

Painters Cottage Daycare and Pre School Centre

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | EY266486 |
| Inspection date | 25 October 2007 |
| Inspector | Elenora Griffin |
| Setting Address | 2 Post Office Lane, Kempsey, Worcester, Worcestershire, WR5 3NS |
| Telephone number | 01905 820236 |
| E-mail | Wigwamltd@fsmail.net |
| Registered person | Wigwam Nurseries Ltd |
| 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?

Painters Cottage Day Care Nursery and Pre-School Centre opened 2003 and operates over two floors in a converted house. It is situated in Kempsey, a village on the outskirts of Worcester City. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 78 children aged from three months to under eight years on roll. Of these, 15 children receive funded for early education. Children come from the local area and attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 13 members staff. Of these, 12 hold appropriate early years qualifications and one is a housekeeper.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted because they are cared for in a clean environment in which staff consistently follow good hygiene procedures. For example, weekly and monthly cleaning checklists are followed to ensure that each room, and the toys and resources used by children, are clean and well maintained. Children are protected from infection and are well cared for if they are sick or have an accident. This is because staff consistently follow the detailed medication and sick child policies, which include exclusion periods for infectious illnesses. Several staff have a suitable first aid qualification, a fully stocked first box is maintained and accidents are clearly recorded. However, children's continuity of care and well-being is potentially compromised because not all accident records have been signed by parents.

Children thrive from regular opportunities to be active outside in the fresh air and they receive a balanced, nutritious diet that meets their individual needs. Meals times are relaxed, social occasions when children sit together to enjoy their food and each others company. Children are developing a good understanding of how to keep themselves healthy. They wash their hands before they eat and staff plan a variety of activities to encourage children to learn about healthy eating. For example, through growing their own cress and spring vegetables. Older children are starting to care for their new gerbils, Woody and Shelly, and are finding out about what is healthy for them to eat and drink. The staffing team in the baby room work closely to ensure that babies and young children are well cared for and that their individual routines are followed. However, babies do not reap the benefits of a key worker system that minimises the number of carers for the individual child.

All children enjoy being active and have great fun exploring their garden where they access a wide range of both small and large toys and equipment. Babies are able to play with toys on blankets, push walkers and use slides and rockers with the support of staff. Older children move with increasing control and co-ordination as they climb up and through their climbing frame and travel down the slide. They demonstrate a growing awareness of themselves and others as they navigate safety around one another as they run, ride in cars, on scooters and push toy buggies around the circular path. The garden is well organised to provide areas for different play. Children are able to choose from playing with sand, in large trays filled with various materials such as dry pasta, building with blocks, crawling through tunnels or relaxing at the picnic table. They play with balls, hoops and bean bags. Children also have great fun and learn about nature as they dig and search for insects, using magnifying containers to examine them closely.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy being cared for in a warm and welcoming environment. They benefit from ample space in which they can move about freely, spread out with activities and have areas where they can rest and sleep. Children have great fun safely exploring their environment, independently choosing from the wide range of toys, resources and activities that are available to them. They have an increasing understanding of how to keep themselves safe. Children and staff regularly practice the emergency evacuation procedure and staff consistently reinforce the rules and boundaries that keep children safe. For example, younger children learn not to put small items in their mouths and to watch out for each other as they run around outside.

Planned activities help older children to further develop their understanding of how to stay safe. They are learning about the roles of police and fire officers, and how fluorescent clothing can help to keep them safe when they are outside on dark evenings.

Children are well supervised at all times and staff take positive steps to promote children's safety. They ensure that sleeping children are regularly checked and that safe procedures for the collection of children are followed at all times. The lost child and non collection of children policies enable staff to respond appropriately to either situation. Children are safeguarded from harm and neglect because staff have a sound knowledge and understanding of child protection issues, and there is a designated person to support staff to follow procedures. In addition, easily accessible documentation and guidance from the Local Safeguarding Children Board is in place, along with contact numbers for making a referral.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled in the friendly and welcoming nursery environment. Babies enjoy the attentiveness of staff who actively play with them at their level. Their babbles and sounds are listened to and staff give their full attention when they communicate. For example, as they change children's nappies or look at books together. All children enjoy sharing books and singing songs and rhymes with staff, joining in as they become familiar with actions and words. As children become increasingly articulate and confident they actively contribute at story time predicting what will come next as a favourite story is read. Babies and young children have great fun independently exploring the wide range of toys, activities and resources that are available to them. Different sensory experiences are provided for children. They explore colour, weight and sound as they play with bottles filled with a variety of colourful objects and water. They feel various textures as they explore their sensory box and trays filled with dry pasta, sand, water and gloop. Mirrors help babies explore what they look like and who they are.

