

Edelweiss Day Care Nursery

Inspection report for early years provision

Unique Reference Number	251751
Inspection date	23 July 2007
Inspector	Emily Alderson
Setting Address	178 Colchester Road, Ipswich, Suffolk, IP4 4RL
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Registered person	Edelweiss Day Care Nursery 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?

Edelweiss Day Care Nursery is a privately owned nursery. It opened in 1986 and operates from a purpose built building. It is situated in Ipswich, Suffolk. A maximum of 18 children may attend the nursery at one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 48 children on roll aged from birth to under five years on roll. Of these, 16 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/or disabilities and has children who are bilingual attending.

The nursery employs seven members of staff. Of these five hold appropriate early years qualifications and two are working towards a Level 3 qualification. The nursery receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attend a setting which has good health and hygiene practices which all staff are responsible for maintaining. Children are kept healthy as cross infection is minimised. For example, staff wear gloves for nappy changing and clean the mat after each use. Nappies are hygienically disposed of in the bin provided. Children who sleep are provided with individual sheets and blankets which are regularly washed. Food is stored correctly and fridge and freezer temperatures are checked daily. Children learn to understand simple good health and living as they are developing an understanding of why they wash their hands prior to eating. One child when asked said ' it is to stop germs getting into my tummy'. The setting has step by step photos of children washing their hands displayed above the sinks. This is to remind children to use the soap and the paper towels provided.

Children receive good care when they are ill or have an accident because all staff are trained in first aid. The setting is very proactive in accessing additional training such as the use of an epi-pen to ensure that the best care can be provided. They have a well stocked first aid box which is easily accessible. A member of staff is responsible for ensuring that the contents are checked every month and items replenished when necessary. Children who become ill at the setting are comforted whilst waiting for their parents to collect them. Any medicine which is administered is recorded in each child's file and parents sign to acknowledge the entry. In the same way accidents are recorded in the book and a signature requested.

Children's physical play experiences are well promoted as the setting has a well resourced garden. The garden is sectioned into areas which include a patio area with bikes and cars, a sensory garden with lavender and thyme, a digging area, a grassed area with a climbing frame, slide and trampoline, a play house and a large sand pit. Children are learning how to use their bodies in different ways enthusiastically jumping, running, climbing and biking. The children excitedly join in with musical activities dancing and clapping to the music. Children use both small and large equipment effectively developing their skills. They are becoming aware of their bodies and know to help themselves to a drink when they become thirsty. Children under three are well catered for as the babies are provided with a range of resources to develop their physical skills and use the furniture to help them stand.

Children's health and dietary needs are well met. They are able to freely access water throughout the day. Meals provided are nutritional and healthy and the menus are displayed. The setting is very aware of food allergies and dietary requirements as they currently care for children with severe allergies. They work very closely with parents to ensure that the best care is offered. An allergy sheet is displayed in the kitchen so that all staff are aware.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is very warm and welcoming for children, staff and parent and carers. The walls are brightly covered in posters and children's work making it inviting to all. The setting is clean and well organised. The purpose built building is divided into a baby room, pre-school room, kitchen, toilet and garden. Children under two years have plenty of space to freely move around as well as having a book and building area, an easel for either drawing or painting, a messy area, cots and comfy rugs to sleep on. The pre-school area is also divided in a similar

way with all resources stored on low level shelving accessible to all children. The setting maintain a high staff to child ratio ensuring that all children are fully supervised and that one to one time can be given to each child.

Children use safe and suitable equipment as staff regularly check them as part of the daily risk assessment removing anything that could cause harm. The provision's arrangements meet all health and safety guidelines because the setting has public liability insurance covering them for any eventuality. Hazards are minimised by carrying out risk assessments inside and outdoors. The setting has taken active steps such as covering electrical sockets and making sure that the front door remains locked throughout the day. The back gate is secured with three different closing mechanisms. These risks are continually assessed and action taken. For example, the manager noticed that the compost she was using contained bone meal and stopped using it immediately. If someone other than the usual person collects a child the parent is asked to give their details which are written in a book. The person is then given a password to gain entry.

Children are very well protected from fire as the setting has taken necessary precautions such as installing smoke alarms which are tested once a week, a fire blanket in the kitchen and a fire extinguisher. Regular drills take place and are recorded in a book which includes the time it took to evacuate and any comments. Children are well protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. All staff are trained and know the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children excitedly enter the provision very happy, confidently waving goodbye to their parents and joining their friends. The setting is inviting and provides children with the opportunity to play, learn and develop at their own pace by making their own choices about their day. Children are placed into key groups with the member of staff having responsibility for meeting their individual needs, making observations and communicating with the parents. Children have clearly formed good relationships with all the staff as they rotate to ensure that the children are familiar with each adult. They continuously offer praise and support enabling children to develop their confidence and try new things in familiar surroundings. Children under three years are well supported as staff have a good understanding of the needs of younger children as they have all accessed training. Activities provided are in line with the 'Birth to the matters' framework and children's progress is recorded in their individual files.

The Nursery Education

The quality of teaching and learning is good. All staff have a good understanding of the Foundation Stage and how children learn which is reflected in their practice. Parents provide the setting with information about their child's abilities to enable staff to identify their starting point. The setting is effective in planning a balanced programme covering the six areas of learning. Each member of staff evaluates the children in their key group identifying the stepping stones they need to work towards. As a team they plan topics to link with the identified stepping stones. The long term plan is divided into three terms and includes activity ideas, festivals, special days and stepping stones to focus on. The medium term plan expands on the long term by further identifying activities.

The short term plan highlights three stepping stones as their intended learning for the week. These are mainly achieved through free play and spontaneous activities. An example is when

it was hailing the children watched, taking an interest, so the member of staff decided to carry out an activity on ice helping them to understand hail stones. The setting also has a planning book where children's interests are recorded and included in future planning. In addition each week a supplement activity is planned which links to the short term plan and topic. Staff take turns in organising and completing the activity sheet. Part of this is an evaluation section which identifies what went well, what did not and future improvements. However, this section is not consistently completed and therefore not always able to inform future planning. The setting uses a step by step document to record children's achievements. Children also have exercise books where staff write observations linked to the stepping stones and include pieces of work. In the back of the book there is a next step plan identifying areas for development by using the step by step record and information from the observations. However, this is not always done with some children having a plan and others not.

Staff use effective teaching methods to engage children, challenge and motivate them so that they are keen to learn. Staff know each member of their key group very well and know the best approach to use in order to meet their individual needs helping them to progress in their learning. Children are encouraged to ask questions and staff help them by asking open ended questions such as 'do you think it is a good idea?' or 'what do you think will happen?'. Staff have a consistent approach to behaviour management which is evident in how well the children behave. Children are developing an understanding of right and wrong through observing the staff as they are positive role models.

Children develop their self-esteem as staff listen to their ideas. All resources are clearly labelled in low level trays for children to help themselves. As children self-select their activity they maintain an interest for long periods of time. They are learning to take turns and wait patiently to use the slide and sand pit. Their confidence is developing as they pour their own drinks and make decisions such as what to have in their sandwich for tea. The children are kind and considerate and will offer to help each other and the staff. Children use language skilfully to communicate using a range of vocabulary. They are familiar with how a conversation takes place, listening whilst the other person talks. They use language to communicate ideas, for example, a group of children play in a cardboard box, they ask a member of staff to get in, after a while they look at her and say to each other 'she's too big'. Children have the opportunity to mark-make at the well equipped writing table and happily use paint brushes and water on the patio making patterns on the floor. They are encouraged to recognise their name through daily routines such as looking for their name card at snack time.

Children confidently count during free play and use their counting skills when playing games such as hide and seek. They use calculation in everyday routines such as counting the plates out at snack time and comparing it to the number of children present with staff asking them 'how many plates do you need?' and 'are there enough for everyone?'. Children freely refer to shapes and use proportional language within their free play comparing their carrots at snack time using the words bigger and smaller. Children are developing an understanding of measure and are using it in practical activities such as using the link toys to measure different things in the setting. One child takes his links and holds it up to a member of staff and says 'you are bigger than me'. Children enthusiastically explore living things such as the worms found in the digging corner. They find a worm and put it in a bucket so that they can take a closer look. They spend quite some time observing and commenting on how small it is and take turns to touch it. Children enjoy being in the sand pit, filling a cup with sand to see how much they can fit into it before tipping it over and starting again. They enjoy growing plants and take an interest when the peas are grown discussing a way of opening the pod and excitedly looking to see how many peas are inside.

Children enjoy physical activity and confidently use their bodies in different ways. They are able to use equipment such as beanbags, hoops and balls in a variety of ways. Children explore different textures in their environment as they spend time smelling and touching the plants in the sensory garden asking staff to smell their hands. They comment about how smooth the leaves are and differentiate between the colours. The children enjoy using their imaginations in the well developed role play area taking it in turns to become different people. They spend time selecting from a range of materials as they enjoy making models and labelling their work which includes trains and houses.

Helping children make a positive contribution

The provision is good.

Children are all fully included and their differences acknowledged as each child is given the opportunity to share their experiences either on a one to one basis or as part of a group discussion. The setting have children attend who are bilingual. They are made to feel special as the setting has written labels in different languages and staff pronounce the words. Children also have 'photo books' which include photographs from home of people and things that are important to them helping them to feel a sense of belonging. The children show their books to each other talking about the photographs and sharing their home life. Staff are continuously praising the children helping them to feel valued and good about themselves. This builds their self-esteem and confidence.

Children learn about diversity through the many resources available and through discussions that take place. One of the resources are 'mood and emotion cards' which are looked at during circle time. These cards have photographs of a range of children from different cultural backgrounds with differing individual needs. However, the main focus is the facial expression of the child. The cards evoke emotive responses from the children and through the effective questioning by staff it helps them to understand diversity. The setting also plan activities around festivals and special days inviting parents to be involved.

Children's individual needs are being well met as the staff are responsible for a key group of children and therefore get to know them very well. The setting actively strives to ensure that each child can be fully involved and staff adapt activities so that everyone can participate. They have made reasonable adjustments to their building and have adapted current resources to suit the needs of the children who attend. The setting has a nominated special educational needs co-ordinator who is in the process of training. They currently care for children with learning difficulties and/or disabilities and work very closely with the local authority and parents to meet their needs.

Children understand appropriate behaviour because staff are very good role models, talk to the children respectfully and offer continuous praise. The children are well behaved and know the boundaries and what is expected of them. Children benefit from the two-way sharing of information between parents and staff through display boards, regular newsletters, daily chats and for the younger children daily diaries. Parents are aware of how to make a complaint.

Partnership with parents and carers is good. Children are well supported as staff work closely with parents and have built close relationships. The setting shares information about the Foundation Stage initially through the prospectus, by offering parents the opportunity to borrow the Foundation Stage video and meet with their key worker. The setting continues to inform parents through regular discussions and the well equipped notice board. Staff are always available to speak to parents at the beginning and end of each session. Parents are asked to

be actively involved in their child's learning and the newsletter details current and future themes and activity ideas. The newsletter always asks for parents to suggest or be involved in activities. In the past parents have come into the setting and talked to the children about the fire service and how to wear saris providing the children with hands-on learning. Parents are kept informed of their child's progress by regularly seeing their records and meeting with their key worker. Parents are asked to comment on areas for future development so that they and the staff can actively work together to meet the child's needs.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, behave well and are developing an awareness of different cultures through discussions and activities.

Organisation

The organisation is good.

Children are safe as they are cared for by individuals who have been vetted, are all qualified to at least a Level 2 qualification in childcare with the majority holding a Level 3 or above. As a team they have a wealth of experience which is evident in their practice. Staff access regular training and have an individual training plan for continuous professional development. All staff are trained in first aid, safeguarding children, food hygiene, the 'Birth to three matters' framework and 'Every child matters'. In addition individual members are trained in specific areas such as Makaton signing, positive approach to behaviour and advanced baby practitioner. After training sessions staff are asked to share their knowledge so that they can all benefit.

Children are well looked after as the setting has a clear understanding of the National Standards and their responsibility to comply. The setting operates on a high adult to child ratio often exceeding the minimum requirements and staff deploy themselves well to benefit all children. Staff are therefore able to offer children a good amount of individual attention. The routines and procedures are displayed on the notice boards so that all staff know what is expected of them throughout the day and parents can see what their children will be doing.

Children's well-being is promoted by the well-organised records. The setting have a very useful operational plan with a large amount of information giving the reader a very good insight into the setting and how it cares for children. Policies and procedures are in place and are reflected in practice, however, the equal opportunity policy needs updating to reflect current legislation and guidance. Policies are shared with parents who can access them at the setting. Children's records are stored accessibly and confidentially.

The leadership and management is good. The management support staff in their roles with an induction process, regular individual and team meetings and annual appraisals all of which contribute to the staff's professional development. All staff have a good knowledge of the Foundation Stage and understand their roles in developing children's learning as they are each responsible for their key group's progress. All staff are actively involved in the planning and are able to bring different ideas based on their individual key group's interests. For instance if a particular child had an interest in transport it would then become the basis for an activity which all children could enjoy. It is very clear that they work well as a team sharing good practice, with management acting as positive role models to the staff. They also work closely with the local authority receiving support and guidance, which they then implement in practice.

The setting has taken active steps to form positive links with the local schools. When a parent advises them on which school their child will be attending the management invites the teacher

to visit so that they can observe the child and speak to the staff to gather useful information. The setting continuously assess their nursery education and have recently asked their early education support teacher to help them to identify any weaknesses so that they can work to maintain the good standard of education offered. They actively make the changes suggested and as a result have changed the room layout to make a better learning environment for the children. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to improve the staff's knowledge and understanding of planning, the Foundation Stage, early learning goals and observation and assessment. All staff are now actively involved in the planning from the beginning and therefore have gained a better understanding. Some staff have attended training courses such as 'Introduction into the Foundation Stage curriculum' and 'Maths and make believe'. This improves their knowledge.

The setting was also asked to improve on the evaluation of activities to ensure that learning outcomes have been achieved and activities are adapted so that all children are able to make progress in their learning. Each key worker is responsible for carrying out the activities with the children in their group and therefore adapt it to suit their individual needs. However, the setting still need to further develop the evaluation of activities.

The setting were asked to improve the learning outcomes of activities which need to be evaluated for future planning and activities adapted so that all children can participate. The setting are working alongside the local authority to further develop their planning. Evaluation still needs to improve to ensure that it is useful for future planning.

The setting was asked to develop the provision to allow children free access to resources around imagination and role play, so that they can self-select. The setting has purchased a range of equipment and resources to enhance the role play area. These are stored accessibly so that children can freely access them whenever they want to.

The provider was also asked to ensure that children have access to fresh drinking water. The setting have a trolley with clean cups and a jug of water for children to help themselves to throughout the day.

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):

- ensure that the equal opportunities policy is consistent with current legislation and guidance.

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 that activities are consistently evaluated so that the information can be used for future planning and that children's next steps in learning are consistently identified.

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