



Peterborough High School Nursery

Inspection report for early years provision

Unique Reference Number	EY285914
Inspection date	18 July 2005
Inspector	Lesley Barrett
Setting Address	110 Thorpe Road, Peterborough, Cambridgeshire, PE3 6AP
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Registered person	Woodard Schools 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?

Peterborough High School Nursery registered with Ofsted in 2004. The nursery operates from self contained premises within the grounds of Peterborough High School. It serves children from the whole of the city and beyond.

A maximum of 56 children may attend the nursery at any one time. It opens each weekday from 08:00 until 18:00 all year round with the exception of bank holidays. Arrangements can be made for parents needing a 07.30 start or 18.30 finish. There

are fully enclosed outdoor play area's adjacent to the nursery. All meals are freshly cooked on the premises

There are currently 74 children on roll. Of these 39 are in receipt of funding for nursery education. The setting is able to support children with special needs and those who speak English as an additional language.

The nursery employs 13 members of staff. 7 of these have a suitable early year's qualification equivalent to NVQ level 3. The setting receives support from a support teacher and development worker from the Peterborough Sure Start Strategic Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to experience a range of activities which contribute to their good health.

They are gaining an understanding of hygiene through clear support and guidance from staff, who encourage them to follow good routines such as hand washing before eating and after visiting the toilet. Staff working with babies also carry out these routines enabling them to become familiar with these processes. Pictorial reminders for the pre-school children are useful prompts for encouraging good hygiene practise in the bathroom. Effective health and hygiene procedures are in place for babies, ensuring that they have their own bedding and that dummies are appropriately stored.

Children enjoy a well balanced range of nutritious food which includes fresh fruit and vegetables. The nursery respects parent's wishes and takes into account children's likes and dislikes when providing meals and snacks. As a consequence, they provide appetising options that appeal to children and the needs of children with special dietary requirements are sensitively catered for.

Children explore, test and develop physical control through stimulating daily indoor and outdoor experiences. Staff have a good knowledge of the birth to three matters framework which they use effectively to provide a balanced range of activities which help children gain confidence and explore their surroundings. They enjoy climbing and balancing and are well supported by staff who allow them the space to develop their skills. Older children develop a positive attitude to physical exercise. They delight in challenges such as building a pirate ship which they tackle enthusiastically. Children use a good range of equipment to develop their manipulative skills such as scissors, building bricks and play dough tools and show good hand eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The brightly decorated playrooms are set out with a range of activities which are stored safely and are interesting and stimulating to children. They are able to independently select activities from a wide range of good quality resources, which are colourful, clean and complete. Staff working with younger children have given thoughtful consideration as to how they can enable children to independently access their resources. They have successfully attached equipment to walls at a low level where children can readily access them.

Children are able to play freely in the safe, child centred environment as risks, such as those from the edges of low level shelving have been identified and minimised. Children are learning to keep themselves and each other safe as staff talk to them about what they are doing. For example, as they moved planks of wood when building a pirate ship, staff explained the need for children to carry them carefully and safely so that they didn't injure another child. The doors leading on to the balconies in the upstairs rooms are kept closed whilst children are present to ensure their safety. However, this restricts the flow of air through the rooms which at times can become extremely hot.

Children's welfare is effectively safeguarded. For instance, the nursery ensures that parents complete a comprehensive range of paperwork that permit staff to act quickly if children becomes ill or there is a medical emergency. Children are particularly well protected from the risk of harm because they are never left alone with persons who have not been vetted nor released to other adults unless the nursery has written consent from parents. Staff are guided by a child protection policy. The managers have attended child protection training and all staff have been briefed on identifying and recording concerns. A copy of the local child protection guidance is available so that staff may take action to help protect children

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident. They show a good bond with staff who are consistently warm and kind in their approach. The staff display enthusiasm and promote an exciting learning environment. As a result children are eager to play and excited by what is available.

