

First Place Nursery

Inspection report for early years provision

Unique Reference Number	EY345571
Inspection date	07 September 2007
Inspector	Maura Pigram
Setting Address	1 Falconer Road, BUSHEY, WD23 3AQ
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Registered person	First Place Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

First Place Nursery, Bushey is one of four nurseries owned by First Place Nursery Ltd. It opened in 2007. It operates from four rooms in a purpose-built building in Bushey, Hertfordshire. They also have use of a large hall, toilets and a kitchen. The nursery serves the local community. A maximum of 80 children may attend the nursery at any one time.

The nursery is open from 08.15 to 16.45 during term-time only. A holiday play camp operates during the main school holidays. It is open from 09:00 to 16:00. Children attend the nursery and the play camp for a variety of sessions. All children share access to outdoor play areas. Children attending have opportunities to join in with French, Drama and Music clubs which are organised by outside provisions. There are currently 45 children aged from one to under five years on roll. Of these, 12 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities. They also support children who speak English as an additional language.

The nursery employs 10 members of staff. Seven, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification. The nursery receives support from a local authority qualified teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. Children's health and well-being is promoted because staff take positive steps to promote this. For example, children are helped to brush their teeth and older children independently use the toilets. They wash their hands using easily accessible soap, paper towels or hand dryers. In addition, tissues are easily available for the children to use. Consequently, children follow simple good health and hygiene practices. Care such as, the wearing of gloves and aprons, is taken when changing nappies. This means that children are protected from infection.

All necessary documentation, including written parental consents and contact details, are in place to permit staff to act quickly if children become ill or if there is a medical emergency. Laminated documents ensure staff are aware of any children who may require additional attention due to health or dietary needs. This means that procedures are in place to help staff to act quickly in the children's best interests, should they need medical attention. The majority of staff are qualified to administer first aid and first aid equipment is kept in each room. Consequently, children's health, if they have an accident, is protected.

Children have their health and dietary needs met because the staff work carefully with the parents. Lunches provided by parents are stored appropriately in the nursery's fridge. Information regarding the provision of appropriate food is provided in the parents' handbook. As a result there is a continuation of care and the children are well nourished. Drinking water is freely available to children, older children are encouraged to pour their own drinks. Healthy and nutritious snacks are freshly prepared each day. Snacks are eaten together in small groups with staff sitting with them so that discussion can take place. This means that children learn about the benefits of healthy eating. Information about infants' sleeping patterns and routines are obtained on registration. As a result children are able to rest and sleep according to their needs.

Children's physical skills are well supported. They take part in regular physical activity both indoors and outdoors. Every day they play outdoors using the large equipment such as slides, climbing frames, tunnels, trikes and cars. Consequently, they have ample opportunities to develop balancing skills and their co-ordination. They visit the 'bog garden' where they enjoy exploring and investigating. They also use the large hall when the weather does not allow them outdoors. Staff plan useful activities therefore children become confident at using utensils and tools. Children competently use pens, pencils, scissors and hole punches during their play. Younger children's needs are well supported. The staff have a good understanding of children's development and plan appropriate activities such as water play and painting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and child-friendly environment. The indoor space is well-organised and outdoor areas are mainly secure. The exception to this is the newly created interactive playground. However, children are closely supervised when using this area. Effective

procedures ensure that accidental injury is minimised. Regular risk assessments, both indoors and outdoors, for example, are carried out and these are regularly monitored. An emergency evacuation procedure is in place which is practised with the children. This means that children are familiar with the procedure to follow in the event of an emergency.

Children use a varied range of good quality, developmentally appropriate toys and equipment. These are cleaned and checked frequently to make sure they are safe for the children to use. Play rooms have been effectively planned to facilitate children's independent learning as resources are within their reach. Children learn how to keep themselves safe. Staff sensitively reinforce safety rules, such as not running indoors, and remind children about climbing steps carefully. Children are encouraged to tidy away toys and are praised for their efforts. Children are helped to use the outdoor equipment safely. When using the climbing frame, for example, a staff member is close by to offer support and encouragement. Consequently, children learn how to keep themselves safe during their play. Visitors such as road safety officers, the police and fire brigade further promote children's awareness of safety.

