

Paper Lace Day Nursery

Inspection report for early years provision

Unique Reference Number	254626
Inspection date	22 October 2007
Inspector	Sjertsje Ebbers
Setting Address	New College Nottingham, Stoney Street, Nottingham, NG1 1LH
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Registered person	New College Nottingham
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?

Paper Lace Day Nursery opened in April 1999. The nursery is one of the New College Nottingham childcare facilities. It operates from a purpose-built refurbishment of listed premises situated in the Lace market area of Nottingham city. The nursery serves a mixed cultural and economic community, which comprises of parents who are students, staff and private users. The nursery was part funded by the City Council and is registered to receive Nursery Education Grant funding for children age three and four years.

The nursery is registered to provide 50 places for children under eight years. There are currently 64 children on roll, of these 18 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities as well as children with English as an additional language. Children attend both full and part-time. They are cared for in four rooms, organised into age/ability groups. There is access to an outside area, which consists of a hard surfaced court yard. The nursery operates Monday to Thursday 07:30 to 18:30 and Friday 07:30 to 18:00 with Saturdays and Sundays as required.

The majority of staff hold recognised early years qualifications, with others working towards these. Additional training is accessed, 'in-house', through the Nottingham City Councils Early Years Development and Childcare Partnership (EYDCP) and external agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to keep themselves healthy and to keep good hygiene at the nursery. They are encouraged to learn about personal hygiene through the daily routine. For example, they know to wash their hands before dinner and readily roll up their sleeves. They use paper towels for drying their hands which helps to minimise the risk of cross-contamination and infection. Children who are ill or have had an accident are well looked after as a large majority of staff hold a current first aid certificate. Parents give prior written consent for administering medication but not all entries in the records are signed by parents. Not sharing this information with parents potentially compromises children's health. The systems in place for recording accidents are good and help to identify patterns and more serious accidents.

Children benefit from a balanced menu at the nursery. Parents' wishes are taken into account and care is taken to comply with children's dietary and religious needs. The older children know that fruit and vegetable contains vitamins and understand the benefits of healthy eating as this is regularly discussed. Children learn about different foods and ingredients in activities such as baking and cooking. They have regular access to water to keep them hydrated.

Children have regular access to the large outdoor area and as a result they get sufficient exercise. The outdoor provision is well planned for which ensures children have good opportunities to develop their physical capabilities as well as other areas of development. Good arrangements are made for indoor movement, such as indoor games and dance. Older children develop their fine motor skills well. They regularly access creative activities that involve painting, sticking and cutting which helps them to develop their hand-eye coordination. Children's physical skills are well monitored to ensure children make good progress in their development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides children with a safe and welcoming environment with many colourful displays and a friendly staff team. Entrance to the nursery is well managed and good arrangements are in place to ensure only parents and suitable visitors enter. Children are kept safe because they have sufficient space to move around freely and safely. They have access to a good range of toys and equipment that meet the safety standards. They are regularly cleaned and checked for faults to ensure children can play safely.

Thorough risk assessments are in place to minimise hazards and children are well supervised both indoors and outside. Good measures are in place, for example, to ensure safe outdoor play as the designated security officer at the adjoining college is informed each time prior to children playing outdoors. The different rooms provide children with stimulating environments. The baby room provides children with plenty of space for free movement. However, this room is not yet effectively organised in clearly defined areas to further encourage children to explore the room or equipment. For example, the part of the room where a box with books is positioned, is not well-lit and does not contain soft furnishing for children to sit and look at books

comfortably. The well considered evacuation procedures are practised with staff and children and good steps are taken to ensure it runs smoothly. Children are also learning about safety as part of the current theme and are finding out about emergency transport such as ambulances.

Procedures for child protection concerns comply with the current guidelines and they are displayed on the notice board for staff to refer to it when necessary. The manager serves as the designated person in charge of liaison with child protection agencies and she has a good knowledge and understanding of her role. This ensures children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the nursery. They enjoy the variety of activities and resources available to them that support their all-round development. Some children come running into the room and are eager to start playing straight away. Children enjoy a game with 'lycra' and are starting to work together to pull and push the material. They are encouraged to share and learn about turn-taking in daily routines, for example, when they pass a bear around the circle. Children also have access to practical play opportunities that encourage learning through their senses, such as playing with water and making crispy cakes. Imaginative play is regularly encouraged through the resources and staff ask questions and support their language development. This ensures children's learning is consolidated and extended. Babies enjoy playing and hiding in the tents and staff join in with them to encourage their playful nature. Children show an interest in books from an early age and love being read to by staff. They benefit from the warm relationships with caring staff members. Regular observations are made of children's capabilities to monitor their development and staff are beginning to use these to inform the next steps for children's learning. All staff have a good understanding of the 'Birth to three matters' framework and this is evident in their good practice.

Nursery Education

The quality of teaching and learning is good. Children benefit from the effective teaching methods that the staff are using to help them develop. For example, staff consistently motivate children to think for themselves to help them feel valued and become confident speakers. As a result children are making good progress towards the early learning goals. Staff plan a range of interesting activities that link in with topics to cover a varied and balanced curriculum and they have a good knowledge and understanding of the Foundation Stage. To help children extend their individual learning, good use is made of regular focus activities followed by detailed observations of children's achievements. However, some methods used for assessment of children's learning, such as worksheets, do not fully reflect how children are learning and progressing.

Children are developing their language and literacy skills well. They thoroughly enjoy joining in with their favourite story 'we're going on a bear hunt' and act it out with the whole group. They know most of the words and children often finish the sentences for staff. They love stories and books and regularly access the book area to read, listen or tell each other the stories. Children are keen to call out the sounds of individual letters of the alphabet and as a result are learning to recognise letters. They regularly access pencils for colouring, scribbling and writing their name and children therefore have good pencil control.

