Children are considerate and polite to each other and many enjoy contributing in large group activities, such as, talking about their own experiences. Although children develop their independence as they tidy up or put on their coats before going out to play, staff miss opportunities to promote this area of children's development further during snack and meal times.

Staff have good relationships with the children and are actively involved in their play and learning. Children enjoy engaging adults in conversation and as a result their vocabulary skills are developing positively and most children speak confidently using complex sentences. Listening skills are encouraged well and children listen attentively to stories and look at books independently. They are beginning to recognise that print carries meaning and most children recognise their written name on their name cards. Some older and more able children write their name freely on their art work.

Children understand and use numbers well throughout their daily routine. Older and more able children are developing an awareness of calculation, for example, they confidently predict that three more are needed when only four of the seven children sat at the table have beakers. They are beginning to understand addition and subtraction using zoo animals. Children have a good awareness of size and group big and small autumn leaves or use construction cubes to measure and compare the height of potted plants. There are several visual images of letters and numbers around the rooms to reinforce the letter and number sounds used in planned activities.

Children's knowledge of the world around them is good. They meet and talk with people from outside the nursery who help us. Their understanding of the world around us is expanded through well-planned activities and projects, including plenty of positive displays throughout the nursery. They explore a wide variety of living things from plants and crops to the life cycle of frogs and pond life. Children competently use technology in their play and make models and collage pictures which are linked to their projects.

Children develop their physical skills through use of the outside and indoor play areas. They negotiate pathways skilfully when riding on wheeled toys and catch, throw and kick balls to develop their coordination. They demonstrate good balancing skills as they practise safely in the soft play room and enthusiastically roll or jump into the ball pool. Most handle a range of tools and small equipment, such as felt-tip pens and cutlery, well.

Children are able to express themselves freely through drawing and enjoy exploring different textures, such as sand and dough. They experiment with textile art as they use tie dye or fabric pens to create colourful designs on material. Children use their imaginations well as they play in the home corner and have regular access to a varied range of musical instruments that staff use effectively to develop children's understanding of rhythm and sounds.

Helping children make a positive contribution

The provision is good.

The nursery has good arrangements in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. All children are valued and respected as individuals. Routines are adapted if required, to accommodate individual needs and where possible enhance inclusion. Children are able to play with all age-appropriate

toys, regardless of gender. Staff value children's work and praise them for their efforts. Children's art work is displayed throughout the nursery to provide a colourful exhibition of their achievements and promote their sense of belonging and self-esteem. Children have good opportunities to learn about themselves, each other and the world around them through planned activities. A wide range of resources such as posters, books, jigsaws and small world toys promote their awareness of other cultures. Children celebrate different festivals, for example, they particularly enjoy the Chinese New Year celebrations, when they wear traditional costumes, sample food and write Chinese numerals. This helps children to develop their knowledge of the wider world.

Children are able to share the toys and enjoy playing together, taking turns. Behaviour is good; rules are clear, consistent and understood by the children. They put fingers to their lips to remind others that they are to sit quietly and listen during circle time. The good use of praise and encouragement given by staff helps to build children's confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are promoted appropriately and children settle well because detailed information about the child's needs are obtained and regularly reviewed. Parents are made aware of how the setting operates through the prospectus, newsletters, and details of the daily routine which are displayed outside each room. A few of the setting's policies are displayed on the notice board. There is a clear complaints procedure in place and a system is devised to keep a record of any complaints. Daily discussion is used to keep parents informed of their child's well-being, and younger children have a daily diary. Parents say they are very happy with the care their children are receiving and the information received from staff.

The partnership with parents and carers of children in receipt of funding for early education is good. They receive clear information on the educational programme provided for their children. Parents benefit from staff providing a news board for each room which enables them to know what their children do during the day. They are kept informed about their children's progress because staff share progress reports with them during parent evenings. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so. The 'Activities at Home' sheet and the weekly loan of a book from the nursery encourages parents to become involved in their children's learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. There has been sound progress made in rectifying previous weaknesses and the measures taken have had a positive impact on the quality of the provision. The management team has a clear understanding about the service that the setting provides and has a sound overview of what can be done to further improve this service, such as, further developing the outside play area to include a forest school and vegetable plot. Clear support and guidance is given by the management to ensure that the educational programme is delivered effectively. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example, through training. Staff are managed well and there are good systems in place to provide clear direction, support and leadership, for example, regular visits from the registered provider, an effective induction, regular staff meetings and annual appraisals.

There are robust staff recruitment and vetting procedures in place to ensure children are well protected. All staff who work with the children are appropriately qualified and additional training

courses have been attended. This contributes to the quality of care and experiences provided for children. Detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Appropriate guidance is given by the management to ensure that staff are clear in their roles and work together as a supportive team. There are effective systems in place for recording staff and children's attendance.

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

Improvements since the last inspection

At the last inspection the provider was asked to develop written assessment records of three-year-olds to identify the Foundation Stage stepping stones and also expand the information for parents on the Foundation Stage stepping stones and early learning goals. Early learning assessment records are used to track children's attainment of the stepping stones. These, combined with participation records, help staff to identify areas which need to be developed and informs planning of future activities. Notice boards contain detailed information for parents about all areas of their children's learning and pre-school information handouts about the Early Years Foundation Stage are given to parents.

In addition, the provider was asked to improve planning for the support of children who have English as an additional language. Children now have access to a good range of bilingual books and other multicultural resources. Staff work closely with families to become familiar with some commonly used words that are important to the children. Children observed during this inspection are developing a sound command of English, making good progress in their learning and have formed very good relationships with their peers and staff.

Finally, the provider was asked to improve the existing process of conducting and recording risk assessments. Staff undertake visual checks of indoor and outside play areas before children have access to them. Equipment and resources are checked daily to ensure they are safe for children. Analysis of children's accidents within the setting is used effectively to identify and eliminate or minimise recurring hazards and promote children's safety.

Complaints since the last inspection

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.

There have been two complaints made to Ofsted since the last inspection.

Concerns were raised about staff shifts and how ratios were not adequately handled between specific hours of the day. This relates to National Standard 2: Organisation. Ofsted conducted an unannounced visit to the nursery and found no evidence to support these concerns. However, staff were recommended to inform parents of the positive steps taken to ensure ratios were consistently maintained to meet the National Standards. The provider remained qualified for registration.

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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):

- ensure that resources are consistently maintained in good, clean condition in order to reduce the risk of cross infection
- improve children's opportunities to access play materials of their choice.

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):

- extend opportunities for children to develop their independence during meal times.

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