



Redland Nursery

Inspection report for early years provision

Unique Reference Number	EY273405
Inspection date	18 October 2006
Inspector	Kay Roberts
Setting Address	Redland County Primary School, Brook Street, Chippenham, Wiltshire, SN14 0JE
Telephone number	01249 463907
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Registered person	Barnardo's
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?

Redland Nursery was registered in 2004. It is set in the grounds of Redland County Primary School in Chippenham and gives priority to children in the local catchment area. Children are cared for in three age groups; babies, toddlers and pre-school, each with own play room and planned activities. Outdoor play space is still being developed. Meanwhile children have occasional use of the school hall or playing field for large physical play. High Scope methods are used in the teaching of the pre-school children. The nursery is open 50 weeks a year from 08.00 to 18.00 hours, Monday to Friday, excluding Bank Holidays. Main sessions are 08.00 to 13.00 hours and 13.00 to 18.00 hours as well as full time care. School time sessions are from 08.30 to 15.30 hours. Some shorter sessions are also available. It is registered to care for up to 56 children under eight-years of age. There are 110 children on roll of whom 38 three-year-olds and five, four-year-olds receive nursery education funding. The nursery caters for children with

learning difficulties and/or physical disabilities, as well as those who have English as an additional language.

It is managed by Barnardos who employ a nursery manager and staff team of eight, seven of whom are suitably qualified in child care. The nursery is supported by the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where their good health is actively promoted. From a young age children learn the importance of hygiene through the daily routine as babies have their hands wiped with a clean flannel prior to having a snack. As children get older they wash their hands independently at the child sized wash hand basins. They know that they must wash their hands because "they may be dirty and there could be germs". The risk of infection is minimised as staff follow hygienic procedures. Staff share the sickness policy for excluding children who are ill with parents, and when there is a communicable disease within the setting, parents are alerted. There are effective procedures for managing both accidents and medication so that children's welfare is promoted.

Children do not get thirsty, as they are offered drinks at frequent intervals. Parents are aware of what children eat as a snack as the varied menu is displayed. Snack and meal times are a social occasion when children chat about where milk comes from and what they are eating. From a young age children are provided with opportunities to be independent. Babies feed themselves as the pieces of fruit are cut up into small pieces. Older children share out the beakers and pour their own drinks of milk or water. Children eat a healthy packed lunch and parents have been provided with examples of foods they may wish to include. If parents wish children to have a hot meal, staff accommodate this and heat up the food. Staff are currently investigating ways of providing all children with a hot mid day meal. Children learn about which foods are healthy to eat through planned activities, such as growing tomatoes, tasting an extensive range of fruit and vegetables, and making pizzas using a selection of healthy toppings.

Children have daily opportunities to play outdoors. They are protected from the elements as they wear coats in cold weather. In summer they do not get burnt as sun screen is applied and children play in the shade created by the building. Young babies develop large muscle skills as they hold a medium sized ball with two hands and after throwing it run after it. They push around small wheelbarrows and use the sit and ride toys. Two-year-old children rush with excitement when staff reach out a large sack of toys and say "look what I've got here". They develop co-ordination as they slowly walk around with a small hoop on their head. More able children are able to walk forward inch by inch on stilts. Some children use their imagination and pretend that the platform on the climbing frame is a train, as they pretend to pull a lever they say "choo, choo". Other children learn to balance as they walk along the curved balancing beam holding onto the hand of a member of staff. As they rock back and forth on the see-saw they sing 'See-saw, Marjorie Door'. Children of three and four-years have fun as they chase around after bubbles and pretend they are mechanics at a garage. They help staff to carry

heavy boxes. Young children do not become over-tired. Babies quickly go to sleep as they are provided with their comforter from home and placed in a slightly darkened room. As children get older they recognise when they are tired and relax on a sofa as they listen to a story.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The personal greeting from staff, music playing in the background and free access to the range of clean, safe resources helps children to relax. Toys are placed on low level shelves and in clear boxes so that children can make informed decisions about what they want to play with. Children play in a bright environment that is decorated and maintained to a high standard. Temperature within the building is closely monitored so that babies do not get too hot in the sleep room and in summer air conditioning is used. Children's art work and photographs are displayed in all areas of the premises. Within each room space is organised into different areas of learning. Activities are placed in clearly defined positions, so that children move around freely without disturbing their peers involved in play. There is sufficient child sized furniture and equipment, such as high chairs, to meet the needs of all children. Children relax on the small three piece suite in the home corner and book area. As well as being able to access an outdoor area for play children also benefit from being able to use the large school playing field and hall.

