

# Eastwood Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	224670
<b>Inspection date</b>	20 September 2007
<b>Inspector</b>	Jennie Lenton
<b>Setting Address</b>	100 Franklyn Street, Hanley, Stoke on Trent, ST1 3HD
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<b>Registered person</b>	Eastwood Pre-School
<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?

Eastwood Neighbourhood Nursery has been registered since 2004. It operates from four rooms within a purpose built single storey building on the outskirts of Hanley town centre. The nursery serves the local and surrounding areas.

There are currently 49 children from birth to eight years on roll. This includes two children who are funded for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities as well as children who speak English as an additional language.

The nursery is open five days a week, all year round from 07:30 until 18:00. Children attend for a variety of sessions.

There are 13 full-time staff and six part-time staff who work with the children. Over half of the staff have early years qualifications to NVQ Level 2 or 3. Both the manager and deputy manager are qualified to diploma level. There are three staff currently working towards a recognised early years qualification. The group has achieved Quality Accreditation from the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are effectively protected from cross-infection as the setting has robust policies and procedures in place. Staff always wear disposable gloves for nappy changing and all surfaces are cleaned after use which reduces the risk of contamination. Sick children are excluded from the setting which prevents the spread of infection. Children's health is further promoted through the well-established personal hygiene routines. Children know that they need to wash their hands properly after visiting the toilet and before eating as staff consistently enforce and role model good practice. Older children sing the 'hand washing song' as they wash. This helps them to remember what to do in a fun and interactive way. As a result, they rapidly become independent in meeting their own personal needs.

Accident and medication records are professionally maintained as all staff fully appreciate the importance of accurately recording and sharing information with parents. As a result, children receive consistency of care. A high percentage of staff are first aid qualified. Therefore, children who become injured or ill receive care from competent and knowledgeable individuals.

Children benefit from the healthy and nutritional food that is provided. The setting has been commended with an oral hygiene and healthy eating award as a result of its commitment to meeting children's nutritional needs. The setting provides a wide selection of food which caters for all individual requirements. For example, full halal and vegetarian menus are provided. Children enjoy snacks of fresh fruit or buttered toast and crumpets. They tuck into a well-balanced meal at lunch time and a light tea in the afternoons. They sometimes have vegetables that they themselves have grown. Staff prepare these foods so that children can identify and take pride in them. For example, they cook the potatoes grown by the children in their skins so children know the difference. This helps children develop a positive interest in healthy eating. There is constant access to fresh water as all children have individual cups or beakers available throughout the day. This ensures that they remain hydrated as they can meet their individual needs. Babies are provided with regular fluids in accordance with parents' wishes.

Children enjoy some good opportunities for physical exercise as the setting provides regular active play at the premises. Children have fun as they run and jump in the fresh air, pretending to be aeroplanes as they 'fly' around the play area. They also enjoy using a range of challenging equipment such as tricycles, slides, bats and balls. In bad weather they are provided with indoor activities that encourage them to exercise. For example, dancing to music. There are also plenty of activities that concentrate on using finer motor skills such as using chalks and crayons to make designs or squeezing pegs to use in role-playing activities. Physical development is therefore successfully promoted.

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

The provision is good.

Risk assessments are comprehensively completed and reviewed regularly. Daily safety checks are also made. This ensures that the setting is efficiently maintained. Hazards are generally well minimised. Specialised safety equipment is effectively used. For example, each base room has a stairgate fitted as well as a door, so that children are protected as staff enter or depart. A wide range of safe, good quality resources are available for play. Children are able to

independently choose activities as many resources are set out at child level. Staff ensure that toys remain fit for purpose as they clean and check them on a rota basis. They also take immediate action if any item is found to be damaged. For instance, when the lid to a storage container gets broken, it is quickly discarded. This protects children from injury. Children also regularly practise the emergency evacuation procedure. This helps them to keep safe as they learn how to respond promptly to instruction.

The premises are secure. The setting offers a welcoming environment where risks to children are limited through effective security procedures. The exterior doors are all securely locked enabling staff to monitor access at all times. Inside the building, coded keypads restrict access into the main rooms where children are cared for. This protects children from inappropriate visitors and from leaving unsupervised. Outside play areas are also secure and children play safely as staff provide a high level of supervision. However, a disused water feature and some climbing ivy have not been made fully inaccessible to children. This poses a hazard.

