

Cowplain Day Nursery

Inspection report for early years provision

Unique Reference Number	EY347932
Inspection date	06 September 2007
Inspector	Anne Gunston
Setting Address	Cowplain Activities Centre, Padnell Road, Waterlooville, Hampshire, PO8 8EH
Telephone number	07886 607198
E-mail	
Registered person	Sandra Mugridge
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?

Cowplain Day Nursery has been registered since 2007, and operates from Cowplain Activity Centre in Cowplain, Hampshire. The nursery is privately owned and serves the families from the local community. The nursery is registered to provide care for 20 children from the age of two years to under eight years. Currently there are 30 children on roll, of whom 10 are in receipt of funding for nursery education.

The nursery is open Monday to Friday all year round from 08:00 until 18:00, excluding bank holidays. Children under five years are able to attend full-time or on a sessional basis. In addition, school age children up to eight years of age, who attend the nearby Padnell Infant and Junior Schools, may attend for before and after school care. There are three staff employed to work with the children, two of whom hold relevant level 3 childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of a healthy diet, good hygiene and plenty of exercise when at the nursery. Children enjoy nutritious snacks without exception; the extensive range of options are inviting and attractive to the children. They discuss their preferred dip for the breadsticks, carrot and cucumber; cheese and fruit are also on the menu. Staff choose a helper each day to assist in preparation of snacks; children enjoy this task and know that it is vital to wash hands before handling the apples or bananas. Staff use good judgement in deciding when a more substantial hot snack should be provided. For example, some children attend gymnastics following their time at nursery, so are offered pasta or tortilla wraps, to ensure they are well nourished and prepared for the physical exercise to come. Children frequently access water throughout the day, a water dispenser and individual named cups are within easy reach. Children are able to recognise when they are hot and thirsty; staff prompt them to think about their bodies, particularly after energetic or outdoor play.

Children are learning the importance of good personal hygiene; they frequently wash their hands and faces throughout the day, reducing the spread of germs or infection. Staff provide wet wipes and tissues at low level to promote children's independence. Children are very aware that cleanliness is an important part of being healthy. Staff's practice when changing the nappies of younger children is also effective protecting children's health. The nursery keep a stock of nappies to supplement those provided by parents; disposable gloves and wipes are used. The nursery have a policy of excluding children who have recently been unwell, which prevents the spread of infection. Most staff hold valid first aid qualifications, so children receive the correct treatment if accidents occur, although the quantity of first aid supplies is not sufficient for the number of children attending. Records of accidents and medication are thorough, and shared with parents to ensure the care of the child is consistent. However, some medication stored by the nursery for individual children is not clearly labelled to ensure this is correctly administered.

Children enjoy many opportunities to be physically active. They are not reliant on good weather to benefit from open space. Children use the community hall frequently for team games. They enjoy fresh air on the field adjacent to the nursery, and when walking to nearby woods or play areas. Children develop physical strength and agility on the obstacle courses or climbing equipment at these venues. They run enthusiastically around the field, and learn good control over their bodies, as they follow the painted lines or take part in egg and spoon races.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use a very colourful, well-decorated room for play and have independent access to toys and equipment. Displays of children's work on the walls, attractive paintings and posters provide a welcoming environment, which children enter eagerly every day. Staff change displays, which often relate to the term's theme, at frequent intervals. They ensure that children's work can be quickly displayed and viewed by children and parents alike, which makes children feel valued and important. The room is extremely well organised, with separate areas for play, such as the role-play area, a book corner, and an area for art and craft.

Children can safely and independently access an extensive range of play materials, all of which are maintained to a high standard. The daily checklist is used by staff to monitor that all resources, equipment and the nursery environment are in a good condition for children to use. Staff supervise children well at all times, but do not inhibit children's freedom. Children wear conspicuous yellow vests when playing outdoors, or on outings, so are easily identifiable to staff. Children are allowed to run ahead on the field, but wait at a given point for the rest of the group. Children know the boundaries and accept that some restrictions are necessary, so learn to keep themselves safe. The staff always maintain a very secure environment, where all visitors ring the doorbell and wait to have their identity checked.

