

The Grange Nursery

Inspection report for early years provision

Unique Reference Number	205407
Inspection date	10 December 2007
Inspector	Sally Wride
Setting Address	Ankerage Green, Warndon, Worcester, Worcestershire, WR4 0DZ
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Registered person	Jane Betty Dallard
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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Grange Nursery opened in 1993. It operates from a large community centre situated within a large new housing estate on the outskirts of Worcester City. Children are accommodated in a large, specifically adapted room, which can be divided into two separate areas for different types of play. The setting serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 38 children may attend the nursery at any one time. There are currently 35 children from 2- to 4-years-old on roll. This includes 22 funded children. Children attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities, and supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:30 until 15:30 on a Monday and from 08:30 until 12:45 from Tuesday to Friday.

There are nine members of staff who work with the children, some of these are part time. Over half of the staff have early years qualifications to National Vocational Qualification Level 2 or

3. There is one member of staff currently working towards a higher level early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and warm environment. They learn the importance of good personal hygiene through well-planned daily routines and learning from example. Sensitive support encourages regular hand washing at appropriate times, such as after toileting, outside play and before meals and snacks. Positive steps are taken to prevent the spread of infection when children become ill. Minor accidents and children's medication needs are carefully recorded. Children develop an awareness of the importance of leading a healthy lifestyle as they take part in good physical activities. They enjoy daily opportunities to play in the safe and secure outdoor play area, using a range of resources and sports equipment that develop and extend their physical skills and control. They benefit from the opportunity to enjoy the fresh air and experience the changing seasons.

Children develop an understanding of good nutrition through the provision of healthy snacks which contribute to their good health. Children staying for lunch enjoy packed meals provided by their parents, which are suitably stored prior to being offered. Drinks are provided throughout the course of the day and fresh drinking water is always accessible, ensuring that children are well hydrated during their time at the setting. Children sit with their peers to enjoy their meals and snacks and confidently engage in conversations about their day and things that are important to them. There are, however, missed opportunities for children to develop their independence at snack and meals times as staff serve the children with their drinks and snacks, leaving little scope for children to take responsibility.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and attractive play environment where space is organised and used effectively to enable children to play safely and move freely between activities. A written risk assessment is in place and staff are proactive in visually assessing and minimising perceived risks within the care environment. Children have access to a good range of toys and resources that are well maintained and regularly cleaned to ensure that they are hygienic for the children to use. They are able to make decisions from a range of toys laid out for them each day, which are also regularly rotated to ensure children's continued enjoyment, challenge and stimulation. Children are able to see posters and topic related artwork on display within their base room, however, much of this is produced as a result of adult-led art activities.

Children are kept safe because the premises are secure and the outdoor area is fully enclosed. The procedures for the arrival and collection of children is well managed to ensure that they are kept safe and only leave with authorised adults. Children's welfare is safeguarded through effective child protection policies and procedures that are in line with Local Safeguarding Children Board (LSCB) procedures. Staff have a clear understanding of the known indicators of child abuse and also of the action that they should take in the event of a concern about a child in their care. Children develop an understanding of how to keep themselves safe in the event of a fire through regular evacuation practises. They learn about the importance of road

safety as they practise the 'green cross code' when they go out for walks in their local community.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled and enjoy their time at the setting. They are confident and self-assured to work and play independently or in groups. Children are interested and involved in a wide range of worthwhile play opportunities both inside and outdoors. They enjoy positive relationships with other children and staff who help them to develop their confidence through sensitive interactions and regular encouragement. Children behave very well, for example, they willingly take turns and share resources. The staff have regard to the 'Birth to three matters' framework and use this resource as a reference guide in their work with younger children. Although activities are offered to all children, planning documents do not identify how activities can be adapted to meet the learning needs of the younger children.

Nursery Education:

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and plan a wide range of activities which appeal to the children and cover all six areas of learning. Although planning documents identify learning intentions for children, they do not reflect individual children's learning needs or demonstrate how activities can be adapted to meet the needs of different groups of children. A key worker system is in operation and children's progress is carefully monitored. The progress that children make in their learning is identified through the effective use of ongoing written observation and assessment records. Although these are linked to the stepping stones, information gained is not used to inform future planning to support children to take the next step in their learning.

Children demonstrate high levels of independence as they select activities that they wish to be involved in. They develop their self-care skills when managing their own toileting needs and when dressing themselves in their coats for outdoor play, but have less opportunity to take responsibility at snack and meal times. They enjoy good quality free play in the well resourced environment. They receive regular praise and encouragement from staff which develops their self-esteem. Children relate well to each other as they play in groups or in pairs. They enjoy close relationships with their peers. They eagerly involve each other in their play, happily share and take turns and say a fond goodbye to their friends at home time. They explore their own ideas and develop their play according to their own thinking and imagination. They freely approach staff to show items of interest or a piece of completed work.

Children generally sit well for circle time stories but can at times become disrupted by younger children. Staff are enthusiastic in the delivery of stories and ask the children questions to encourage their thinking. Children are able to access books within their learning environment and often chose to sit quietly and read a book alone or with a friend. Children are confident to talk in familiar groups at circle time. Staff ask the children questions, for example, about what they would like Father Christmas to bring for them. Many of the children are enthusiastic as they join in with familiar rhymes and songs and concentrate well as they learn new ones. However, singing sessions are often for a prolonged period of time and some of the children lose interest. Children enjoy sitting with their friends at the writing table. They draw pictures and often talk about what they have drawn. They have the opportunity to practise writing their names and are suitably supported as they begin to form letters. Although there is some print displayed within the setting, it is small and not meaningful to children.