The good knowledge of child protection procedures demonstrated by staff helps to ensure children are protected from future harm and neglect. All staff understand the correct procedures to follow as they are provided with relevant training. As a result, they have a clear understanding of signs and symptoms that may alert to child abuse. There is a designated member of staff who has accessed advanced training and provides support to other staff members in the event of a child protection concern. This means that any issues can be promptly and efficiently reported.

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

The provision is good.

Children are generally confident and happy. They quickly relax into their surroundings. This is because the setting is committed to supporting children and helping them to settle in. Staff are usually based in the same rooms and work with a key group of children which enables warm relationships to be built. Children benefit as staff give them their full attention and show them respect as they meet their needs. For example, talking to them softly as they change nappies or reassuring them if they become upset. This helps children to feel secure and valued.

Children enjoy a good range of stimulating experiences that encourage their intellectual and creative development. Their preferences are respected as they move freely around the setting to access resources. For example, they choose to explore the feeling of 'gloop', investigate musical instruments or use their imagination as they play with dressing-up clothes, toy cars and dolls. Other children enjoy completing jigsaws or playing together in the home corner. There are also plenty of opportunities to snuggle up as staff sit and read stories with them. This fosters a strong bond between the children and staff which enhances children's sense of well-being.

The 'Birth to three matters' framework is used to full effect to fully promote outcomes for the younger age range. Babies and toddlers develop their exploratory impulses as they use all of their senses investigating treasure baskets. Their communication skills are encouraged as staff communicate with them throughout the day, responding positively as they babble and gurgle. Most children develop rapidly as staff skilfully observe their play and devise future activities to extend their individual development. This enables children to gain and refine physical and social skills as they play.

Nursery Education.

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage. They have undertaken relevant training and have a sound knowledge of how children progress through the stepping stones. They work well as a team, devising and delivering planned activities across all areas of learning. All staff are clear about the learning intention of each adult-focussed activity as they discuss their plans on a daily basis to ensure that activities are delivered successfully. Staff use open questioning to encourage children to explore their thinking. For example, asking children to consider both length and volume by asking which sand mould requires the most sand. As a result, children make good progress as they are effectively challenged. The effective planning ensures that all six areas of learning are covered. Staff evaluate activities and assess children's next steps. These are then fed into future plans. Consequently, children's learning is constantly being extended.

Children's records show a good level of achievement. All staff make pertinent observations which are recorded in the children's individual files. Staff members review and monitor children's progress, regularly updating their files. This ensures that any gaps in learning are promptly addressed to enable children to move forward in all areas. Staff use effective methods to maintain children's interest, sitting with them and extending their play. They skilfully deliver activities that captivate and interest children. For example, children learn to respond to instruction as they are asked to run, jump and stop during a physical activity. Staff make the activity fun by including actions that inspire children to join in fully. Children have great fun as they pretend to be cars zooming along the road or horses galloping about. Such activities ensure that children are engaged and enjoy learning through play.

Children's attitude to learning is good. They concentrate well as they take part in registration time, responding to their name and singing the 'hello' song. Their self-help skills flourish as they are given many opportunities to be independent. For instance, pouring their own drinks throughout the day. Children's language skills are also good. They are beginning to speak clearly and most are confident in communicating their needs. They generally interact well, taking turns in conversation, engaging in role play and sharing popular resources. They play creatively as they are free to express themselves as they dress up, move imaginatively to music or create designs to their own satisfaction. Children are beginning to link sounds to letters and are supported appropriately as they learn to recognise their name in print. For instance, staff members encourage them to find their own cups at snack time by looking for the initial letter of their names. This helps children develop early reading skills. Opportunities for children to develop early writing skills are also well promoted. Opportunities to paint, colour and draw are plentiful. For instance, children enthusiastically use marker pens on a white board or write out shopping lists during imaginative play. This effectively encourages children to enjoy developing their handwriting.