All staff have a sound understanding of the nursery child protection procedures, which enables them to safeguard the welfare of children in their care. The owner has overall responsibility to deal with child protection issues, but policies and procedures are easily accessible enabling all staff to take the correct action should they identify a child at risk. Records of existing injuries are kept, which ensures staff are able to monitor the welfare of the child over a longer period.

Helping children achieve well and enjoy what they do

The provision is good.

All children are well supported in their play, and mix easily and comfortably with each other and the staff team. Children under three years of age play a full part in all nursery activities. Staff are using the Birth to three matters framework to guide their work. This ensures that the experiences and resources are appropriate for these younger children, and promote their development at all times. Children are becoming skilful communicators, and enjoy joining with others, for example, helping to create a stack of Lego. They show initiative and are becoming competent learners, as they decide where to position their nametag as they self-register on arrival at nursery. School age children, who attend for before and after school care, are given a choice of activities alongside other children. All children are very secure, settled, happy to attend, and often do not want to leave when their parents arrive.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage curriculum, and clearly understand that children learn by experiencing, experimenting, and being allowed to complete tasks to their satisfaction. Plans of structured activities show clear links to the early learning goals, and indicate that all areas of learning are covered. However, they do not detail what children can be expected to learn from the more continuous provision, which is offered every day. Staff have secure knowledge of all children in their care, and monitor each child's participation and success as they play. They complete ongoing, intelligent observation on children and evaluate their progress. This information is recorded in each child's record of achievement, and reviewed every week. The staff team then work together to plan activities for the following week, which ensures all children's experiences are fresh and relevant to their interests.

Children have a very positive attitude to attendance at the nursery, they happily settle to play on arrival, and willingly join in tidying up tasks, when staff request this. Children have constant opportunities to initiate activities and mix with companions of their choosing. The very flexible routines are generally very beneficial as children concentrate intently on their chosen task. They are very proud of their work, and use phrases such as 'I want to do another one', showing good levels of confidence and self-esteem. Children are very independent and learning to care for themselves. Staff positively encourage children to change their own shoes or clothing; they

plan the environment and organise resources well to promote this. Children's communication skills are good. They enjoy conversations with staff and each other, and are developing a comprehensive bank of language. Staff position themselves well as children are speaking; they answer children's questions clearly and ask probing questions in return, to develop children's thinking. Children talk amongst themselves constantly, and are forming secure friendships with their peers. When children congregate in small groups they listen carefully to each other, and wait for others to finish speaking. Staff are always in close attendance, and encourage considerate behaviour at every opportunity. However, when children come together as one group, often unplanned, they sometimes disrupt each other and do not always listen attentively. This means staff need to raise the tone of voice to get children's attention; some children are unused to the expected code of behaviour when in large group situations. Children who do respond to instruction, and go to sit quietly as suggested by staff, cannot get the full benefit of the story being read. However, children's reading and writing skills are generally developing well. They enjoy selecting favourite books and choose to sit with friends in the comfortable, well-resourced book corner. Children have good pencil control; they willingly attempt to write with the many materials, which are easily accessible. Older children spontaneously label their paper before beginning a painting; younger children are practising their skills by making marks on the low, wall mounted blackboard.

Children are using mathematical language competently. They are able to recognise numbers as numerals, depicted on colourful posters in the nursery. Many children can count reliably, and do so to number, for example, the quantity of circles they draw, or to describe how many objects of the same type exist in the room. Staff use incidental and planned opportunities to extend children's learning. Children are asked to decide what shape potato printer they would like to create, and to compare the height of stacks of bricks with their own height. Children have ongoing opportunities to be creative and spontaneous. They use their imagination particularly well in art and craft, and are able to express their own ideas fully. Staff ensure the trolleys housing craft materials are well stocked and put no restrictions on what, or how much, children use. Children explore varied materials, such as lentils, paint, jelly and sand, and experiment with their use. For example, children are given time and opportunity to progress from painting a picture, to painting their hand, then the lower arm. Children make frequent trips to fetch lentils for making a 'pizza'; staff do not inhibit children's enjoyment. Children enjoy singing nursery rhymes and songs; they learn to identify the sounds of musical instruments, which are freely accessible. Resources for role-play are constantly available, enabling children to develop their imagination in this manner whenever they choose.

