

# Albrighton & Donington Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	511122
<b>Inspection date</b>	14 September 2007
<b>Inspector</b>	Lesley Jane Bott
<b>Setting Address</b>	Rectory Road, Albrighton, Wolverhampton, WV7 3EP
<b>Telephone number</b>	07702 011 398
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<b>Registered person</b>	Michael Pickard & Margaret Pickard
<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 satisfactory. 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?

Albrighton and Donington Nursery is located on the edge of the village of Albrighton, near Wolverhampton, on the Shropshire border. The setting occupies a converted former school building.

The nursery serves the local area and is open Monday to Friday, term time only, from 09:15 until 12:30 and from 13:30 until 16:00, including wrap around care over lunchtime. Children can access a variety of sessions and follow a routine which accommodates a mixture of free play and structured activities. They have access to paved and grassed areas for outdoor play.

A maximum of 32 children may attend the nursery at any one time. There are currently 74 children on roll attending a variety of sessions, of these 39 are funded children. There are 15 members of staff that work with the children, ten of whom hold suitable early years qualifications. The staff receive support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well-being is well promoted in the setting. Children wash their hands as necessary, for example, after using the toilet or before eating. Written procedures are in place should a child become unwell and written consent has been obtained from parents for staff to seek emergency medical advice or treatment. Effective procedures are in place for administering medication with written consent obtained. Parents are informed of the settings policy regarding sick children and the exclusion times so that the risk of cross-infection is minimised. These practices help to ensure children's good health and well-being. However, the accident book is not always fully completed with all the details. This could potentially compromise children's health.

Parents are asked to bring in snacks for the children and a packed lunch if they are staying a full day. This is appropriately stored until lunchtime. Snacks and meals supplied are healthy, nutritious options of fresh fruit and vegetables. A choice of water or milk is provided to accompany meals and snacks, and children are able to ask for drinking water throughout the session. Children take part in physical activity and play outside on a daily basis. They run, jump, skip and play with hoops, bats and balls. Regular opportunities to be active inside are also available to the children as they move to music.

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

The provision is satisfactory.

Children are cared for in an environment that is safe and secure. However, on the first day of the inspection I was able to walk into the setting as the door had not been locked. This impacts on children's safety within the setting. Children's rooms are bright, cheerful and decorated with their art work. The entrance to the nursery has a detailed notice board of information for parents' perusal. There are a good range of resources to support children's play and learning, and these are regularly checked to ensure that they are safe for children to use.

There are well written policies in place covering all aspects of health and safety across the setting and staff put these into practice to effectively support the safety of the children. Children learn to keep themselves safe, and staff remind them that they should not run around whilst inside. Fire drills are practised regularly and children know and understand the procedure. When asked, children know to phone the fire brigade and police and know the emergency telephone number to use.

Children are safeguarded and protected from harm because staff have a good understanding of the signs and symptoms of abuse and their duty to protect children in their care. They are fully aware of their responsibilities to record and report any concerns to the relevant child protection agencies.

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

The provision is good.

Children under three years have their care met well. Children approach staff confidently for help or support as necessary. Children regularly receive cuddles, praise and reassurance to develop their confidence. Staff create a calm, informal and relaxed environment where children

can access a good range of resources. There are a mixture of adult- and child-initiated activities and most resources are accessible to the children so that they have choices regarding their play. The children particularly enjoyed making tracks with the cars and diggers in the foam, which they told me was snow. Staff help children to play together cooperatively and make good use of the 'Birth to three matters' framework to support young children's learning. They use spontaneous observations to assess where children are at with regards to the aspects and components. These observations are used well to inform future planning so that staff can build on children's interests.

## Nursery Education

The quality of teaching and learning for children is good. Staff are familiar with the Curriculum guidance for the Foundation Stage and have effective long, medium and short term plans in place to meet children's educational needs. Staff know and understand the children well, allowing children to complete a task in their own time. Planning is based on topics, is balanced across the six areas of learning and is linked to appropriate stepping stones. Assessment is based upon meaningful observations recorded in children's records of progress and staff informally consider children's next steps in learning. However, they need to further improve the system of evaluating these records to formally identify children's next steps in learning to use as an aid to future planning. Staff manage children's behaviour effectively and provide them with good strategies to help them learn to manage their own behaviour.