Children's welfare is effectively safeguarded. There is a designated member of staff responsible for child protection. Staff members are fully aware of the nursery's child protection procedures and what to do if they have concerns about a child in their care. Current policy incorporates the requirements of the Local Safeguarding Children Board. Consequently, children's welfare is well protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in a supportive and caring environment. They quickly settle and engage themselves in age-appropriate activities. Babies and children under three years play contently and are very well supported. Staff confidently incorporate the 'Birth to three matters' framework in their planning and relevant assessments. New resources which are bright and colourful enhance children's play. However, they have a limited range of sensory and natural materials for them to develop their learning. Older children respond enthusiastically to a wide range of interesting activities and spontaneous events which support their development and learning. For example, they recently participated in a number of stimulating activities related to growth. During this time they plant seeds to grow runner beans and delight in using their imagination in the home area which became 'Percy's potting shed'. Consequently, children gain self-esteem as they create their own games. In addition, they enjoy supervised visits to the garden created by volunteers from The Prince's Trust. This means that they are able to explore and investigate the natural world. Children benefit from the attentive staff who take a genuine interest in their happiness and development. As a result, children are settled and thrive.

Nursery Education.

The quality of teaching and learning is good.

Children are very well supported by experienced staff who have a clear understanding of the Foundation Stage. Comprehensive plans show the learning intentions for children across the six areas of learning. Planning is based on termly topics and is linked with an assessment procedure which is ongoing and evaluative. Initial assessments are effectively used, with good use made of 'me' books which are collated in the younger rooms. This means that children effectively progress along the stepping stones. The level of challenge is sufficient to interest all of the children. They are aware of the need to extend older or more able children's learning.

Staff interaction with the children is high. They use every opportunity to reinforce children's learning, particularly during everyday events such as story time and registration. Staff use an effective range of teaching methods to meet children's needs and help them progress. Children are listened to by staff who respond with interest offering support where needed and new words to extend vocabulary. All of their time is spent with the children so that their play is purposefully supported. Children's behaviour is managed well. Any minor disruptions are sensitively managed. As a result children are able to take turns, share and are considerate to each other. The environment is well-organised and purposeful use is made of the indoor and outdoor areas. Children move with confidence, control and co-ordination when they are playing with outdoor equipment. They delight in playing with a wide range of musical instruments with some children exploring the different sounds of the instruments.

Children respond with enthusiasm when listening to stories and joining in with singing. They are able to concentrate well during story and group sessions as staff make these sessions lively and interesting. The children are given ample opportunities to develop their imagination as they discuss how they can recreate the story. In addition, they regularly take library books home. However, there are no dual language books or visual aids to support children who speak English as an additional language. As a result, children do not receive a full range of text. Children learn to recognise letters, sounds and words through planned activities with key-workers. They learn that print carries meaning from the notices used within their room. Children use notepads in the home area to make lists and enjoy writing each other 'letters'. This means that they are given opportunities to mark-make and to develop early writing skills.

Children take part in a variety of festivals and enjoy having visitors to the nursery. As a result children learn about the local community and develop an awareness of diversity. Children are provided with a variety of activities to develop their mathematical understanding. Junk modelling, for example, is routinely encouraged. They are helped to count each other during snack time. However, opportunities to extend their understanding of mathematical language is under developed. Children have access to interactive toys such as remote control toys, a computer, cash registers and telephones. They use play cards in the home area asking each other 'how much money do you want?' and 'do you know your pin number?' This means that they show interest in technology and they are learning in an enjoyable and meaningful way.

Helping children make a positive contribution

The provision is good.

