

# Quayside Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350193
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Sarah Johnson
<b>Setting Address</b>	Suffolk New College Campus, IPSWICH, IP4 1LT
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<b>E-mail</b>	quayside@brighthorizons.com
<b>Registered person</b>	Bright Horizons Family Solutions Ltd.
<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?

Quayside Nursery is one of 114 nurseries run by Bright Horizons Family Solutions Ltd. It registered in 2007 and operates from six rooms in a purpose-built building. It is situated in the grounds of Suffolk New College in Ipswich. A maximum of 90 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to secure enclosed outdoor play areas.

There are currently 141 children aged from birth to under five years on roll. Of these, 34 children receive funding for early education. Children come from a wide catchment area, as some parents travel to attend courses at the college. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 35 members of staff. Of these, 28 hold appropriate early years qualifications and four are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children thrive at this setting because staff follow highly effective procedures for health and hygiene. The premises is spotlessly clean throughout as a result of stringent daily cleaning routines. Children automatically wash their hands after using the toilet and before eating and show excellent understanding of the importance of this. For example, they explain that 'germs can get into our tummies and make us have a tummy ache'. Staff adopt excellent procedures to prevent the spread of infection. Children are provided with liquid soap and paper towels and are consistently encouraged to help themselves to tissues when they need to wipe their noses. Children's health is greatly enhanced by the exceptionally hygienic procedures for nappy changing. For example, separate meticulously clean areas are designated specifically for nappy changing and staff wear disposable aprons and gloves to prevent cross-infection. Several members of staff have completed training in food hygiene, which enables them to follow excellent procedures when preparing and serving food in the thoroughly clean kitchen.

Staff are well-equipped to care for children in the event of an accident as they have completed training in first aid for babies and young children and several well-stocked first aid kits are easily accessible throughout the setting. Comprehensive records are maintained concerning accidents and medication administered to children and these are signed consistently by parents when they collect their children. Children's health is further enhanced by an effective policy for the exclusion of children who are unwell. For example, staff refer to a chart of exclusion periods for communicable illnesses and post notices on the notice board to make parents aware of any outbreak of common childhood illnesses such as chicken pox.

Children's individual dietary needs are effectively met as the staff proactively request and record information about their likes, dislikes and any allergies when they first join the setting. Children with specific allergies are cared for exceptionally well as information cards with their photographs are displayed in each of the playrooms and as a result all staff are fully informed of their needs. A detailed menu is displayed to ensure parents are fully aware of what their children are eating. The menu is rotated every four weeks to ensure children enjoy a wide selection of nutritious meals and snacks. Tasty snacks include pitta bread with houmous, apple, mango and cucumber sticks and children who arrive early are offered toast and milk to get their day off to a healthy start. Midday meal times are very social as the children and staff sit at the tables together. They enjoy freshly prepared hot meals supplied by outside caterers, including lamb chilli with rice, turkey and leek pie and tagliatelle carbonara. All children remain very well hydrated as younger children frequently help themselves to drinks from their own recognisable bottles and older children independently pour drinks from a jug of water which is easy to access.

Children have many opportunities to experience fresh air on a daily basis, as they access the fully enclosed garden areas. Children develop their physical skills through a range of activities such as running games, pedalling on ride-on toys, dribbling footballs and pushing wheelbarrows. Children also have extensive opportunities to practise their finer manipulative skills as they have access to an excellent range of resources including scissors, threading and tools for play dough. Younger children have ample space and support to encourage them to move around freely with increasing control.

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

The provision is outstanding.

Children's safety is given unquestionable priority as staff are committed to taking positive steps to minimise hazards during stringent risk assessments. Children are extremely well-protected by the robust security procedures in place. For example, visitors are vigilantly monitored and asked to sign the visitor's book and the main doors have keypad entry systems to prevent unauthorised access. Children are protected further by comprehensive fire safety precautions. These include a well thought out emergency escape procedure, which is displayed throughout the premises and routine testing of smoke alarms and fire extinguishers. Strict procedures are in place to ensure children take part in safe outings. For example, high adult to child ratios are provided to ensure constant supervision and each child wears a sticker with the setting's contact telephone number in case of an emergency. Children are developing a meaningful understanding of how to keep themselves safe. For example, staff frequently draw their attention to potential hazards throughout the daily routine such as the risk of slipping on sand on the floor near the sand tray.

Children play in a very welcoming environment as considerable thought is given to decorating the walls with bright and meaningful display boards and posters at the children's height. This includes areas used for nappy changing and the toilets, making them inviting and stimulating places for children. Children play in one of six playrooms which all provide ample space for them to move around freely and are organised successfully to create defined areas for activities. For example, generous floor space is available for children to spread out when engaged in small world play and comfortable low-level seating and cosy cushions provide inviting areas for very young children to relax and begin exploring books. The setting offers excellent facilities for staff to speak to parents confidentially as a separate office is made available at all times. Children enjoy accessing one of two outdoor play areas, one of which offers a covered area to provide shelter in rainy weather.