Staff working with younger children have a clear understanding of their role. They provide children with a wide range of activities which are stimulating and cover all area's of development. Individual attention from key workers and routines which are consistent with home helps babies to feel secure. Effective planning in conjunction with the Birth to three framework helps them to build upon children's all round development. All activities are made available to children, staff appropriately adapt the resources to ensure children's safety and help them achieve. Babies and toddlers thoroughly enjoy the variety of messy play activities available to them such as, sand, water and painting and are able to develop their communication skills with staff and each other during such activities. Staff make observations on children's development which they use to ensure that children are provided with opportunities to develop in all area's. These observations are recorded as celebration of their achievements.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate flexibility. They take into consideration children's interests when developing planning, which ensures that children are interested and willing to learn. Children are motivated and confident to try new experiences. For example, they thoroughly enjoy the pirates topic, as they make pirates hats, treasure maps, treasure chests and a pirate ship.

Children's social skills are developing well they are learning to work as part of a group, to take turns and share. Staff sensitively support children who are less confident helping them to feel valued and part of the group. Children are provided with a wide range of activities which allow them to successfully engage in a variety of activities to develop pre-writing skills. Such as in the home corner, a well resourced mark making table and during outdoor play. They are provided with regular opportunities to recognise their name. Children listen with enjoyment to stories in large and small groups and enjoy predicting the ending of the story. They learn new words such as telescope and staff reinforce the letter 't' to help the children learn.

Children's inquisitive minds are being encouraged by effective questioning from staff. They begin to ask questions about why things happen. They are provided with opportunities to freely access magnifying glasses which allow them to explore insects and other objects. They are able to use a computer skilfully which they access freely and staff effectively support them when necessary. Children sing simple songs from memory and experiment with sound when using various musical instruments. They are familiar with using a tape recorder and initiate this. They are learning to use their imagination in a variety of ways. They introduce a narrative into their play and engage in role play based on first hand experiences. Children successfully learn how to say and use numbers during routines and songs. Most can count reliably in sequence and some are able to recognise numbers out of sequence. They recognise and name shapes in everyday and planned activities.

All staff have a secure knowledge of the Curriculum guidance from the foundation stage. They make effective use of the stepping stones to identify children's achievements and plan the next stage in their learning. The staff observe and monitor children's play so that they are able to used focus learning activities and introduce appropriate resources to address any gaps in learning. The activities are evaluated by staff. As a result, the experiences offered are very well matched to children's needs and interests and help them to achieve well in all area's of their learning.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging because the nursery welcomes children from all backgrounds and of all abilities. Children are able to appreciate and learn respect for a wide variety of cultures and beliefs through a good range of multi cultural resources available to them.

Children's behaviour is good. The staff set consistent boundaries and use positive

practices for behaviour management that are calming to children. For example distraction and gentle guidance. Staff give clear explanation as to why they are asking a child not to do something. The nursery's positive approach fosters children's spiritual, moral, social and cultural development well.

The quality of the partnership with parents and carers is good. They are provided with detailed information that explains the care and education that is provided for all children. Parents' views about their children's needs and interests are actively sought throughout their time at nursery. For example staff send home a daily diary for younger children, parents consultation evenings are held and monthly newsletters are provided. The effective two way flow of information not only enables the nursery to provide care appropriate to children's individual needs, but also helps parents to be fully involved in their child's learning.

Organisation

The organisation is good.

Children's care is enhanced by the skilful organisation of the resources together with staff's commitment to continue training ensuring that their skills and knowledge are up to date. Children have maximum opportunities to extend their learning as the premises are well organised. For example they are provided with area's for messy play, free floor play, outside and physical play as well as quiet areas for resting and tables when they can concentrate. However, the organisation of meal times for toddler and pre-school children currently hinders their ability to develop

independence skills and promote a relaxed environment in which their social skills can be developed.

All necessary regulatory documentation is in place and suitably maintained to promote the welfare and care of children. The robust records of attendance ensures staff are always aware of who is present so that children are kept safe in an emergency

The quality of leadership and management of the nursery education is good. The two managers have clearly defined roles and provide valuable support and guidance to the staff teams which enables them to plan, deliver and monitor the educational programme. Methods are in place to review and evaluate the provision to ensure that children's welfare and learning is effectively supported.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

This is the nursery's first inspection since registration

Complaints since the last inspection

There are no complaints to report

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the organisation of meal times to ensure that children are provided with opportunities to make choices and gain independence
- ensure that the rooms used by children on the first floor are maintained at an adequate temperature

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):

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk