



Northlands Park Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY294263
Inspection date	04 November 2005
Inspector	Sandra Daniels / Julie Ann Birkett
Setting Address	Northland Parks Children's Centre, Davenants, Basildon, Essex, SS13 1QX
Telephone number	01268 725616
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Registered person	Pre-School Learning Alliance
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?

Northlands Park Neighbourhood Nursery opened in 2004. It operates from a purpose built single storey building within the grounds of Felmore Primary School in Basildon. The nursery serves the local and surrounding areas. A maximum of 50 children may attend the nursery at any one time.

Children can attend for a variety of sessions.

The nursery opens 5 days a week for 51 weeks each year. Sessions are from 08.00 until 18.00.

All children share access to a secure enclosed outdoor play area.

There are currently 85 children under 5 years on roll. Of these, 20 children receive funding for nursery education. The nursery supports children with special educational needs and those who speak English as an additional language.

Eight members of staff work with the children. Over half the staff have early years qualifications to NVQ levels 2 or 3. The setting receives support from the Early Years Development and Child Care Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from the risks of cross-infection by the effective and consistent implementation of good hygiene procedures. For example, staff use appropriate protective clothing when changing nappies and serving food. Staff are good role-models for children as they frequently wash their hands and encourage them to understand the importance of keeping their hands clean. Children learn about healthy lifestyles in practical ways during role-play activities. They have access to books which refer to health issues, such as visiting the dentist, and they play shopping and food games.

Children have their nutritional needs met as they enjoy a wide range of healthy meals and snacks of good quality and which are prepared in an interesting and attractive way. All meals are freshly prepared and cooked on the premises each day and staff are sensitive to children's individual dietary requirements. Drinking water is freely available to children at all times. Meals and snacks are seen as social times when children sit in small groups with a member of staff. Older children are encouraged to adopt healthy lifestyles as they learn that nutritious foods such as fruit and vegetables help to keep them healthy.

Children enjoy daily physical play and exercise in the garden. However, there is a lack of large play equipment such as a climbing frame for children to develop their physical skills. Children participate in regular music and movement sessions developing their interest in moving in different ways and appreciating the positive effects of exercise on the body.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All areas used by children are clean, bright and spacious allowing them room to move and play safely. Staff actively monitor room temperature and take the necessary steps to ensure children are not too hot or too cold. Children's safety is

promoted through stringent security procedures that are in place to ensure that access to the setting is restricted. For example, there is a door entry system and an accurate visitors log is maintained. Children are able to play safely in the enclosed outside area which has a safety-surface and grassed area. Risk assessments are carried out and reviewed regularly to ensure children's ongoing safety and well-being.

All furniture and equipment is in very good condition. Children have free and safe access to play equipment and resources allowing them to be independent in their selection. A variety of toys are stored in low-level storage boxes, some of which are clearly labelled and others are see-through making their contents easily identifiable for younger children.

Children learn safe practices and staff provide clear explanations why they should not run indoors. This helps them to develop an understanding of hazards and to learn to take some responsibility for themselves and others. Good adult to child ratios and staff vigilance ensure that children are constantly and effectively supervised at all times in the setting.

Children are well protected as staff have a good knowledge and understanding of child protection issues and are fully aware of the procedure to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from access to a well-balanced range of activities and play opportunities that support their emotional, social, physical and intellectual development.

Younger children enjoy a broad selection of activities that follow the 'Birth to three matters' framework and they are well settled and confident. Children are happy at the nursery as staff are sensitive and supportive and always have time to listen to them. Good relationships have been forged between children and staff in the setting.

Children have opportunities for independent exploration. For example, young children playing with sensory toys are delighted with the noises they are able to produce by pressing buttons. Staff are competent in encouraging language development in young children. They listen carefully to babies' chatter and questions and respond appropriately.

Nursery Education

The quality of teaching and learning is good. The nursery education provided ensures that children are making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and recognise important factors about how children learn. For example, they provide activities which encourage children to participate in practical and real-life experiences. Children benefit from the comprehensive and effective planning which is in place. Although staff provide a range of activities to meet the needs of all children, the differentiation

of them is not currently reflected in the planning. Activities identified in the planning cover all six areas of learning and clearly indicate the intended learning outcomes for children.

