



Wellington Villa Nursery

Inspection report for early years provision

Unique Reference Number EY302503
Inspection date 02 September 2005
Inspector Jane Pamela Berry

Setting Address 1 Wellington Villas, Bury, Lancashire, BL8 2NX

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Registered person Nina Johnson

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Wellington Villa Nursery and after school club has been registered since May 2005. It is privately owned and managed by Nina Johnson. It operates from a terraced property in Bury area of Lancashire.

The provision is located on three floors. Two of the playrooms, a kitchen and an office are situated in the basement. Three rooms are located on the ground floor. On the upper floor there are three classrooms catering for the older children. All of the

children's rooms have adjacent toilet facilities for ease of access.

The group is registered for 39 children overall. The provision opens from 7.30 to 18.00, extended hours are by prior arrangement. There are currently 43 children on roll, and of these 6 children receive funding for nursery education. Children attend for a variety of sessions and the setting supports children with special educational needs.

The staff are mostly qualified or working towards a recognised qualification in childcare. The registered person is a member of the Management Advisory Group and has established links with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children have opportunities to learn about healthy living, such as having fruit being served for afternoon snacks. The meals are generally wholesome and meet the needs of the children attending, however not enough use is made of fruit and vegetables in the children's diets. Activities involving children making their own sandwiches are well established, encouraging their self-help skills and knowledge about food products. Children develop their independence as they help to serve their own portions of food, taking turns and socialising well at mealtimes. Personal hygiene routines are promoted well. The children wash their own hands with soap and water before and after mealtimes, however they have insufficient opportunities to learn how to care for their teeth through frequent brushing and activities that help them to understand the importance of oral hygiene are under utilised.

Infants are secure in their relationships with carers who communicate with them very well, meeting their emotional needs for warmth, love and security. Children are well protected through procedures that minimise cross infection, such as the sickness and the hygiene policy being strictly adhered to. Children benefit from a clean and hygienic environment where they are free to explore and investigate safely.

Health is promoted through the many opportunities for the children to exercise their large muscles outdoors. They thoroughly enjoy playing with the sports and the climbing equipment. Older children however, have insufficient organised traditional games and lack stimulating age appropriate challenges. The children use their imagination well, making up their own games as they race one another and a group of children participate in an obstacle course that they have designed by themselves. This shows that they are physically very able and are looking for further challenges and opportunities to improve and develop their newly acquired skills.

Children's fine motor development is encouraged through activities such as jigsaw puzzles, modelling with play dough, and building with small construction toys. The children are learning to handle tools when playing with the construction and the workbench. The older children enjoy adult led sessions in the mark making area, however this is not utilised enough for children to practice their fine motor

development or their cutting and handwriting skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to toys and equipment that are well maintained and are checked to ensure that the safety and standard of quality is maintained. They are aware of some aspects of safety, for example they understand to be careful with electrical equipment. The children are well protected by the provider ensuring all personnel are suitable to be around children. They are well supervised both outdoors and inside the building minimising any risks. The older children's movements are sometimes restricted due to staff being overly protective. This restricts their access to materials and inhibits their personal independence and natural spontaneity during play. Effective risk assessments also reduce the likelihood of accidents occurring, as children play. This helps children to stay safe and to adopt good habits. The children are however left vulnerable, as although the entrance to the nursery is locked, sometimes parents forget to secure the door, when they leave the premises.

Staff do not always support the children enough to follow their interests, such as learning about 'Fireman Sam' and the role of the emergency services. The children have seen a real fire engine and showed great interest in talking to the fire fighters when they arrived unexpectedly to attend to premises nearby. These opportunities are however currently unplanned and are insufficiently organised to promote the older children's understanding of safety and the community, for example the children are not learning enough about 'people who help us' or how to cross the road safely. Children learn some aspects of safety through role-play, such as wearing the police and the nurse's outfits and pretending to make people better. They are reminded to take care when cutting with scissors and when moving around the nursery, enabling them to remain safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The younger children have many very positive and stimulating experiences and are appropriately supported by the adult carers. They enjoy lots of pleasurable age appropriate activities, such as blowing bubbles, digging in the sand tray, feeling different textures like feathers and listening to shakers that make different sounds. The little ones enjoy their new found mobility as they begin to explore their environment, climbing under and over suitable equipment, increasing their physical mobility and developing their skills. They enjoy operating cause and effect toys that encourage their thinking and reasoning skills and develop their hand and eye co-ordination.

Children are busily engaged with their self chosen activities. The staff and the children enjoy one another's company. Most children come in to the setting happily and choose an activity eagerly from the selection on offer. There are a sufficient range of activities for the younger age group, however not enough creative resources

are consistently available for the older children. This limits children's independent learning and minimises opportunities for them to develop their own ideas. Adult focussed activities supplement the continuous aspects of the provision for all ages. This benefits children greatly. Children particularly enjoy and become engrossed in the good selection of role play and small world resources, for example dressing up as super heroes. Through the relationships that are securely established with parents, the staff have a sound knowledge of the children's individual needs. They are particularly aware of and are skilled in meeting their emotional needs; such as developing the children's confidence and self esteem when they are unsettled and require reassurance from a familiar adult.

