

Sebright Cygnets Nursery

Inspection report for early years provision

Unique Reference Number	205437
Inspection date	17 December 2007
Inspector	Rachel Wyatt
Setting Address	Franch Road, Wolverley, Kidderminster, Worcestershire, DY11 5TP
Telephone number	01562 851851
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Registered person	Sebright Cygnets Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Sebright Cygnets Nursery is managed by a committee and opened in 1996. It operates from a self-contained unit attached to Wolverley Sebright VA Primary School in Wolverley, on the outskirts of Kidderminster. The setting serves the local and surrounding areas. A maximum of 20 children may attend the nursery or the out of school club at any one time. The nursery is open each weekday from 09.00 to 15.00 during school term times. Children may attend for a variety of sessions between these times. The group also runs Wolverley Activity Club, which provides before school care from 08.30 until 09.00, after school care from 15.00 until 17.30, and some play sessions during the school holidays. All children share access to a secure enclosed outdoor play area.

In the nursery there are currently 32 children aged from two to under five on roll. This includes 19 children in receipt of early education funding. There are currently 69 children on roll who attend the out of school club. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

The setting employs one full-time and six part-time members of staff who work with the children, all of whom have an early years qualification to at least National Vocational Qualification Level 3. The setting also employs an administrator and a lunch time supervisor. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they are cared for in premises that are warm and clean. Their health needs are met because the group works with parents to obtain all relevant information about children's care, health and diet, including obtaining parents' consent to staff seeking medical advice and treatment in an emergency. Children receive prompt appropriate care in the event of an accident or illness because all staff have current first aid qualifications, a suitable first aid box is maintained and parents are informed of any matters affecting their children's well-being whilst at the setting. This includes parents being made aware of the group's health and hygiene procedures such as illness exclusion periods to help minimise the risks of cross-infection, and relevant accident, illness and medication records are completed and signed by parents. However, confidentiality is not fully maintained in the case of medication dosage records as several children's details are kept on one page.

Children develop an understanding of good hygiene and become increasingly independent in seeing to their personal care. Children are encouraged to visit the child-friendly toilets by themselves and to wash their hands properly, staff discreetly supporting those children who need help. Children understand the importance of washing their hands before eating, after going to the toilet or after outside play. Younger children's comfort is assured by regular nappy changes, and toilet training is discreetly and calmly managed, staff and parents working together to ensure consistency for children. Other aspects of good hygiene and self-care are effectively introduced so that, for example, children use tissues if they sneeze and they are becoming increasingly independent at getting dressed for outside activities and physical play.

Children develop an awareness of how their bodies work and of the importance of exercise and fresh air because they take part in regular physical play and outdoor activities. Children move very confidently. For example, when using adventure play apparatus they climb and balance well and, with effective adult help, they safely try new challenges such as moving along the 'monkey' bars. Enjoyable physical education sessions and 'Forest School' activities provide children with a range of physical challenges including moving in different ways whilst using a range of equipment and materials. Their rest needs are effectively provided for as staff ensure quieter activities are available throughout the day so children can relax.

Children learn about healthy eating and nutrition during discussions and activities. They have a balanced diet whilst at the nursery and out of school club because the setting works with parents to ensure any packed lunches or meals provided include healthy options. Children have suitable snacks such as fruit or toast. Once a week, older children attending the nursery have the option of a cooked lunch in the adjacent school. Lunch menus are varied and nutritious. Young children become independent eaters as they help to hand round pieces of fruit and they manage cutlery, milk cartons and the contents of their lunch boxes increasingly well. They benefit from the staff's involvement at snack and meal times as they encourage children's eating and socialising. Children have regular drinks; nursery children bring in their own bottle of water for use throughout the session. Children are protected from the risks of

cross-contamination during the storage and serving of food as staff ensure food preparation areas are suitable and clean, and they are all fully aware of children's individual dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and protected from harm because they are looked after in premises that are welcoming, secure, safe and suitably maintained. Staff are scrupulous about security, and carefully monitor collection procedures to ensure children go home with the correct person nominated by their parents. Effective use is made of regular checks and risk assessments to ensure hazards are promptly identified and removed.

Children are effectively supervised but without inhibiting their exploration or ability to manage risks, for example, during 'Forest School' activities or when using adventure play equipment. Improvements to outdoor play areas mean that children use a variety of equipment and apparatus in safe, secure surroundings. They use age-appropriate good quality toys and equipment, and their choice and independence is promoted by opportunities to help themselves from low-level storage.

Children are encouraged to take some responsibility for their safety so that staff promote the correct use of equipment and apparatus. Children learn basic road safety when moving around the premises or going on walks. In 'Forest School' they understand about agreed boundaries, responding to staff's requests, and the safe way to handle natural materials and different resources. Children and staff also prepare for emergencies because there is a clear evacuation procedure which is discussed and practised. Staff also create an environment where children have opportunities to discuss matters affecting their own personal safety such as why it is important to stay together and observe boundaries when on outings and how to manage situations where they feel uncomfortable or unhappy.