Children are beginning to understand and use number competently. They count confidently as they help staff with the register and sing number songs such as 'ten fat sausages'. They use mathematical language such as 'bigger' or 'smaller' as they consider the size of their hands and feet. They also have opportunities to develop problem solving skills as they consider how many 'chips' they have in a bowl and how to get the same number in a different bowl. Children also have a range of practical opportunities to find out about their surroundings and the wider world. They enjoy using everyday technology as they play with telephones and programmable toys. They benefit from a designated computer room where they develop skills with both a keyboard and mouse. Children learn about their own cultures and that of others as they celebrate a variety of festivals and traditions. They also have some innovative activities that encourage them to consider the natural world. For example, they get to investigate how snow melts in

heat and how fir cones change when they are put in water. As a result, their knowledge and understanding of the world is effectively promoted.

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

The provision is outstanding.

There is a robust and comprehensive equal opportunity policy. This supports excellent practice. All children are treated with warmth as the setting is fully committed to recognising family identity and individual diversity. All children are superbly catered for as the setting ensures that its resources reflect a multicultural society. For instance, certain leaflets are available in dual languages, books reflect different religions such as Christianity and Islamic faiths and children play with dolls that positively represent different backgrounds and ethnicities. This helps all children to feel included and valued. All children's records are extremely well detailed. This ensures that their individual needs are addressed to an impressive standard. Children also learn to value diversity in others through a range of interesting activities. For instance, they learn about disability through a visit from a child in a wheelchair and become interested in different cultures and traditions as they are shown how to wear a sari or how to make lanterns for Divali. This helps children to embrace and celebrate diversity in the wider community.

The physical environment promotes access for all and there is a range of toys to meet differing needs, including sensory play equipment. The setting actively supports those with learning difficulties and/or disabilities by working alongside other professionals to identify additional needs early on. This approach helps to ensure all children can reach their full potential. Staff are dynamic and enthusiastic about the implementation of individual plans and show genuine interest in children's development. They work professionally as they observe children's development, discuss ways to encourage new skills and support children in reaching their individual goals. Parents are fully included in their children's care and find that staff are dedicated towards supporting them as a family. As a result, children flourish as their additional needs are regularly discussed, reviewed and met.

Children's behaviour is excellent. Staff are highly effective in managing behaviour in a way that promotes children's self-esteem. All staff treat children with respect using safe techniques to manage behaviour and encouraging wanted actions through the use of praise and reward. Parents report that they are fully included in any discussions about behavioural problems and find that the staff are approachable and supportive. As a result, children behave well as they receive consistent messages. They show respect for the setting and each other. They play a dynamic role in the running of the setting as they become involved in helping staff during snack and meal times. They are clear about what is expected of them as rules are explained in simple and clear language. For example, children know that they need to have 'kind hands' so that no-one gets hurt. Children's spiritual, moral, social and cultural development is fostered.

The setting seeks to engage all parents and carers and has in place excellent systems for communication. A parents pack is provided on initial contact which contains detailed information about the setting. Parents are also fully informed as to the daily care of their children as staff always make time for discussion. Staff members share records of daily activities, communicating verbally at collection times. This ensures that all parents, including those with literacy difficulties, are informed and up to date with any changes or concerns. This promotes children's well-being. The setting also supports parents through the provision of family learning groups and information leaflets. Parents are able to access a wide range of support, from advice and guidance to courses on literacy and numeracy. The setting organises learning groups and supports families as they seek to improve their basic skills. This impacts positively on families

as parents successfully obtain further qualifications which, potentially, improve their employment prospects and levels of confidence. This has an immeasurable impact on their ability to contribute to children's development and learning. Consequently, outcomes for children and the wider family are improved by this exceptional service.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive some detailed information on the educational programme as children move to the pre-school room. However, they are not routinely asked to contribute to baseline assessments about what their children can do as they start the Foundation Stage. This means that staff have an incomplete understanding of children's starting points. Parents are otherwise actively encouraged to be involved in their children's learning. They are invited to view their child's records at any time and are provided with regular activity sheets which detail the topics children are covering. Fun activities are suggested for parents to carry out with their children. This enables them to extend learning at home. As a result, children are helped to progress as parents can build on the learning achieved in the pre-school setting.

