

# Keele Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	218444
<b>Inspection date</b>	29 February 2008
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<b>Setting Address</b>	University of Keele, Keele, Newcastle, Staffordshire, ST5 5BG
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<b>Registered person</b>	KEELE FACILITIES MANAGEMENT
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Keele Day Nursery opened in 1989. It operates from eight playrooms in a purpose built building, situated within the grounds of Keele University campus. The nursery serves students and staff of the University and the surrounding community.

There are currently 131 children from zero to five years on roll. This includes 44 in receipt of funded education. Children attend for a variety of sessions. The setting currently supports children with special needs and there are arrangements in place to support children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are 30 full- and-part time staff who work with the children. All staff have early years qualifications to level 2, 3 or 4. There are two members of staff currently working towards a level 3 qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are independent in their personal care, and have a developing understanding of good hygiene habits. They wash their hands spontaneously after using the toilet, and staff ensure children understand the importance of good hygiene practice through discussion and reinforcement. There are good procedures for nappy changing. Staff use disposable gloves and ensure the mat is properly cleaned between changes. Staff engage children in eye contact and verbal interaction to ensure they are happy and settled. Consequently the physical needs of babies and toddlers are met. Children are able to sleep according to their needs with babies using cots and older children sleeping on mattresses in the playrooms. All children have their own individually labelled bed linen. The information on the care of children when ill and relevant exclusion periods are clear and details are shared with parents. Children can be treated promptly and effectively in the event of an accident as most of the staff hold current first aid certificates. Children's health and well-being is effectively supported through the documentation relating to accidents, sickness and medication. However, the wiping of tables with soapy water prior to snacks being served and the practice of not using plates for fruit and toast does not help limit the risk of cross-contamination.

Children's dietary health is well promoted. Meals are provided by the university kitchen, the menu plan is displayed so parents are aware of what their children have eaten. Children enjoy a variety of meals, for example, roast pork, boiled potatoes, chicken pasta bake; a vegetarian option is available daily such as, vegetable lasagne, and all meals are served with fresh vegetables. For pudding children have yoghurt and fresh fruit. Meals are attractively presented and appealing, and children sit together with a staff member, making this an enjoyable, social time that is enjoyed by all. Children eat with clear enjoyment, many children having second and third helpings. The meals are well received by all age groups in the setting, with equal enthusiasm. Children's understanding of healthy eating is further promoted by displays and planned activities. At snack time children enjoy a variety of fresh fruit, with either milk or water. Children sit together at the table chatting quietly and eating. Water is available throughout the day to ensure children are well hydrated at all times.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is generally well promoted by staff. However, due to parents being able to access the building by a key pad, security it is at times compromised. For example, parents letting unknown persons into the setting as they leave. Security gates located within the nursery, again used by parents, are not always closed after parents pass through them, again compromising children's safety and well-being. Daily visual risk assessments are completed, both inside and in the garden to ensure children are safe as they play. Children's knowledge of keeping themselves safe is promoted through daily discussion at lunch time, in the garden and during play. Adults remind them 'Watch where you are pedalling, I don't want you to hurt yourself'.

Children can play without risk as equipment is checked by staff on a regular basis and any broken toys are removed immediately. Resources are stored on low-level shelves and can be accessed freely and safely by children of all ages. The setting maintains a high staff ratio in all

areas and supervision both inside and out is very good, providing a safe environment for children to play. Older children enjoy projects about safety to further promote their understanding.

Many staff members have attended child protection or safeguarding children training. They demonstrate a secure and confident knowledge and understanding of child protection issues and procedures. The setting's child protection policy reflects current procedures and is shared with parents from the outset. Consequently staff are able to protect children effectively from harm and neglect, and parents are aware of the staff duty to ensure children are safe at all times.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are stimulated by the range of interesting activities available to them; for example the children delight in role play activities, they explore sand and water, and they use construction and art materials for design purposes. The children are confident in expressing their needs, such as asking for more fruit at snack time, and they develop their independence as they select resources off the shelves. Children under two years use a variety of sensory play equipment. The staff have a warm relationship with the children and are attentive to their needs.

The quality of teaching and learning is good. Staff plan an interesting and wide variety of activities and experiences for children which allow them to develop in all skill areas. They continually interact with children and skilfully use opportunities as they arise to extend children's learning, for example, by effective questioning to make children think. Planning and detailed observation records show clear links to the Foundation Stage curriculum and staff ensure that short term learning goals are in place relevant to each individual child. Children are making good progress towards the early learning goals as a result of staff providing a supportive, stimulating environment for learning. Children enjoy themselves and grow in confidence as staff praise their efforts. They have very good relationships with staff and each other and their behaviour is very good. They are encouraged to become independent learners, although sensitive support is on hand when needed, and are proud of what they achieve. They show consideration for others as they ask other children if they would like to play with them, taking and posing for photo's with the toy cameras.