Children use mathematical language in their play and staff encourage them to count throughout the session, for example, the number of children present each day. They have access to equipment for matching and pattern making and have some opportunity to develop calculation and problem solving in everyday routines, for example, considering whether one group of objects has more or less than another. Children regularly play with sand and water, which develops their understanding of volume and capacity as they pour from one container to another. Children have some opportunities to explore ICT equipment, for example, in the role play area. They regularly explore objects such as leaves, stones and shells with magnifying glasses and using their senses. They enjoy large scale construction activities with objects such as large reels, boxes and lengths of wood.

Children are developing well physically. They make daily use of the outdoor play area, use climbing equipment and run around with their peers. They experience the changing seasons and often comment on the weather, for example, one child explained, 'it's all wet outside' whilst splashing in puddles and having fun with a umbrella. Children's fine motor skills are developed as they use writing implements, scissors and tools such as cutters and rollers when using the play dough. Although children regularly take part in art and craft activities, many of these are adult-led activities and leave little scope for children to independently initiate their own creative learning. They use their imaginations well as they play in the role play area with their friends, acting out cooking and caring for dolls. They enjoy music and movement sessions and explore the different sounds that can be made with a variety of musical instruments.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome to the setting and are happy and settled in their care environment. Staff work in partnership with parents to ensure that they are aware of children's individual needs in order to best meet them. Children have access to a range of resources that promote positive images of diversity and engage in activities throughout the year that develops their appreciation of their own and other cultures and religions. Effective strategies are in place to identify and support children with learning difficulties and/or disabilities. Children are very well behaved. They are keen to share their achievements with staff and are warmly praised for their efforts. They happily share and take turns with their peers and show care and concern for each other. They benefit from warm praise and encouragement that they receive from staff. This supports the development of children's self-esteem and also provides them with the confidence to try new activities. Staff are positive role models to children and support the children as they begin to negotiate with others. Children's spiritual, moral, social and cultural development is fostered.

Children benefit because their parents and staff have formed friendly yet professional relationships. The staff are available to talk to parents and exchange information at the start and end of each session. Parents are always welcome to stay and play with their children, which is encouraged at the start of their child's placement at the setting, to support the children as they settle into their new care environment. Parents receive a written prospectus and have access within the setting to the operational plan and range of policies and procedures. They are provided with regular newsletters to keep them informed of planned changes and events. Parents are provided with written information about the procedure that they should follow in the event of a complaint. There is however no system in place to keep a record of any complaints received.

Partnership with parents and carers is satisfactory. Parents receive brief written information about the Foundation Stage curriculum. Planning documents are not displayed in a location easy for parents to view. They are, however, provided with daily information that is displayed for their attention of the activities that their children have been involved in each day. Parents do not have regular access to their children's observation and assessment records and have little opportunity to view or make contributions to them. This limits opportunities for parents to become involved in their children's learning or share their views on how they feel their children are progressing. Parents are invited to share any particular skills that they may have and also to attend summer sports days and Christmas carol concerts.

Organisation

The organisation is satisfactory.

Children feel at home in the suitably organised environment. However, at times learning intentions for children are disrupted due to noise levels from other activities going on in the room and when group sizes are too large. Staff are approachable and deployed effectively which ensures that children are well supervised as they play and take part in activities and games. Effective recruitment and vetting procedures are in place which ensures that children are cared for by suitably trained and vetted staff. Staff receive ongoing appraisals, although at present these conducted informally. Staff have good opportunities to access training and regularly update their childcare knowledge through both short courses and more formal qualifications. All of the required documentation which contributes to children's health, safety and well-being is in place, carefully stored, well-organised and effectively maintained. They are regularly reviewed and are only accessed by staff, ensuring that confidentiality is maintained.

The leadership and management is satisfactory. Both the owner and manager of the setting are well qualified and experienced. The owner is supportive of the manager, who is new to her role. They work together well to identify areas of strength and those for further improvement. The staff work together well as a team and are enthusiastic in their work with children. Tasks are delegated and shared amongst staff which enables each member of staff to fully use their area of expertise to benefit the children. Regular staff meetings and the enthusiasm of the staff team contributes to children enjoying interesting and fun activities. Staff are beginning to monitor the provision for nursery education through activity evaluations. However, information gained from these is not routinely fed back into future planning. 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 provider agreed to make improvements to a number of the settings policies and procedures. Since then, the uncollected child policy, special needs policy and child protection policies and procedures have been updated and now reflect current good practice and professional advice. The provider agreed to provide parents with written information regarding their children's developmental progress. Although children's observation and assessment records are in place, they are not routinely available to parents to view or contribute to. This therefore remains an area for improvement.

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 nursery education are satisfactory.

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):

- provide children with more opportunities to develop their independence during snack and meal times
- implement a procedure for keeping a record of complaints
- review and improve the organisation of group times to ensure that learning opportunities for children are not disrupted.

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 children's opportunity to independently initiate their own creative learning
- ensure that planning reflects children's individual learning needs and demonstrates how activities can be adapted to meet the needs of different groups of children (also applies to care)
- further develop information available to parents about the Foundation Stage curriculum and improve opportunities for parents to view and contribute to their children's observation and assessment records.

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