Children are valued. They receive a warm welcome, and are helped to feel part of the nursery. Arrangements to settle children into nursery are discussed taking into account the needs of individual children. Parents are asked to complete an initial registration form about their child. This is effectively used to support children so they feel settled and secure. Children are able to bring their favourite comforters which are available to them as and when needed. Consequently, children are well supported in the transition between home and the nursery so that they become confident and make good progress.

Children's spiritual, moral social and cultural development is fostered. They regularly take part in meaningful activities and have easy access to resources which help value diversity. This helps the children to develop a positive understanding of the differences between people. Staff take some steps to become familiar with words used by children who speak a different language although props to support this are limited. This potentially affects the participation of all children. Children with educational difficulties and/or disabilities are well supported, for example, individual learning plans are devised with the assistance of their parents. Advice is also sought

from outside agencies when necessary. This means that children with specific needs are effectively supported.

Children behave well. They are helped to feel a sense of belonging as they participate in daily activities to support this. Tidying up following play, for example, is encouraged. They are regularly praised and acknowledged for their efforts resulting in good levels of self-esteem. Younger children are helped to share and take turns while older children are encouraged to be thoughtful and kind to their friends. They gather round the garden bench, one saying to another 'if I move up you can sit here'. Older children are given regular opportunities to make choices and take decisions. This means that their contribution is valued.

Children benefit from the close partnership with parents and carers that the nursery has formed. They speak highly of the nursery and receive detailed information about the nursery which informs them about the services offered. There are informative notice boards showing planning and relative information. This means that parents can find out about what topics are being followed. Parents and carers are welcomed into the pre-school to share their skills and knowledge. In addition, parents' suggestions are welcome. There is a procedure in place to record any complaints which comply with the requirements of the National Standards. As a result, parents are aware of the procedures to follow if they have any concerns regarding the welfare of their children.

The partnership with parents and carers of funded children is good.

Information about nursery education is provided for parents as the nursery makes its policies and procedures easily available to parents. Detailed planning, for example, is on display outside the children's base room for parents to read. They also receive a handbook which provides information on the Foundation Stage curriculum. Children's progress is effectively monitored. Parents have an opportunity to exchange information about their children on a daily basis. In addition, parents are invited to consultation meetings. Consequently, parents are fully informed about their children's achievements.

Organisation

The organisation is good.

Children's needs are effectively met. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Recruitment and vetting procedures, for example, are robust. There is a clear induction system in place. As a result new staff are clear about their roles. All staff are effectively supported by the principal of the nursery. Staff are mostly well deployed to ensure children's care, learning and play are effectively supported. However, there is no system in place to ensure qualified staff members are involved in the children's lunch times. This potentially creates a weakness in the children's welfare. Professional development of staff is given a high profile so that that staff are able to continue to evaluate and monitor practice. For example, further training is encouraged, relevant childcare books and related magazines such as Nursery World are easily available in the staff room.

The leadership and management of funded children is good.

The senior management team have a clear vision for the setting. They are well-organised, proactive and have developed a thorough monitoring system to evaluate all aspects within the nursery. This means that they are committed to providing a high standard of care and nursery

education. All staff work very well together as a team. For example, valuable time is given to the staff to enable them to plan the curriculum for the children. In addition all team members are actively encouraged to contribute to the development of the nursery. Recent meetings include discussions regarding enhancing the outdoor play curriculum. This means that staff are valued and they all work together to plan activities and play for children to learn and make good progress through the Foundation Stage. In addition, good use is being made of qualified teacher support to review ways of working. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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. There have been no complaints made to Ofsted since the last inspection.

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):

- assess the risks to children in relation to the security of the newly created outdoor area and take action to minimise these
- increase opportunities for children under two years to explore interesting objects and resources
- ensure staff are deployed effectively during the lunch period.

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):

- increase opportunities for children to develop their mathematical language during their play and daily activities
- review the provision of resources to support children who use English as an additional language.

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