Children play in a secure environment. There are clear systems in place to ensure that children are only released to authorised adults and are protected from people who have not been vetted. Safety is given a high priority and all staff have undertaken training on various aspects of safety. The risk of children having an accident is minimised as there is a detailed risk assessment, an annual health and safety audit and every six months there is a health and safety review. On a daily basis staff use a check list to ensure that all areas accessible to children are safe. Babies not walking and young children are protected from being knocked by older children as they play in separate enclosed areas, both indoors and outside. Staff are vigilant and when young children place themselves in danger quickly alert them to the potential outcome. Sleeping babies are protected as they are physically checked every ten minutes. Fire safety requirements are met and details of fire drills are recorded. Children are further protected as staff have a good understanding of local child protection procedures. Children learn to protect themselves, they know that in a car it is important to wear a seat belt and if driving you should look behind to ensure the road is clear. Younger children learn not to push one another in a toy car as they may hurt the other child's legs.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good progress as staff are currently in the process of implementing an effective planning cycle based on children's interests. In most circumstances activities are adapted to meet children's individual stage of development. However, occasionally, staff are so keen to include all children that younger children are provided with activities which they can not fully understand. Babies are alert to their senses and move to the music playing quietly in the background. As adults sing 'Incy, Wincy Spider' babies try to copy their actions and some make sounds as they try to join in with the words. Two-year-old children are also alert to their senses

and point out when they can hear a helicopter. They clap and move to the tune 'Down in the Jungle' and have fun as they pretend to be different wild animals. Children are keen to continue as staff participate and praise their achievements. At the end children applaud themselves. Language skills are encouraged as staff respond to babies sounds. At the age of two-years children have good communication skills and chat to each other about thunder. Aware of time they confidently explain when their birthday is and name the friends who have been invited to their party. Babies concentrate for some considerable time as they explore gloop (corn flour and water). They poke it with spoons and try and pick it up with their fingers. As staff lift up their hands and allow the gloop to drip onto the table, babies stretch out to feel it. Babies are curious and watch staff as they reach different outdoor toys out of the shed. Indoors they stretch forward to reach a toy which they then explore by mouthing and banging them on the floor. They develop hand-eye co-ordination as they press the buttons on the activity table. As children progress skills are enhanced as staff help them to draw around stencils. Two-year olds are able to name colours and sort out the good quality construction according to colour. Young children are aware of numbers and although they can count to five, they are not yet able to match one-to-one.

Nursery Education

The quality of teaching and learning is good. Experienced staff are knowledgeable about the Foundation Stage and have an effective planning cycle based on children's interests. Staff introduce many fun activities so that children are motivated to learn. For example, when children showed an interest in transport staff organise a small partially enclosed area in the garden as a garage. Children used their imagination and played alongside each others. As some children bring in the peddle cars, other children pretended to use a range of tools; hammers and screw drivers to repair the car. They engage in conversations about what is wrong with the car and asked if new tyres are required. With the support of a member of staff, other children operated the cash register and familiar with numbers, charge £100. They use the telephone and explain that there are already many cars to be repaired so that the next car will have to wait. Children are able to see that books do not contain just stories, but have a practical use as they look at a car manual. They study laminated cards with photographs of different parts of a car and are able to see the written words next to the picture. Children explain that these are the parts of the car that need to be fixed. Other children write with a purpose as they try to copy the words.

Children have good communication skills; they ask questions, tell jokes and are keen to talk in front of a large group. Children listen to the story of 'Hungry Hen' and staff explain that books have a title and that there is an author. They join in with their favourite rhyme 'Down by the station'. Afterwards more able children accurately adapt the rhyme to fit with an aeroplane. Appropriate use is made of small group activities when some children put on a puppet show for their peers. As well as developing children's co-ordination, performing for their peers helps self-esteem. Fine muscle skills are extended as they operate the mouse to burst the balloons on the computer screen. As they use brushes to create pictures they develop pencil control. Other children explore the paint further; they paint the pots and then roll the pot over the paper. Some children paint their hands and bang the brushes on the paper saying it is a "splat". Children form close friendships and after giving one another a hug, walk around holding hands. They work together developing problem solving skills as they make a train track. Five children

complete a large jigsaw puzzle and applaud their success. Afterwards the puzzle is used as a focus for playing I spy and as they do so it is evident that they recognise initial sounds.

Helping children make a positive contribution

The provision is good.