Children become skilful communicators as they chat to one another and the staff, throughout the daily routines. They join in songs readily and enjoy looking at books and listening to stories. Young children are given time to fully explore the quality resources on offer, encouraging them to investigate their environment and to find out how things work. Staff are flexible in adjusting the routine to ensure children have an opportunity to take full advantage of popular activities, such as playing outdoors, as often as possible.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress in all areas of their learning, although the staff have yet to recognise how to extend their learning and development. Staff do not use sensitive questioning enough to develop children's understanding and insufficient language is used, as children make their new found discoveries. Children's personal, social and emotional development is clearly a strength. They form strong friendships and are developing good communication skills and imagination as they chat to each other during play. They share their ideas, take turns and resolve their own problems. The children spend time working together in large and small groups with adults accessing workshop style areas. They sometimes are encouraged to take responsibility in the daily routine, such as tidying up and giving out snacks.

Children enjoy spending time in the book area. However, they rarely link sounds with letters or practice developing their writing skills, for example when a child writes on a laminated sheet this is taken away from her by an inexperienced helper. Resources have been made available for these areas of development; however spontaneous opportunities are not used to provide the more able children with sufficient challenges. Children are able to count objects 1 to 10 and some children can recognise numerals 1 to 5 and above. Children occasionally refer to size and shape during play. The older children engage in some planned maths activities, however insufficient challenges are provided to ensure that the more able children are sufficiently developing their concept of number operations. Children show an interest in and observe changes, for example when baking cakes. This enables them to experience early science through active exploration. They demonstrate a good understanding of how things work when playing together with a computer and attempt to mend it when it fails to work properly. Children gain an awareness of the cultures and beliefs of others as they share in a variety of celebrations and have access to resources which reflect their own and the lifestyles of others. Children develop good imaginative skills as they engage in role play and small world activities.

Children's individual creativity and design and making skills are however limited. This is mainly due to the lack of resources that are accessible to the children, for example junk modelling is under utilised to promote technology and children's natural creativity.

At the time of the inspection planning for children's learning and the strategies used for teaching do not effectively build on what individual children know, or provide enough challenges for the more able children. The assessment methods do not clearly identify the progress that children are making along the stepping stones.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well. A happy and secure environment is achieved for all children. Children are given lots of praise which promotes positive behaviour and encourages them to persevere at tasks. Children and staff treat each other with respect. Children learn about our diverse society through the positive role models of staff and resources such as books and play equipment which portray non stereotyped and positive images of disability, race and gender. Children with special needs are valued as members of the group and fully access the activities on offer. Staff work closely with parents and meet the children's needs satisfactorily. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. Parents are respected and welcomed into the setting and there is an easy and regular exchange of information on an informal, daily basis. Information regarding the setting is also shared with parents through regular newsletters, a parent's notice board and the policies and procedures which are communicated effectively to parents. This maintains consistency for the children and helps their individual needs to be met. Parents currently do not receive sufficient information on the education of their children or detailed accounts of the progress that their children are making. The planning is not securely in place, although it was noted that the provider presented self improvement plans which address these aspects, for example documentation showing how children's individual needs will be identified and linked to the stepping stones. Parents are delighted with the changes implemented since the new ownership, they expressed the views that their children are 'well prepared for moving onto school' and that staff are 'approachable, friendly and supportive'.

Organisation

The organisation is satisfactory.

Staff organise the room and the daily routine well. They are increasing the opportunities for children to make independent choices, and to fully explore the resources and activities of their choice. The time children engage in adult led, large group activities is diminishing. Staffing levels are consistently maintained ensuring good ratios are in place to support children. Young children benefit from high levels of interaction with adults who are aware of the policies, procedures and ways of

working with the children. Staff attend regular training to improve the quality of the services offered.

All the required documentation is in place which promotes the wellbeing of the children. Policies and procedures are well written and effectively organised. The child protection procedure contains all the necessary information to ensure children are protected.

The quality of the leadership and management of the nursery education is good. The nursery is under new management and has undergone many changes over recent months. The owner/manager takes a strategic approach and systems that have a positive impact on children have been implemented in order to meet the children's needs more effectively. Some examples of these developments have been the introduction of the 'Birth to Three Matters Framework' and reviewing the curriculum planning to embrace the current guidance. The owner works closely with the staff identifying areas for improvement. The owner provides an effective role model for the staff and they are fully aware of their own and the roles and responsibilities of others. Areas for improvement within the curriculum have yet to be fully implemented. Therefore some children are not provided with sufficient challenges, however the provider has begun to address these issues through training. The curriculum plans for the start of the new term were being introduced to staff at the time of the visit and were therefore not operational. The staff support one another as a whole team which results in a smooth running, calm and happy environment. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

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):

- develop children's understanding of staying healthy through routines and activities, for example supporting children to look after their teeth
- assist children to develop an understanding of keeping themselves safe through meaningful play opportunities and practical experiences that develop their knowledge, for example through excursions to places of interest and visits from other professionals
- ensure the entrance door is secured at all times
- continue to develop the systems for assessing children's progress and use this to plan the next steps for the children. Ensure this is monitored and evaluated in terms of outcomes for the children and provide more opportunities to share information regarding the children's development with their parents.

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):

- provide opportunities for children to improve their fine motor skills by handling tools, such as writing implements and modelling materials more often in child initiated play
- increase practitioner's knowledge of the Foundation Stage to enable them to help the children learn more effectively and ensure all children have access to appropriate challenges according to their developmental milestones.

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