## **Organisation**

The organisation is good.

Children receive high levels of care from qualified individuals. Their play and learning is significantly enhanced as experienced, enthusiastic staff work alongside them throughout the day. There are robust recruitment and vetting procedures to employ appropriate staff. This ensures children's safety and well-being. Effective induction procedures mean that new staff are quickly aware of the policies and procedures to be followed to safeguard children. Regular appraisals ensure that staff remain suitable and are continually improving their practice. For example, training needs are identified and staff are encouraged to access additional training to enhance their understanding of how children develop and learn. Children benefit as new ideas and techniques are shared.

Documentation is generally of a high standard. Most policies work well in practice to protect children and safeguard their well-being. However, the policy regarding staff deployment and ratios of staff to children contains some inaccuracies and ambiguity. Staff and management are aware of the correct ratios to be maintained but the policy has not been amended to reflect this. Additionally, while registers for staff and children are filled in on a daily basis some registers lack detail regarding arrival and departure times. Where ambiguity occurs, children's well-being is compromised.

The leadership and management of children in receipt of funding for early education is good. Children are progressing and achieving steadily because staff are keen and knowledgeable. They are clear about their roles as they are led by a strong management team. All staff are valued and contribute to planning activities. Children benefit as different skills and teaching styles are used to enhance their learning. The setting seeks to evaluate its own performance evaluating the activities provided. Individual teaching styles are not assessed, however. As a result, staff are not fully reflecting on their own practice and learning from others to enhance the setting. Nevertheless, there is a clear commitment to continued improvement which is shared by all staff.

Children's files are well-organised with contact numbers and parental wishes clearly recorded. This helps to contribute to children's safety and welfare. All records are effectively stored with due regard for confidentiality. Aims and objectives throughout the nursery focus on the

development and achievement of children and there is a willingness to move the setting forward. Overall, children's needs are met.

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

At the last inspection, to improve the standards of care the setting was required to ensure the behaviour, complaints and child protection policies contain all of the appropriate details. These policies have all been reviewed and updated. They now contain up to date contact details and comprehensive information about the procedures to be followed. As a result, practice is now underpinned by robust policies which prioritise the safety and well-being of children.

To improve the standards of nursery education the setting was required to increase opportunities for children to listen to rhyme and rhythm, recognise initial sounds in names, develop climbing and balancing skills and explore sounds of musical instruments; plan more effectively to use activities and daily routines to develop understanding of mathematics; provide more opportunities for children to express themselves freely and encourage children to develop their imagination and thinking through stories.

Children are now provided with a broad range of activities which cover all areas of learning. They regularly sing and listen to nursery rhymes and enjoy opportunities to play with musical instruments from around the world. Children have fun banging drums and shaking castanets. They explore different sounds as they practise making loud and quiet noises with a range of instruments. This enables them to develop their listening skills as well as a sense of rhythm. Staff encourage children to recognise initial sounds during routine activities such as registration time, where they listen for their names. Mathematical language and concepts are also explored during routine times. Children count out the forks and knives at meal times or help staff to count how many children are in the room. This helps them to be familiar and comfortable with mathematical vocabulary. During active play, children have fun as they walk on low balancing beams or practice hopping or skipping as instructed. They develop an awareness of their bodies and how they move. This promotes their physical development.

The setting has also reviewed activities to ensure that children can express their creativity. Children are now encouraged to use their imagination and own ideas as they design pictures or make models with art and craft materials. Children are also encouraged to explore their feelings and thoughts as they play or respond to stories. Using dolls or pictures depicting emotions, children discuss how characters might be feeling or talk about how they would feel. This encourages them to express themselves freely and develop their communication skills. As a result, children's creativity and imagination are able to blossom.

### **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):

- remove or make inaccessible hazardous plants and water features
- improve the detail in registers to clearly show the arrival and departure times for children
- revise current policies to clearly show how staff are deployed within the premises to ensure the safety, welfare and development of children at all times.

#### 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):

- provide opportunities for parents to contribute to staff's understanding of children's starting points
- develop systems to evaluate teaching styles and the impact of these on children'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)