Children are developing good relationships and are forming some friendships with peers. They enjoy playing in little groups and often negotiate their play together. For example, a group of

five children are engaged in pretend play of animals and together they decide it is an animal hospital. Staff have a good understanding of when to let children play uninterruptedly to let them develop their social skills and they provide them with support when necessary.

Children enjoy counting and most show confidence with numbers. Staff provide mathematical learning opportunities in children's daily routines and give them little challenges by introducing some simple calculations. Children have access to equipment such as calculator and a computer which help them to develop their technological skills. They competently use the mouse and computer programs and some children independently browse websites. Staff regularly create opportunities for children to express themselves creatively. Children access a range of different resources which they use to make interesting art works and constructions, such as spaceships and helicopters.

Helping children make a positive contribution

The provision is outstanding.

Staff have a very good understanding of supporting the needs of individuals to help promote equal opportunities. They are dedicated to promote an anti-discriminatory practice and celebrate children's differences and similarities. For example, children are encouraged to study themselves in the mirror to make self-portraits and consequently developing an awareness of self and others. Resources and activities at the nursery reflect positive images of other cultures and further promote cultural diversity. Children with English as an additional language are developing a strong sense of belonging because staff acknowledge children's home language and have learned some essential words. Furthermore, staff communicate clearly with facial expressions and the use signs to help children understand the routines. For example, the children in the pre-school concentrate when staff act out signs for 'stop', 'look' and 'listen' and respond very well. They highly enjoy and understand the clear routines which allows children to settle in quickly. Children's spiritual, moral, social and cultural development is fostered.

Excellent support networks are in place for children with learning difficulties and/or disabilities. Staff monitor children's development closely and are attentive to recognising the early symptoms of delay in learning. Activities are cleverly adapted so children with additional needs can join in, for example, by having a stronger focus on sensory learning. Frequent and close liaison with parents takes place, as well as with trained staff and external professionals in the field to ensure their needs are fully met. The setting's pro-active approach and support network for children with learning difficulties and/or disabilities ensures that effective steps are taken to fully promote their welfare and development.

Children are very helpful from an early age. Toddlers are eager to offer their help doing little jobs for staff and all children help with clearing up. Staff sensitively intervene when children are not playing harmoniously but also respect their maturity and let them manage their own behaviour to further encourage their social skills. Staff model good manners and serve as positive role models. They skilfully focus on children's good behaviour and often give praise and encouragement which contributes to their confidence and self-esteem. Older children have been part of making up the rules in the pre-school and are keen to call them out.

Management and staff are committed to work closely with parents and carers in order to meet the needs of children. On entry, they find out about children's backgrounds, likes and dislikes and abilities with the help of parents. Many displays, various daily written information and daily verbal feedback are available to parents to keep them informed of their child's play and learning needs and they are encouraged to sit in with their child if they wish to do so. Parents are

frequently reminded that they can have access to children's records and the setting's policies and procedures and these can be translated in other languages on request. A complaints policy is in place and the regulator's number is clearly displayed so parents know how to express any concerns.

Partnership with parents and carers of funded children is good. Information about the educational programme is displayed and staff are confident in explaining the curriculum guidance for the Foundation Stage in detail to the parents if necessary. Children in the pre-school benefit because parents can become actively involved with their learning as they are informed about their goals, achievements and progress.

Organisation

The organisation is good.

Children benefit from effective recruitment and vetting procedures that ensure suitable and well-experienced staff work with them. Clear and supportive induction processes help staff settle into the nursery and to understand the policies and procedures. Children are looked after by staff with good knowledge and experience of child development so they have stimulating activities planned to promote their progress. High priority is given to ongoing training to ensure staff enhance their existing knowledge and skills. Staff and resources are well organised to ensure that ratios are always met and that children have a safe environment in which they can rest, eat and play in comfort. Good practice is underpinned by clear and comprehensive policies and procedures. These are updated in line with current regulations. All essential documents and parental consents are in place and are reviewed regularly.

Leadership and management for nursery education is good. The quality of the provision is evaluated on a day-to-day basis as staff have developed an effective self-reflective practice. They evaluate their own teaching methods and look at how activities can be adjusted to suit the learning needs of all children. The detailed observations clearly show that children are making good progress towards the early learning goals. Regular curriculum meetings take place to monitor and evaluate the effectiveness of the provision. This illustrates that there is a clear commitment to continuing to improve the provision and the outcomes for the children.

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

Improvements since the last inspection

At the last inspection the nursery was asked to improve the consistency of assessments and their transfer to children's records in order to identify those who may need to revisit activities to consolidate their skills. All staff now make regular observations as well as using focus activities for children's assessments. These are used well to monitor children's achievements. Staff in the pre-school room clearly evaluate activities and revisit them if necessary.

One area, with regards to children's learning, was identified for improvement; to provide a wider range of appropriate activities for mathematical, pre-reading and pre-writing development at each session and ensure that the most-able children are challenged. Children now receive sufficient challenge and have a range of opportunities to develop their communicative, literacy and language skills as well as activities to help develop their mathematical skills.

Two recommendations were given with regards to the toddler room. The setting was asked to review the condition and organisation of sleep mats and to make more use of meal times.

Following the previous inspection, the setting has now taken sufficient steps to ensure sleeping arrangements maintain the good health and well being of children. Also, toddlers are now encouraged to help giving out plates and cutlery and staff interact with them during meals to further promote language and social skills.

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

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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 parents sign the medication records to acknowledge the entry
- develop the indoor play area for babies to include clearly defined areas for different activities.

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):

- ensure assessments fully reflect what the children have learned and can do, through a range of evidence.

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