Children confidently help themselves to an extensive selection of toys and resources, which are regularly checked by vigilant staff to ensure they remain safe and clean. The equipment offered is stimulating and provides appropriate levels of challenge to suit each child's stage of development and consequently, children are fully engrossed in their play. Children are actively encouraged to self-select as a majority of the resources are stored in baskets which are labelled with photographs of their contents.

Children are skilfully protected from harm as several members of staff have completed training in child protection. Children's safety is promoted further as a member of staff has specific responsibility for ensuring procedures continue to reflect current guidance and that all staff are fully aware of any changes. As a result, they demonstrate extensive knowledge of issues relating to safeguarding children. A comprehensive written policy is fully implemented to ensure any concerns are prioritised and dealt with effectively.

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

The provision is outstanding.

Children of all ages thoroughly enjoy their time at the nursery and they are stimulated by the creatively planned and spontaneous activities that are offered. Children feel extremely welcome as they are greeted by enthusiastic and warm staff who are genuinely pleased to see them. They settle immediately as they are familiar with their surroundings and have established extremely secure and trusting relationships, particularly with their key carers. Children's

enjoyment is greatly enhanced by the play opportunities on offer. For example, they delight in exploring during messy play activities such as finger painting and handling jelly. They listen attentively as staff bring books to life during group story sessions. The staff are skilful in promoting children's independence and sense of responsibility as they provide brushes for sweeping the leaves in the outdoor area and encourage children to help with preparing snack.

Babies and young children are cared for exceptionally well as the staff skilfully implement all aspects of the 'Birth to three matters' framework and take full account of the differing needs of children under three years. Staff are intuitive of the changing needs of babies and younger children. For example, they respond appropriately with warm cuddles and gentle singing when babies are showing signs of tiredness. The staff place emphasis on allowing sufficient time for younger children to explore and learn from new experiences. For example, they are fully supported to learn how to feed themselves and are provided with ample time and freedom to explore gold paint with the whole of their bodies.

## Nursery Education

The quality of teaching and learning is good. Staff draw on their good knowledge of the Foundation Stage and children's developmental stages. Consequently, children are making steady progress through the stepping stones towards the early learning goals. Planning is of a good standard and is comprehensive. Staff find out about children right from the beginning, through discussions with parents and other professionals who may be involved with them. As a result, they have a good awareness of the needs, interests and skills of the individual children in their care and use the information gathered to plan a range of activities offering sufficient levels of challenge. Ongoing observations and assessments are used to plot children's individual progress and interests so that plans for the next steps in learning can be adapted accordingly.

Staff use an extensive range of teaching strategies and methods to facilitate children's learning. For example, they respond positively to children who are building a boat by asking questions which extend their activity such as 'where are we going to go in your boat?' and 'what do you think we will see?' Children's behaviour is good which indicates that they are engaged and challenged by the activities provided. They respond well to consistent boundaries throughout the routine such as lining up at the door before going outside to play. Use of time and resources is generally good as the routine offers flexibility and sufficient time for children to complete activities. However, children's learning is not maximised as they are not consistently offered activities in the outdoor area which cover all six areas of learning.

Children are highly interested in making sense of the world around them by investigating and exploring through first hand experiences. They investigate aspects of the living world with all of their senses. For example, they observe and feed fish and use magnifying glasses to look closely at plants in the outdoor area. Children show an awareness of the environment around them as they draw a map and point out key objects in their immediate surroundings. Children frequently use calculators, remote control bugs and a computer in their play and as a result, they are learning about the uses of everyday technology and programmable toys. Children enjoy a wide range of physical activities that help them to master their skills when using small apparatus, tools and equipment. For example, they safely handle knives when cutting up soft fruits. They are becoming increasingly competent in manipulating objects using their fine manipulative control as they pull the zips and fasten the buttons on their coats.

Children are learning about the initial sound in words when identifying the sounds of familiar letters on a puzzle. More able children are able to point out the letters in their name and identify

the associated sounds. However, children's ability to transfer this knowledge into written form is potentially compromised due to missed opportunities for children to practise their mark-making and emergent writing during every day activities. Children show good listening skills when enjoying the story of 'The Hungry Caterpillar'. They enthusiastically join in as they recall familiar parts in the story and anticipate the ending. Children use talk in imaginary situations as they introduce narrative to their small world play. Children display good levels of involvement in activities and are interested and motivated to learn. They move independently within the setting, initiating their own play and spending substantial time on their chosen activity. Children demonstrate developing skills in independence and caring for themselves as they access the toilet with decreasing direct support and competently use a knife and fork when eating. They show a positive self-image as they proudly share photographs of their houses and talk about their similarities and differences.