Children who are new to the provision settle quickly, and babies are emotionally secure as staff follow their home routine. Children have a sense of belonging as they have their own named coat hook and their art work is neatly displayed around the premises. They are proud of their photographs and are keen to point out which is them. Children develop confidence as staff praise children's achievements and listen to what children have to say. They know they are all valued and included and where appropriate activities are adapted to meet the needs of children with learning difficulties and/or physical disabilities. Staff are experienced in caring for children with additional needs and where possible offer a higher level of adult support.

Children's spiritual, moral, social and cultural development are fostered. They are well behaved and able to follow instructions. From an early age children learn to share and understand that if they wish to use the computer they must take turns. Pre-school children are aware of the golden rules, which are displayed in photographic format as well as in writing so that they are clear for children to understand. In small groups children learn to listen to others as they do not speak unless they are holding a wooden train or using the telephone. Two-year-olds know that if they are good and help to tidy up they will get a star. An appreciation of nature is nurtured as children follow the seasons, for example collecting leaves in autumn and planting seeds in spring. There are close links with the adjacent school and at Christmas they join school aged children to watch a puppet show. At this time of year children also acknowledge the older residents in the community; they make and deliver Christmas cards. Children learn about the cultures of others through planned activities as they acknowledge the Chinese and Jewish New Years. They begin to value difference as they play with readily accessible resources reflecting positive images of diversity.

The partnership with parents is satisfactory. Parents comment that the nursery is "brilliant", "like a family" and that they "maximise use of the space available". Parents are provided with a mass of information in the reception area which relates to both the provision and local community. They are kept up to date with activities within each room and changes to staffing. On a daily basis parents are updated verbally and, for parents of babies and younger children there is also a daily written record. Twice a year parents meet with their child's key worker to discuss progress, but parents are also able to access their child's progress record at any time. Parents comment that staff are not proactive in seeking their views about their child's progress. Information about the education programme is provided to parents at an open evening when they are invited to view a video made by children. Parents feel that this is insufficient to inform them about how they can extend children's learning at home. Similarly although staff say they would welcome input from parents within the provision, parents feel there are barriers which limit their involvement. However staff do seek the views of parents for the annual report and where practical adjust their services accordingly.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom care is provided. There are rigorous recruitment procedures and a clear induction for new members of staff. One-to-one supervision sessions with line managers and an annual appraisal are used to check the ongoing suitability of staff. Adult to child ratios are maintained at all times and cover for staff absence is provided by appropriately vetted bank staff. Keen to extend practice within the provision staff have undertaken much training on subjects, such as equal opportunities and behaviour management. On an annual basis feedback is sought from both children and their parents, and practice adapted accordingly. At the last review children commented that they liked being at "nursery because people become my friends". Staff also have their own ideas as to how practice can be developed. For example, in the baby unit there is a plan for all staff to learn baby signing to aid communication from an early age. There are good systems in place so that staff are aware of their overall remit as well as their responsibilities on a daily basis. Staff provide a safe, welcoming, child focussed environment where maximum opportunities are provided for children to be independent. Children have fun as staff provide an interesting range of activities and participate in games, so that children are motivated to learn. Paperwork is well organised, confidentially maintained and where appropriate shared with parents. There is a comprehensive operational plan which is reviewed on an annual basis, however some sections are already out of date and now need to be revised to accurately reflect practice.

Leadership and management are good. Managers and leaders are appropriately qualified and experienced. They are able to motivate staff so that they have a positive attitude to changes. Reviewing of practice and the subsequent adjustments in practice are a benefit to children. For example, changes made to planning mean that it is more effective in following on from children's interests and meeting their individual needs, so children are more motivated to learn. The main strengths within the provision are considered to be the strong relationship between staff and children, and the way children develop self-esteem as staff value what they do. Future plans to improve practice include further training for staff, helping children to calculate through daily routines, rather than specific planned activities and improving the communication with parents.

Improvements since the last inspection

At the last care inspection staff agreed to meet two recommendations. Children now have daily opportunities for physical development both in and outdoors. Parents are more informed about practices as they have a copy of both the child protection statement and the complaints procedure, which includes information about Ofsted's contact details. This is the first education inspection and therefore there are no previous issues to consider.

Complaints since the last inspection

Since the last inspection 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.

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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):

- further improve planning so there is an effective planning cycle which takes into consideration children's individual stage of development
- regularly review the operational plan to ensure it accurately reflects 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):

- improve the partnership with parents by further consulting with parents about their children's progress and providing fuller information about how parents can extend children's learning.

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