Children's development is well supported by staff who plan a broad range of experiences and activities for them using the, 'Birth to three matters' framework. Staff get to know children well through formal and informal observations. Although general topics are covered by all of the children in the nursery, focus activities are adapted so that they are appropriate for the different ages and abilities of the children in each room. Staff provide first hand experiences for children, both indoors and outside, through which they develop their natural curiosity as learners. They are able to dig outside, play with sand and water, build with blocks, explore musical instruments, make marks with crayons and chalks, and begin to play imaginatively in their home corners. Children are developing positive relationships with each other and staff. Babies play happily side by side and snuggle in with staff for cuddles and one to one attention. With sensitive support from staff children begin to play together and participate in shared activities.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum, and use it effectively to plan a broad range of activities and experiences for children that cover all areas of learning. Children make good progress because staff evaluate activities and use the information gained to inform future planning. Staff get to know children well through completing family contribution pages in nursery profiles with parents, and through making regular observations of children's achievements. Although they use this knowledge to spontaneously adapt activities for children of different abilities, they

do not use it effectively to plan for children's individual next steps in learning. Consequently, outcomes for children are not always maximised. In particular activities for older and more able children do not always provide appropriate challenges to build upon and extend their learning. For example, many children count spontaneously up to ten and they recognise the written numerals, but activities to appropriately challenge them to move onto their next step in learning have not been planned for. In addition focus activities, such as junk modelling, are often adult led using a limited range of pre-planned resources. As a result, opportunities are limited for children to use their own methods to solve problems as they build and construct, using a wide range of objects, selecting appropriate tools and resources and adapting their work where necessary.

Children continue to make good progress because they are interested and excited in the activities and experiences that staff offer them. Staff use a good range of methods to support children in their learning. They ask open ended questions, listen to children giving them time to formulate their response, and they take advantage of spontaneous learning opportunities. For example, as they encourage children to compare the sizes of the flour footprints accidentally made by children and staff. Children form good relationships with staff and each other. They play harmoniously together, taking turns and sharing appropriately. Children make choices and independently decide which activities they want to play with. They are confident and enjoy speaking in familiar groups. They ask questions and talk about what they have done and what they are about to do. They are able to sit quietly when appropriate, listening and responding with enjoyment to songs, rhymes and stories. Children explore and develop their vocabulary through play. They talk about the stethoscopes they will use when they pretend to be a doctor and begin to make marks for a meaning as they complete medical charts. Children see and use written language every day and are starting to sound out the initial letter of their name as they find their names on their draws, on registration name cards and on their place mats.

Children spontaneously count up to ten and beyond, and use numbers in familiar contexts. For example, as they count the number of children, the number of hamsters on the computer game and sing songs. Through songs and rhymes, such as 'Three little men in a flying saucer', children are introduced to the concepts of addition and subtraction. As they build tall towers with blocks, make jigsaws, use weighing scales and height charts and explore materials such as sand and water, children use language appropriately to describe and compare shape, position, size and quantity. Children have great fun investigating a wide range of objects and materials through planned and spontaneous activities. They enjoy cooking with staff and making and manipulating play-dough. Children know about the uses of everyday technology. They have fun taking their own photographs and using the computer, moving the mouse with increasing control as they find the word that starts with 'p' to print the pictures they want to colour-in. Children are developing their understanding of time and past and present events. They review the date each day, talk about what they are going to do and look at photographs of things they have done. They observe the changing weather and seasons, finding out about features of the natural world. They explore their environment and enjoy occasional walks to different parts of the surrounding village.

Daily planned art and craft activities provide children with various opportunities to explore colour, texture, shape and form. They paint, draw, make collages and create using junk modelling. They explore musical instruments and enjoy singing songs and rhymes from memory, choosing their favourites as they sing and act out, 'The Grand old duke of York', 'The wheels on the fire engine' and 'If you're happy and you know it'. Children are well supported in their imaginative role play as their home corner is regularly adapted to extend their topic activities. For example, children enjoy being doctors and making babies feel better as they learn about people who

help them. Through the range of activities available to children they are able to have fun expressing their ideas, thoughts and feelings through materials and tools, imaginative play, movement, songs and instruments. Consequently, children make good progress learning through play, and are developing positive attitudes and dispositions towards learning.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern by staff who ensure that all children are included and have their individual care needs met. Children are beginning to developing their understanding of diversity and the world around them. They benefit from activities and resources that help them to find out about festivals such as Diwali, Christmas and Chinese New Year. Staff endeavour to include the cultures of all families and invite members of the local community into meet children. Staff actively challenge gender stereotypes as they discuss children's ideas about what girls and boys should be like. Children with learning difficulties and/or disabilities are well supported and are able to fully participate alongside their peers. This is because staff work proactively with parents and outside agencies in order to meet children's needs.