Children are generally effectively safeguarded because staff have a sound knowledge of the symptoms of child abuse and know what action to take if they have concerns about a child. However, children's welfare is not fully supported because the setting's procedures do not clearly outline what to do in the event of an allegation being made against a member of staff or volunteer. Relevant Local Safeguarding Children Board information is available but not everyone is familiar with its contents and appropriate action to take in such circumstances.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well, enjoying their play in a relaxed atmosphere. Their progress is effectively supported because staff consistently monitor children's development and plan appropriate activities linked to the 'Birth to three matters' framework and the Foundation Stage.

Young children become competent learners as they are enthusiastically involved in discussions and activities which are rewarding and enjoyable. Staff involve themselves effectively in children's play, to help them to concentrate, persevere and to promote their ideas and thinking. Children appreciate the many opportunities to be creative, imaginative and to find out how different things work and fit together. They enjoy playing with small world and construction toys, often creating large structures and developing ideas and scenarios. They are creative, dressing up, painting freely and relishing the varied resources offered for collage and craft activities, for example, when making table decorations.

Young children are skilful communicators as they readily recall events, express ideas and chat to their friends and adults whilst they play. Children listen and respond to stories, songs and rhymes with enjoyment.

Children have positive relationships, playing cooperatively, sharing resources and developing their ideas together. Children help each other out, for example, when working on the computer. Children benefit from the warm rapport between them and the staff who are caring and approachable.

Children attending before and after school also appreciate the relaxed atmosphere. They have good relationships within a mixed age group, playing well together and engaging in lively conversations. Children appreciate that their views and free choice are very much encouraged.

Nursery education

The quality of teaching and learning is good. Children enjoy the fun but purposeful learning environment engendered by the staff. Routines such as hand washing before snack time are enlivened by a fun rhyme so children eagerly wait their turn. Children settle to circle time discussions because staff take them through some 'brain gym' exercises beforehand to prepare them for listening and paying attention. Staff also foster children's enthusiasm well, encouraging their playing together, promoting their ideas and creativity, and effectively interacting with them so children are fully engaged and persevere.

Children benefit from an interesting range of planned activities that cover all aspects of the Foundation Stage areas of learning. Effective planning and consistent assessment ensure children take part in appropriate activities. Children make steady progress because their starting points are discussed with parents when they join the setting. Thereafter, consistent monitoring of children's progress ensures staff understand their individual learning needs. Plans cater for children's differing abilities, including identifying those who may need more support.

Children get on well, they play together, chatting easily and helping each other. They confidently decide what they want to do and are keen to take part in activities. They take a lively part in discussions, appreciate and listen well to stories and sing enthusiastically. They relish physical challenges, observe and comment on the weather and features of their environment, and are interested in how things work or fit together. They tackle simple number problems and are beginning to recognise, and in some cases write, their own names or key letters. Children are imaginative, enjoying dressing up, acting out roles and creating scenarios, for example, during play with 'Small world' toys. They build dens and models, and confidently use paint and a range of materials in their art and craft work.

Helping children make a positive contribution

The provision is good.

Every child is helped to achieve their potential because the setting seeks information from their parents about their care, health needs, skills and interests. This information helps staff to provide children with a reassuring environment and activities which are appropriate for their stage of development. Children are treated with equal concern in line with the setting's equal opportunities policy's positive strategies to ensure inclusion and diversity are addressed.

Children with learning difficulties and/or disabilities are effectively cared for and supported. The group's special educational needs coordinator and her colleagues are aware of their

responsibilities and have attended relevant training. Effective procedures are in place to ensure the prompt identification of any concerns, for example, regarding a child's behaviour or speech and language, and in order to agree strategies to promote their steady progress.

Children's spiritual, moral, social and cultural development is fostered. Children learn about aspects of other people's lives, including other languages, during French lessons and activities focussing on aspects of different celebrations such as Diwali or Chinese New Year. They learn about other children's experiences through shared 'Forest School' activities with another city based early years setting.

Children are lively but well behaved. Staff encourage their choice, turn taking, listening to one another, and playing together so that children have positive relationships. They often play and work cooperatively, assisting each other whilst building a tower or making a train track, or they share activities and equipment whilst painting or using the computer. Older children attending after school activities are often patient and welcoming to younger children. Should children misbehave, staff calmly intervene and provide appropriate explanations so they understand the consequences of their actions or words.