Children experience trips to nearby shops to purchase the ingredients for snack time, and outdoor play on the field where they interact, under close supervision, with passers-by. They benefit from a learning environment, which is a true reflection of the local community. Children are expected to be observant and considerate of the natural world. Staff plan activities, such as keeping and observing tadpoles; on daily walks children may be asked to name the breed of dog they see or recall in what season they can see conkers on the trees. Children are becoming competent in use of simple everyday equipment, such as scissors, telephones, or tills in the home corner. They know the purpose of such equipment, but recognise that they need support from staff, for example, in using the CD player. Staff give this promptly and willingly; they have high expectations of children's achievements and support each child until competence is achieved. The youngest children are helped to develop new skills, such as holding scissors correctly. Older children use more challenging resources, such as the hole punch and Sellotape dispenser, with skill and pleasure. Staff support children well, they make sure space is sufficient to complete the task, and that everyone's work is treated with equal care.

Helping children make a positive contribution

The provision is good.

Staff have in-depth knowledge of the children in their care. Information concerning each child's individual needs is recorded when children initially register at the nursery; staff maintain and extend this knowledge by daily discussion with parents. There are very good settling in procedures, young children's personal comforters are respected and cared for by staff. Children benefit from being able to have several introductory visits to the nursery, which only end when the child is secure. Children show a clear sense of belonging to the nursery. They display pride in their achievements, and are keen to identify their work on the Our Pictures noticeboard. Children are confident in the knowledge that their efforts and wishes are valued and appreciated by the staff team.

Children take part in planned activities, which raise their awareness of other cultures. They use a good selection of resources showing positive images of diversity in their daily play. The nursery have a positive attitude towards the care of any child who may have additional needs. Staff are appropriately qualified; they demonstrate sound understanding of how to provide an inclusive environment for all children. Children's behaviour is good, they respond well to staff's praise and encouragement. Staff use positive behaviour strategies at all times. Children receive clear explanations for any rules which staff impose, and learn the impact of their actions on others. Staff frequently use humour to ensure they keep children's attention during these important discussions. For example, children are asked to check that they have 'switched ears on for listening'. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents have access to all nursery policies and the weekly plans of activities are displayed alongside regulatory information on the nursery noticeboard. Staff's observations are shared daily with parents, and the completed records of achievement are available to parents at any time. Parents value the small intimate nursery environment, and feel comfortable in speaking to their child's key worker. Newsletters inform parents of the theme for the term; parents are encouraged to be involved with the child's learning and asked to send in related items from home. The nursery actively seek parents' views by way of a comments slip on newsletters. Comments from parents during the inspection were wholly complimentary, and include praise for the clear progress children have made in their time at the nursery.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The owner is clearly able to identify the skills of her staff and influence their practice; regular formal appraisals of their performance take place. In addition, the owner is an energetic, positive role model for the staff team; she works with them directly and shares all tasks willingly. Both owner and staff have clear commitment to the children in their care. They work well together as a team, and communication is open and ongoing. Weekly staff meetings take place, where all present contribute to discussion and evaluate their service. Staff organise space and resources well, for the benefit of the children, routines are flexible and the grouping of children is generally effective.

Children benefit from the high ratios of staff, the majority of whom are well qualified. There are sound procedures in place to appoint and vet new staff. Induction procedures are well

documented and thorough, which ensure new staff are fully informed on their role and the nursery routine.

All essential policies and procedures, required for the operation of the nursery, are in place. Documentation is stored securely, in a confidential manner, on site.

Leadership and management of nursery education is good. The owner expects that all staff complete essential qualifications and continue with relevant training to improve their childcare knowledge and skills. She is pro-active and identifies areas of improvement with regard to her own qualifications. The nursery work closely with the advisory teacher and early year's development workers, which enables them to constantly monitor and improve the quality of nursery education.

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):

- ensure sufficient first aid materials are available and that all medication is individually labelled

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 curriculum plans show the purpose of all activities
- review the organisation of the daily routine and grouping of children.

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