Children's spiritual, moral, social and cultural development is fostered. Children are very well behaved. They sing the, 'please and thank you song' each day before meals and spontaneously use, 'please', 'thank you' and 'excuse me' throughout the day. Children are able to make choices and decisions about what they want to do and receive lots of praise and encouragement, which helps to develop self-esteem, confidence and a sense of belonging. Staff management of children's behaviour is well supported by a positive behaviour management policy and there are appropriate procedures in place for dealing with any incidents of bullying. However, there is potential for children's welfare to be compromised. This is because there is no policy in place detailing when physical intervention may be used to prevent personal injury or serious damage, with procedures for recording and sharing any incident with parents if it were to occur.

Children are comfortable and settled because they see parents and staff forming positive relationships. There is a flexible settling in procedure that supports the emotional needs of children and their families. The importance of children's comforters in helping them as they move from home to a new setting is recognised and valued. Clear, detailed information is made available for parents when children first start, and staff find out about children's individual needs, preferences and routines. Generally, children enjoy good continuity of care because there are effective procedures in place for the exchange of information between parents and staff. Babies have individual dairies that are shared between the nursery and home, and parents are well informed about their child's day through daily chats with staff.

Partnership with parents and carers is good. Staff get to know children well because parents are encouraged to share what they know about their child through completing the family contribution page of their child's nursery transfer profile. Parents are well informed about the activities that support children's learning. Initially they receive an overview through the prospectus and then more detailed information through the planning sheets that are displayed in each room. Regular newsletters keep parents informed about the nursery and the topics that children will be exploring over the coming term. Parents are encouraged to be involve in their child's learning through supporting them to take in objects from home for the interest table and to dress appropriately for themed days. Children have their achievements acknowledged and celebrated through bright displays of their work and photographs of their activities.

Organisation

The organisation is good.

Children are generally taken good care of by staff who are well qualified, experienced and who work closely together within each room to meet children's needs. However, outcomes for children are not always fully maximised. This is because the current key worker system does not ensure that each child is allocated a member of staff who is mainly and consistently responsible for their well-being on a daily basis. Children are kept safe because robust recruitment and vetting procedures are in place to ensure that all staff caring for children are suitable to do so. Detailed policies and procedures are in place and these are effectively implemented to support children's care. Time, space and staff deployment positively contributes towards children's safety, enjoyment and ability to take part in the setting. Children benefit from being able to independently access a stimulating range of activities and experiences throughout the day, and are well supported by staff who are actively involved and engage with them in their play.

The leadership and management is good. The provider has established a clear ethos for the provision of nursery education, with a strong focus on children's confidence being the key to learning. This is delivered through a well motivated and enthusiastic staff team who are committed towards continuous improvement. Staff engage in professional development training and receive ongoing support through the nursery education partnership and regular visits from the Early Years and Childcare mentor teacher. The manager regularly reviews planning with staff who are reflective and effectively use their evaluations to make improvements, and to ensure that children continue to be well supported. Consequently, children continue to make good progress and develop positive attitudes and dispositions towards their learning.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that staff arrival and departure times are recorded, and that written permission is requested from parents for seeking emergency medical advice or treatment. The provider has made improvements since the last inspection. Staff now sign in and out as they enter and leave the premises, and permission for seeking emergency medical treatment is in place for all children.

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

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):

- review the key worker system in order to ensure that each child is allocated a key person who is mainly responsible for their well-being on a daily basis and that this minimises the number of carers for individual children under two
- ensure that accident records are consistently signed by parents
- establish procedures for the use of physical intervention, ensuring that any incident is recorded and shared with 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):

- continue to develop planning in order to effectively support children's individual next steps in learning, ensuring that appropriate challenges are provided for older and more able children
- increase opportunities for children to use their own methods to solve problems as they build and construct with a wide range of objects, tools and resources.

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