

# Learn and Grow Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY291012
<b>Inspection date</b>	22 November 2007
<b>Inspector</b>	Amanda Jane Gray
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<b>Registered person</b>	The Trustees of Learn and Grow Nursery
<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 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?

Learn and Grow Nursery is a committee run setting. It opened as a full day care facility in 2006 and operates from two rooms of a demountable building within the grounds of Fairhouse Infants School in the Barnstaple area of Basildon. A maximum of 37 children may attend the setting at any one time. The setting opens each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share an enclosed outdoor play area.

There are currently 84 children aged from birth to under five years on roll. Of these, 47 receive nursery education funding. Children come from the local and wider communities. The setting currently supports a number of children with learning difficulties and/or disabilities.

The setting employs 11 members of staff. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are developing an awareness of personal hygiene through the daily routine. Older children independently toilet themselves, and all children wash their hands at appropriate times. Most of the premises are suitably clean however cleanliness in the baby area and the fact that staff do not always follow appropriate hygiene procedures places children at risk from cross-infection. The nursery's sickness policy ensures parental consent is in place for the administration of medication. Most staff have first aid training in order to deal with minor injuries, and all accidents are recorded and the information shared with parents and carers. The lack of appropriate food preparation and lunch box storage areas directly impact on the health of children attending.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and gaining new physical skills. They are learning to express their needs and are beginning to meet those needs independently, for example, by being able to use the toilet by themselves and helping to tidy away toys at the end of a session.

Children bring packed lunches in from home as there are no kitchen facilities, however healthy eating is not currently monitored by staff. Drinks are continually available for older children, but babies and young children do not yet have systems in place to ensure that they remain hydrated throughout the day.

Children throughout the nursery play outside on most days if the weather permits. They run and play in the garden and use a range of equipment that promotes their large muscle development. Babies are able to freely explore their physical skills in the baby room; they pull to stand and cruise around the furniture with the gentle support of practitioners where necessary.

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

The provision is satisfactory.

Children play in a safe and secure environment. The main entrance is kept locked and visitors are closely monitored. Vision panels help ensure unknown persons do not enter the premises. Safety gates are in place between base areas where children play. Sufficient space is provided for children to have freedom of movement, with designated areas for rest and relaxation.

The environment is warm and welcoming, with displayed children's artwork and colourful posters on the wall. A satisfactory range of safe and suitable toys are provided, stored in low-level containers to encourage the children's independence. Staff practise the fire evacuation procedure with children, helping them to understand what to do in an emergency. Babies and young children are closely monitored when they sleep to ensure their safety.

Children are further protected from harm as staff have a good understanding of child protection issues. There is a designated staff member responsible for coordinating child protection, and staff follow written policies and procedures that are in line with local government legislation.

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

The provision is satisfactory.

Children are confident and secure within their environment. Staff sit with young children to motivate their play and use language, voice intonation and facial expression, to help babies become skilful communicators.

Activities are planned and staff use observation to assess how the children are progressing. Individual development reports have been devised for staff to record the children's progress, using the components of the 'Birth to three matters' framework.

Nursery Education.

The quality of the teaching and learning of the nursery education is satisfactory. Children are making sound progress towards the early learning goals. Staff make good use of time and resources and plan a flexible daily timetable that incorporates a wide range of different activities. Staff have a satisfactory knowledge and understanding of the early learning goals and stepping stones. They devise detailed plans and identify the intended learning outcome of specific activities. However, these specific activities are often given learning intentions below the capabilities of the children attending. This has a direct impact on children's learning and hinders older, more able children's progress.

Staff are enthusiastic in their approach and provide a caring environment. Children are happy in their play and enjoy activities. Older children form close relationships with adults and confidently initiate interaction and conversation. They respond with excitement and demonstrate good concentration skills when completing simple tasks, such as children independently attempt to dress themselves for outdoor play and when completing puzzles and construction activities. They independently select some toys and make choices about activities. The more able children are occasionally given roles of responsibility. Children develop some mathematical skills during planned activities. Simple calculation is successfully introduced through songs and they learn to recognise written numerals from displays of numbers. During sand and water play children learn about volume, filling big and little containers.

Children develop good communication skills and are encouraged to use language for thinking. They learn to recognise letters and begin to write their name. They practise mark-making and have free access to a writing area where they can use pencils, crayons and paper. During planned activities children search for the letters of their name. Staff talk to children about past and present events, and explain the routine of the day enabling children to develop a sense of time. Children enjoy looking at books and listening to stories, helping to foster their language and literacy skills. Children develop some awareness of information and communication technology but this is limited. Children are learning to become smart thinkers and staff have introduced a merit system to encourage 'kind words, kind hands, good listening, good thinking, and good looking' which children respond well too.

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

The provision is satisfactory.

Children are welcomed into the setting by staff, however the lack of a settling in procedure has an impact on children's emotional well-being. Relationships are evolving between children, their peers and the staff. As a result, children are generally happy and approach adults with ease. Staff are positive in their interactions, engage with children and endeavour to treat the

children with equal concern. The nursery currently has limited resources that reflect the diversity of society in a positive way; this limits children with opportunities to learn about difference in culture, belief, tradition and disability.

Children with learning difficulties and/or disabilities are welcomed into the nursery to play alongside their peers. The special needs co-ordinator continues to develop her knowledge and understanding of the code of practice and she liaises appropriately with outside agencies to promote positive outcomes for children. Praise and encouragement is used to reinforce the children's good behaviour. Children are reminded to share, take turns and be kind to each other. Children are generally well behaved. They are familiar with the routine and are cooperative, helping to tidy away and follow simple instructions. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting. Although parents are provided with access to their children's developmental records, they do not receive sufficient information about the Foundation Stage curriculum. As a result, parents are not well informed of their children's educational programme and are unable to become actively involved in their learning.

### **Organisation**

The organisation is satisfactory.

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability and all of the staff team are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

Leadership and management is satisfactory. The manager and staff work together to ensure the day-to-day running of the nursery runs smoothly. There is a commitment to improve the outcomes for children, and staff have a suitable understanding of their roles and responsibilities which are implemented effectively. Staff are deployed effectively within the nursery and staffing ratios are maintained throughout the session ensuring children are supervised and supported during activities. All staff have a suitable understanding of the policies and procedures which the setting operates too.

All mandatory documentation and consent forms are in place and completed correctly. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the provider was asked to: Develop the written policy for children with special needs to reflect working practices to ensure that all parents are aware of what these are and to update the complaints procedure to reflect the changes to the National Standards Addendum October 2005. These have been addressed and help give parents a better understanding of nursery procedures.

### **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 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 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):

- promote the good health of children through the provision of regular drinks for children under the age of two years and ensure environmental health guidelines are adhered to in relation to the storage of packed lunch boxes and the provision of a food preparation area
- promote children's health and hygiene through the cleaning of the baby room carpet, sinks and toilet floor and ensure good hygiene standards are maintained when using the tables for mealtimes and facilitating nappy changing in the baby area
- provide additional resources to promote children's understanding of race, culture, religion and disability.

#### **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):

- review systems for working effectively in partnership with parents of children in receipt of funded nursery education to ensure they are fully informed and involved in their child's progress towards the early learning goals and are able to further extend children's learning at home
- provide more opportunities for children to develop their understanding of information and communication technology (ICT)
- develop learning intentions so that older or more able children are consistently challenged.

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)