Children enjoy their time at the setting. They have a positive attitude to learning and become confident and self-assured in their play, negotiating and interacting well with their peers to share ideas and experiences. They develop their self-esteem and take great pride in their achievements, for example, actively seeking out staff to show them what they have done, and looking at their work displayed on the walls. Most children confidently recognise their own name and know which letter their name begins with. They use mathematical language during their play and often practise their counting skills in routine tasks throughout the day. Children enjoy activities, such as making sand pattern prints, using different resources to make different patterns. Other children were happy using their imagination in the home corner, feeding the babies and putting them to bed. Children competently display their skills when using the computer and operate everyday technology in their play.

Children take part in activities to learn about living things, they grow vegetables in their garden which they later eat. They make good use of their imagination in planned and spontaneous role play situations, both inside and out. They explore their creativity while experimenting with a range of media and materials when making junk models. Overall, children make good progress in their learning and achieve well given their capability and starting points.

## Helping children make a positive contribution

The provision is good.

Children have most of their needs met as staff liaise with parents verbally on a day to day basis. Children are assigned a key member of staff to work closely with parents to ensure that children are happy and settled whilst at the nursery. Staff complete development profiles for the children and parents are welcome to access these during the year; and they are sent home at the end of each term. Staff make themselves available to talk to parents and alleviate any concerns they may have. A complaints procedure is drawn to parents attention so that they know what to do should they be unhappy with any aspect of the nursery provision.

Children make choices and select from the resources available. Children choose when they want to be active or rest. For example, sleep mats are available for younger children to rest if they are staying all day. Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and show concern for others through the use of effective strategies. For example, praising children's helpfulness and kindness to others. Children are learning effective strategies to manage their own behaviour, such as being reminded to think about the classroom rules. Children understand the rules of the nursery and explain them to others; children actively encourage others to participate at tidy up time. Children have meaningful opportunities to learn about the wider world and other cultures. They take part in festivals such as Divali and harvest festival at the local church.

Partnership with parents and carers is good. All the required documentation and consents are in place to ensure children are looked after according to their parents' wishes. Clear and detailed information is given to parents which outlines the nursery provision. Parents are invited to view the groups' policies and procedures to inform them about the running of the group and they receive a welcome pack offering an overview and information about the setting. Children benefit from the good relationships fostered with parents. Information is exchanged verbally on a daily basis to ensure children's changing needs are met and to provide continuity of care. Newsletters and displays are used to provide further information to parents about the Foundation Stage and what their children are learning. Parents are asked to contribute to their children's records of progress, which are shared with them termly, they are invited to discuss their child's progress with their key person and at an termly parents day. The group make parents aware how they can make a complaint and are aware of their duty to log complaints, should they ever receive any.

## **Organisation**

The organisation is satisfactory.

Children are relaxed and happy in the setting. They are safeguarded as recruitment and vetting procedures ensure children are well protected and cared for by staff who have very good knowledge and understanding of child development. The well-organised environment and effective staff deployment enhances children's enjoyment, achievement and ability to take an active part in the setting. Sessions are well-organised with clear routines which help children settle and become confident. Staff work together as an effective team to support children's care, learning and play. Currently three members of staff are first aid trained however there is one session during the week when there is no first aider on site. This could compromise children's healthy and safety in the event of an emergency.

Operational policies and procedures are effective and evident within practice, they promote children's good health, safety, enjoyment, achievement and ability to make a positive contribution. The plan is organised and cohesive, clearly detailing the running of the provision and is readily available to parents. The required documentation is in place to promote the welfare of children attending.

The leadership and management is good. The strong leadership provided by senior staff has built a dedicated team who are committed to self evaluation and improving the quality of care and the provision of nursery education. Regular discussions and staff meetings take place to monitor and evaluate the provision and identify areas for improvement. Strengths and weaknesses are identified and areas for professional development. These are reflected upon and action is taken to maintain staff motivation and ensure they have opportunities to further

develop in areas of specific interest. The group works closely with other professionals and evidently act upon any advice given; they have a good relationship with the local authority.

Overall children's needs are met

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

At the last care inspection one recommendation was raised to further extend the lost and uncollected child policy, this has been done and a new amended policy is in place to safeguard children. The policy is well written and includes all necessary detail, and all staff are aware of the procedure to be followed.

At the last nursery education inspection, one recommendation was raised to relate planning and assessment to the stepping stones. The planning system now in place effectively covers all six areas of learning and is linked to the stepping stones.

### **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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### **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 front door is secure at all times
- further improve accident recording to ensure that all details are included
- ensure that there is always a first aider on site 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):

- further develop the system to assess and evaluate children's progress to identify next steps in their learning and to inform future planning.

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)