Parents have the opportunity to contribute, sharing what they know about their child's abilities. Staff use methods that help all children to learn effectively according to their individual needs. Efficient procedures are in place for key workers to ensure they are fully informed about their children. For example, parents and staff complete an 'All about me' form which highlights what the child can do and what they like and dislike.

Children display good levels of confidence and are eager to participate in new activities. They have independent access to a broad and interesting range of resources to support their learning and staff have created an effective, comfortable learning environment.

Children are confident communicators, initiating conversations with adults and speaking to each other. They talk excitedly about things that are important to them, for example, what types of fruit and vegetables they like to eat.

Some children are adept at using early writing skills in daily activities, such as taking down a telephone message in the home corner. They demonstrate an understanding of numbers, counting and calculation. For example, children are aware that they are 3 years old and next they will be 4. This is supported in the daily routine to help children develop and practise this skill, such as counting chairs around the dinner table. Children have a good sense of time and space which is also developed through the daily routine, for example, staff use the large clock to show children when it is time for lunch.

Children have the opportunity to learn about the natural world. They explore and investigate the outside environment where there is a sensory garden and an allotment patch where they are able to see things grow.

Children's creativity is fostered by staff who know when to participate in their play and when to stand back and allow them to explore and expand their play using their imagination.

Helping children make a positive contribution

The provision is good.

Children are able to access an interesting selection of resources that promote inclusion and equality of opportunity. This enables them to learn about diversity in the community and the wider world.

Staff manage children's behaviour very well. Children understand what is required of them in terms of acceptable behaviour and positive strategies are effective in the group, allowing children to take responsibility for their actions. Children work well together in both small and large groups where they learn to take turns and share. Staff are supportive in helping children to find solutions to conflict.

Babies have their own individual routines such as feeding and times for resting and sleeping. Their personal needs are met as parents are consulted about things such as food preferences, weaning and comforters.

Children demonstrate a clear sense of belonging in the setting as they each have a clearly identified space for their belongings and are greeted warmly by staff on arrival.

Partnership with parents and carers is good. Staff work well with parents and carers and keep them very well informed through the range of information about early years, the Foundation Stage, planning activities and general practices in the group. There are several informative and well-presented notice boards informing parents and carers of current topics and themes. Children's learning is enhanced by the sharing of information between home and nursery; regular newsletters and information evenings are held and good staff ratios enable key workers and managers to be available to talk with parents and carers at most times. Staff give daily verbal feedback on children's achievements. There is an effective and appropriate written procedure in place for recording complaints from parents.

Overall, the children's spiritual, moral, social and cultural development is fostered. This is evident throughout the curriculum as children are confident to express and communicate their ideas. Staff are good role-models for encouraging children to learn to manage their own behaviour, be considerate and show caring attitudes to others.

Organisation

The organisation is good.

All required documentation, policies and procedures are in place and are supported by a comprehensive operational plan which underpins working practices very effectively. Robust systems exist for the recruitment, vetting, induction and appraisal of a staff team who work together with enthusiasm to create and maintain a caring environment for children in all areas of the nursery. Staff training is organised to meet individual needs as well as the needs of the group, to maintain and improve the provision. Staff are effectively deployed and demonstrate a good knowledge and understanding of children's developmental needs.

Children benefit from high levels of qualified staff and generally well-organised space for play. However, on some occasions the organisation of groups of children may contribute to them becoming distracted from activities, such as story time.

The quality of leadership and management in the group is good. Children are safe, feel good about themselves and are making progress towards the early learning goals. Staff understand their roles and responsibilities in developing children's learning. The setting reviews the effectiveness of its provision regularly and the manager demonstrates a commitment to improving care and education for all children.

Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

A concern was raised that the provision had not met the parent's wishes regarding the child's needs e.g. regarding food, nappy changing (Standard 8 and Standard 3); that information given regarding care was not always correct and that complaints were not dealt with (Standard 12). Ofsted investigated this complaint by carrying out an unannounced visit on 19/04/2005. Inspectors were satisfied that children's needs were being met and the nursery had taken steps to improve communication with parents. The provision had not, however, recorded all complaints and an action was raised under Standard 12 to maintain records of all complaints and ensure that this is kept on the premises. A satisfactory response has been received to the actions, and the provider remains qualified for registration.

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.

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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 how children are grouped at specific times, for example, story times, to ensure that their individual needs are met
- review the provision of large equipment to encourage physical development.

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 children's individual educational needs are met by developing planning to incorporate differentiation

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