Children develop their individuality and self-esteem because their achievements and significant occasions in their lives such as birthdays are acknowledged and celebrated. Children are able to talk about things that important to them such as aspects of their family life or their part in a special event such as the nursery nativity play. Children really appreciate being able to make decisions about what they are going to do, for example, children attending after school routinely select the toys, games and activities they want to play with. Staff promote children's confidence praising their efforts and showing an interest in their play and activities.

Children have their needs met because parents provide relevant information and consents regarding their children's care. Parents are also generally well informed about the nursery and out of school club, including information about the role of staff and the committee. Appropriate settling in arrangements, and the nursery's induction letter and prospectus give parents a good overview of activities and routines. Parents are kept informed about their children's care, learning and play through some daily exchanges and other more formal opportunities to discuss their children's progress.

Children are broadly safeguarded if parents have a complaint. The setting's complaints procedure generally reflects current requirements, and parents feel comfortable to write about or discuss any concerns which are promptly addressed. However, parents do not have current information regarding the regulator Ofsted's contact details as the complaint's policy has not been updated. Parents also do not have ready access to the group's operational plan and policies to keep them fully informed of how the nursery and out of school club are organised. They do receive some information, for example, about aspects of health and safety procedures as part of the nursery prospectus and other introductory letters and leaflets. Parents contribute to the running of the setting, for example, serving on the committee and a parent teaches children French.

Partnership with parents and carers is good. Children's learning and progress is effectively promoted because of their parents' involvement. For example, their contribution to their child's early years profile informs staff about their child's skills and interests when they first join the nursery or receive early education funding. Staff use this information to help them plan appropriate activities for children. Thereafter, parents and staff discuss children's activities, including attending a parents' evening to review their children's progress, and they receive a written report when their child leaves to go to school. Parents receive general information

about the aims of the Foundation Stage, including details of forthcoming topics and are encouraged to seek informal feedback about what their children have been doing. However, they are not fully aware of how the setting's education programme promotes their children's progress because they have limited ready access to information explaining how children's experiences and activities relate to a particular aspect of an area of learning.

Organisation

The organisation is satisfactory.

Children are generally safeguarded as the setting has effective recruitment, vetting and staff development procedures to ensure staff are suitable, experienced and have relevant up to date qualifications. However, whilst the setting notifies Ofsted of changes to the committee and endeavours to monitor the completion of Criminal Records Bureau checks, delays in completing some of these checks compromises children's welfare.

Children receive good care because staff work well together. They manage their time effectively so children have good support and ratios are consistently met. There are effective arrangements in respect of planned and unplanned staff absences. The newly elected committee are keen to support the staff in providing children with good care and education, sharing a commitment to the ongoing development of the setting. For example, improvements to outdoor play areas and physical play equipment have enhanced children's confidence and physical skills. Children experience smoother, safer arrival and departure times as a result of recent alterations to the layout and use of the area at the entrance to the premises and because of changes to dropping off and collection procedures.

Children's care is promoted by the setting's record keeping so that relevant information is obtained about them and their parents' wishes are understood because appropriate consents are in place. Records are securely stored and confidentiality is generally promoted. The operational plan and associated policies and procedures are in place. However, children's welfare is affected because some key personnel lack understanding of certain aspects of regulation and there are omissions to child protection and complaints procedures. Parents also do not have ready access to the group's operational plan and policies.

The leadership and management of funded children is good. Children experience an enjoyable, varied early education programme offering them opportunities to be confident, make choices and develop independence. Children learn and make good progress as the manager and staff create a reassuring, inviting environment and plan and organise rewarding activities covering all aspects of the Foundation Stage.

Children benefit from the staff and committee's dedication to maintaining high quality early education. For example, attending 'Forest School' and using improved outdoor areas, toys and equipment have really enhanced children's physical skills and confidence. Improvements in information technology provide children with suitable programmes to support their learning. Opportunities to have school lunches further develop children's independence and social skills. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to a recommendation regarding medication records. Children's well-being is promoted as parents give their written consent to medication being administered, and suitable dosage records are kept and signed by parents.

At the last nursery education inspection the provider agreed to a point for consideration to improve the sharing of information with parents about their children's progress. Children benefit as their parents' views are obtained about their skills and interests when they join the nursery which helps staff to plan appropriate activities and build on what children are able to do. Parents also have opportunities to attend a parents' evening for more formal discussions with staff about their child's progress, in addition to more informal exchanges. Parents receive a report when their child goes to school. However, current arrival and departure arrangements make it more difficult for parents to access information about daily activities and the impact of these on children's progress. As a result this 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

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):

- improve parents' access to information about how the setting is organised and managed
- improve knowledge and understanding of the requirements set out in regulations and in particular set in place procedures to ensure all committee members' Criminal Records Bureau checks are promptly completed, and to ensure the setting's child protection and complaints procedures fully reflect current requirements.

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 improve parents' access to information about their children's activities and progress and the steps being taken to help them to move onto the next stage in their 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