

# The Old Rectory Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	116187
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Aileen Ewins
<b>Setting Address</b>	Old Rectory, Church Road, Cranford, Hounslow, Middlesex, TW5 9RY
<b>Telephone number</b>	0208 897 3999
<b>E-mail</b>	
<b>Registered person</b>	The Old Rectory Nursery Limited
<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?

The Old Rectory Nursery has been operating for a number of years. The nursery cares for children between 07:30 to 18.30 Mondays to Fridays 50 weeks a year. The premises are situated in an urban area of Cranford, near Hounslow.

There are six group rooms which are located over two floors, and children have access to resource rooms and a dining room, a very large and secure outdoor area, with two of the group rooms opening onto a patio area of the garden.

The nursery predominately serves families who live locally in the Cranford and Hounslow areas of Middlesex, and are from a variety of different social and cultural backgrounds.

There are 15 permanent members of staff working with the children, all of whom have an Early Years qualification. Staff attend ongoing training to ensure their skills, abilities and knowledge are up to date. The nursery also employs a cook and an assistant cook. In total 13 members of staff hold paediatric first aid qualifications, 12 members of staff hold food hygiene certificates and 11 staff members have attended child protection training.

There are currently 76 children on roll, three children attending have English as a second language. The nursery caters for children with particular needs and difficulties.

Currently there are 20 children aged three and four years in receipt of educational funding.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The nursery is kept clean and tidy. Staff follow good cleaning routines and ensure that equipment is kept sterile particularly in the baby rooms. Children have opportunities twice a day to play in the large paved area outside or out on the grass and therefore receive plenty of fresh air and exercise. The garden is vast and there is lots of space for children to run around. Children are provided with many resources outside which include slides, large tyres, rockers, a contained and newly built sand pit, a Wendy house, balls and hoops, sit on and push along toys, tricycles and toy buggies. The older children go out in slight rain, putting on Wellington boots, coats, scarves, hats and gloves. Children flourish at jumping in the puddles and thoroughly enjoy their time outside. At times when the weather does not allow children to play outside older children use one of the larger rooms upstairs to take part in movement to music, bending and stretching and use the apparatus equipment.

Babies are cared for extremely well. The baby room is newly fitted out and established two years ago. Babies are cared for by staff who follow good cleaning routines. A cot room is designed so that babies attending all week have their own cot and individual bedding which is changed daily. Babies attending for particular sessions or days share the cot, but all have individual, clean bedding. The baby room is bright, airy and well ventilated. Curtains hang at the windows and laminate flooring is fitted. Babies are checked often but staff also use a monitor. Older babies not requiring a cot use a mattress with individual bedding. Nappy changes are well documented and staff use gloves and aprons when carrying out nappy changes in the area between the play room and cot room. Antibacterial spray is used on changing mats and nappies changed regularly. Parents supply nappies and wipes and staff keep these in named boxes for each child. Written routines for nappy changes are displayed and followed precisely. A key worker system is in place but all staff share nappy change times which helps babies to become familiar with a range of staff.

Children are aware of healthy hygiene routines. In each room children have toothbrushes kept in small individual cups; and brush their teeth after meals. Children are aware to wash their hands after messy play. Staff help younger children and provide wipes to make this easier, for instance, after painting; and also watch over the younger children to ensure they wash their hands thoroughly. Children are given lots of encouragement when potty/toilet training. Staff read books to children about a child who is learning to use the toilet independently and offer stickers as praise for children as they are successful and dry. Children are also aware to wipe runny noses and dispose of their tissues. In the toilets posters are displayed to show children how to wash their hands.

Staff care for children well. Staff are fully aware to document any accidents and to obtain parents signatures to acknowledge these. Parents complete a form and sign to give permission for medication to be given to their children if necessary. This is administered by senior staff and countersigned by the manager. Parents also give consent for staff to seek emergency treatment or advice for their children. In total 13 staff at the nursery hold paediatric first aid

qualifications. Training is in place for other staff to complete or update their training too. A policy is in place for sick children. Parents are aware not to send children into nursery if sick or if they have contagious diseases. The nursery have a secure system in place to ensure parents are notified if any children are suffering contagious diseases; and for example, when Chicken Pox broke out displayed a poster immediately, and gave advice to concerned parents.

Children are offered nutritious food at the nursery, for instance on the day of inspection jacket potatoes with cheese, beans and coleslaw was served, followed by sponge pudding with custard. Babies and younger children take meals in their rooms, whilst older children eat in the dining room. A cook prepares hot meals every day and provides tea as well. Menus are displayed for parents and vegetarian choices are available. Staff are aware of children's allergies and dietary needs. Including the Chef and her assistant 12 members of staff hold food hygiene certificates. The Chef keeps the kitchen clean and checks frozen food on delivery with a probe to ensure children's health is cared for. After preparing meals for children the food is also tested with a probe before children eat.