Children's conversational skills are very good as staff take a genuine interest in all children and talk to them as they play. Children listen attentively to stories, handle books appropriately, and use picture clues to make up a story as they 'read' aloud to themselves. They have opportunities to mark-make when labelling pictures and using writing boards. However, the opportunities for spontaneous writing is limited. They are confident with numbers and recognise written numbers to ten. Counting skills are reinforced during routine activities as they count children sat at the table and count out how many pieces of fruit at snack time. They use mathematical language correctly as they identify different shapes when playing with the soft play equipment. Staff make good use of the local environment and visitors to the nursery to develop children's knowledge and understanding of the wider world. Children have visited the sports arena on campus and take walks around the local area, for example, to the wooded area, to play and observe. They have a good understanding about the natural world and growth as they have planted and grown carrots and lettuces in the nursery garden.

Children's physical development is very good. They play outside daily in the fresh air where they have access to a varying range of toys and activities. For example, they have opportunities to use wheeled toys and join in running and skipping games. Indoors, they regularly take part

in music and movement sessions, large soft-play equipment and continually improve their fine motor skills through use of a range of tools and small-scale equipment. They have fun dressing up and use their imagination well as they pretend to be hairdressers. They enjoy creative play. They concentrate well and totally absorb themselves in their painting. Activities are child initiated and staff recognise the need for flexibility within planning so they can take full advantage of opportunities to develop learning based on children's current interests. Children are happy and relaxed and have good opportunities during the day to learn through both independent discovery and staff supported play.

### **Helping children make a positive contribution**

The provision is good.

A good settling-in procedure is in place with children attending for short periods of time until fully integrated. Children with learning difficulties and/or disabilities and specific language requirements can be fully included and supported because staff have a good understanding of inclusion for all.

Children are gaining in confidence and play well alongside each other, sharing and take turns, and show interest in what each other are doing. Staff obtain information from the parents to ensure that the individual needs of the children can be met. Children learn about diversity through planned topics and resources that are available to them. Children are generally well behaved and benefit from the praise and encouragement given to them by staff. They learn right from wrong as staff give good explanations or use positive behaviour management strategies. Staff foster children's spiritual, moral, social and cultural development.

Partnership with parents is good. Parents have easy access to the group's policies and procedures because much of these are displayed on the wall or are available in a handbook. Parents can exchange information about the progress because key staff are readily available during the day to talk to parents. In addition key staff also monitor the children's learning and development. This information is recorded and used to plan for children's next stage of learning and therefore provides parents with a complete account of children's progress.

### **Organisation**

The organisation is good.

Children settle well and are happy within the group. Staff work well as a team supporting children according to their needs. Staff organise space and resources well and this allows children to move around freely and safely. There are robust recruitment procedures in place. Most staff have worked at the nursery for some time and are familiar with the policies and procedures. All required documentation, policies and procedures are in place and the required checks are completed for new members of staff. The group inducts new practitioners well and carries out appraisals regularly. Staff training is organised to meet individual needs as well as the needs of the setting to continually improve the provision.

The leadership and management of nursery education is good. Management and staff are very enthusiastic and are committed to providing a quality provision for nursery education. Staff are very well organised and deployed and professional development is ongoing to ensure staff continually improve their knowledge and skills to keep pace with new initiatives within early years education. Practice is continually monitored and evaluated and staff encourage children's verbal feedback on activities. Professional expertise is shared by attendance at nursery cluster

group meetings and management see inspection as a positive process in ensuring all outcomes for children are effectively promoted. Overall, the children's needs are met.

### **Improvements since the last inspection**

At the last inspection the setting was asked to implement an action plan for staff training regarding 'Birth to three matters'. They were also asked to ensure the provision of alternative methods to indicate to children that a play area, such as the sand, is full, as well as using written numerals. Staff have now attended training on 'Birth to three matters'. Dots are used along side written numerals to ensure all children are aware of numbers allowed in play areas.

### **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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- ensure hygiene procedures are in place in particular at snack time
- ensure procedures are followed to maintain the security and safety of the children is maintained at all times.

#### **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 children's opportunities to write and make marks freely.

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](http://www.ofsted.gov.uk)