Children are learning about connections and relationships in numbers, shapes and measures. They explore the concepts of weight and capacity as they experiment with filling different sized bowls with cubes and look at scales when weighing flour to make play dough. Children practise their counting skills as they enjoy singing a range of number rhymes. They learn to recognise numerals as they draw around their hands and copy numbers above each of the fingers. Children enjoy using their creativity to express their ideas and thoughts through art, music, dance and imaginative play. They engage in role play that is based on their first hand experiences and play alongside others who are engaged in the same theme. For example, a group of children imagine they are builders when wearing builders hats and using imaginative tools to construct a boat. Children are encouraged to make props for their role play such as cutting and sticking pictures of food to make menus for a cafe area. In addition, they enjoy working creatively on a large scale as they sprinkle powder paint onto large sheets of paper and watch as the bubbles they blow pop on the surface and make patterns.

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

The provision is good.

All children are warmly welcomed into the nursery which helps them to feel happy and secure. They develop a good sense of belonging as they point out their names on the birthday chart and deposit their finished creative work in their own named bag which stays at the setting. Children benefit from having access to an good range of play resources which promote positive images of diversity such as books and posters written in different languages, multicultural dolls and music from around the world. In addition, children enjoy activities which promote their awareness of different festivals including Chinese new year, Hannukah, Diwali and Eid. Each child is valued and respected as an individual and the staff know the children's individual personalities well.

The individual needs of children with learning difficulties and/or disabilities are recognised and met sensitively. For example, two members of staff have completed relevant training to become Special Educational Needs Coordinators for the setting. They support the staff to work in partnership with parents and outside professionals, ensuring the requirements of the code of practice are met. As a result, children play in an inclusive environment.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good. Staff have high expectations and set clear and consistent boundaries for all the children, helping them to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is developed as they respond to gentle reminders to respect each other and the resources. Staff provide excellent role models for children as they

demonstrate to children how to help with tidying up the resources. Praise in the form of cuddles and clapping is given freely to very young children, ensuring that they develop confidence and self-esteem and understand that they have done well.

Partnership with parents and carers is outstanding. Parents receive extremely informative information about the setting, including an attractive company prospectus which is made more meaningful by including an additional leaflet about the setting specifically. Children's well-being and development are fully promoted as their parents are kept informed of their progress whilst at the setting. For example, the weekly planning is displayed prominently on the notice board and staff actively share displays of photographs of the children during activities. In addition, parents are given a termly 'All About Me' booklet which provides an overview of their children's development. Contributions from parents are highly valued and respected as they are invited to complete feedback forms and to attend regular open evenings to share information. Children's learning is enhanced further as the setting provides a 'Growing Readers' pack including tips and advice for supporting children's reading at home. The setting is highly successful in making parents feel welcome and as a result, parents feel comfortable enough to pop in to see their children when they are passing by. Parents are provided with ample information to ensure they understand how to raise a concern or compliment, including a comprehensive complaints procedure and posters stating the contact number for Ofsted as the regulator.

## **Organisation**

The organisation is good.

Children benefit as they are cared for by staff who are appropriately qualified and experienced. There are secure recruitment procedures in place, ensuring all children are never left alone with adults who have not been vetted. Children receive very good levels of support throughout the day as adult to child ratios are maintained at all times. This is evidenced in the registers of attendance for staff and children, which are recorded accurately on a daily basis. The sessions are well-organised and arrangements for staff deployment positively support children's enjoyment and ability to take an active part in all aspects of the setting. Staff wear uniforms with the organisation's logo and their names, giving them a clear professional identity and ensuring they are easily identifiable to children and parents.

All of the required documentation and consents are in place to support children's care, learning and play. However, some of the written policies included in the operational plan are based on procedures followed by the previous management and as yet, they do not sufficiently reflect current practice. All documentation relating to children's personal details is stored appropriately in a locked cupboard to ensure confidentiality.

The leadership and management is good. Staff work well as a cohesive and committed team, as they are led by an experienced manager. Children's learning and development is positively supported as overall responsibility for nursery education has been appropriately delegated to a member of the team who has very good knowledge of the Foundation Stage and good experience of planning the curriculum. The manager adopts a professional, yet approachable manner and the staff work well to meet the agreed vision for the company. Staff are actively encouraged to attend training, ensuring they can keep up-to-date with changes in guidance and continue to build on their knowledge of delivering the Foundation Stage curriculum. For example, some staff have attended briefing sessions focusing on the introduction of the new Early Years Foundation Stage (EYFS). Children benefit as staff welcome support from advisors at the local authority and evidently act upon advice given. Staff monitor and evaluate the

quality of their teaching further through discussions at regular staff meetings and evaluating the effectiveness of individual activities.

Overall, children's needs are met.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- continue to update the contents of the operational plan so it fully reflects the procedures implemented in practice.

#### **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):

- continue to develop the use of the outdoor area to provide learning opportunities in all six areas of learning
- increase opportunities for children to practise their mark-making and emergent writing.

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)