Water is available to all children throughout the day either in bottles for the younger children or in jugs with cups for the older children, which helps children to learn to independently pour their own drinks. Fresh fruits, juice, water or milk are offered at snack times. Parents provide formula milk for younger babies.

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

The provision is outstanding.

The nursery is extremely welcoming to children, parents and visitors. Parents ring the bell when arriving to drop off or collect children and staff let parents in if they are known to them or greet them at the door if not. Displayed in the foyer are notice boards which are full with information about the nursery and the outside community. Seats are provided in the foyer which also houses a large fish tank and fish. A poster is displayed by the dining room which highlights the varying cultural backgrounds that the nursery caters for. Children gain an understanding of their faith and where people attend to practise their religion.

The nursery is made up of six main rooms, the dining room/kitchen and toilet/nappy changing areas plus storage and washing facilities. Some of the rooms are small but staff utilise the space available well. The rooms remain at a constant temperature and are light and airy. Two of the rooms have direct access onto the very large garden which is currently being further developed. The baby room and young children's room's downstairs display bright posters and children's own work. Both rooms have 'This is me' posters up which gives information for staff about each child's likes/dislikes, any allergies or needs for example. The baby room has notices up for staff showing checks made on highchairs and play equipment, cleaning routines, nappy changer sanitizer and sterilisers for example. All other rooms detail cleaning routines and safety checks also. Progressing upstairs, stair gates are in place and children are fully aware when using the stairs to hold on to the rail as they walk up/down. Stair gates are in place in the baby room also between play and cot rooms through to the nappy changing area. Upstairs rooms are kept free from clutter. Resources and the environment are checked often through detailed and comprehensive risk assessments which are overseen by the manager. A member of staff holds responsibility for health and safety. Toilet areas are kept clean as is the kitchen and dining room. The kitchen has recently been awarded four stars in a recent health and safety inspection. Outside areas are checked before children go out to play. A large area is set aside outside for grass and playground equipment; whilst another large area is paved. A recently built sand pit

is available for children and covered if not in use. Children's play resources are stored in the newly built shed. The whole of the garden is secured by high fencing.

Registers are taken by staff in each room and detail children's arrival and departure times. Whilst playing outside children are counted every 10 minutes. The names of staff watching over the children playing outside are noted also. Staff deployment is good. The manager and deputy proactively cover staff at lunch breaks. Emergency evacuation procedures are displayed in each of the main rooms and evacuation is practised often. Children do not normally attend outings but a policy is in place should they do so, which helps keep children safe from dangers outside the setting.

The manager holds main responsibility for child protection issues, although 11 staff members have completed training and their knowledge is thorough. A policy is in place to safeguard children and parents are aware of the procedures should a member of staff have a concern. Parents sign to acknowledge receipt of the policy. Staff are fully aware to keep themselves safe from false allegations. The baby room in particular helps to keep staff safe as it is open to both areas of the baby room. All staff follow the documented procedures when carrying out nappy changes. Un-vetted staff and students are never alone with children or babies nor do they carry out nappy changes.

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

The provision is good.

Children enjoy a happy and stimulating environment within the nursery. Staff are organised, experienced and caring towards the children. Children interact well with one another and the staff. The nursery is divided up between six main rooms.

Downstairs are the baby room and Bumble Bees. The baby room cares for children aged up to 18 months. Staff offer lots of cuddles and speak calmly and quietly to the babies. Children can access their toys easily and happily play with soft play animals, bricks, pegs, building blocks, rattles, Duplo, Stickle Bricks, soft balls and musical toys. Sensory areas are set aside with large cushions, dimmer lighting, mirrors, mobiles and bottles filled with coloured water. Walls are displayed with 'This is me' information and pictures such as babies hand and footprints made from flour. Babies go outside to play twice a day when the weather allows. Bumble Bees is home to children aged 18 months to two years. Children here have lots of resources inside and outside. The room has access through to the garden. Inside children can move from activity to activity and enjoy a toy kitchen for role play, sponge painting, sit on rockers, shape sorters, trucks and cars, dolls, dressing up and musical instruments. Posters of children's work such as a 'washing line' are displayed.

Upstairs children's rooms are divided into Butterflies and Ladybirds which cater for the two to three year age group. In these rooms children are happy and content and take part in circle time where they talk about toilet training. Children learn that they will get a sticker when they independently use the toilet during the day. Staff are encouraging and caring. Again children's own work and 'This is me' information are displayed around the room. Children confidently join in with familiar action and rhyming songs and sit down together to enjoy story time. The Parrots and Flamingo rooms are home to children aged three to five years. In the larger Flamingo room children can take part in exercise and dancing when the weather does not allow for outside play. Story tapes play for children to listen to.

Children have many opportunities to play outside in the vast garden area. Good use is made of the vegetable garden, where children have grown their own vegetables and tended to them throughout the growing season. Children were given opportunities to try the vegetables that they have grown and experience the taste of newly picked home grown foods.

Staff listen to children as they speak and during activities ask open and closed questions. Staff are aware of children's individual needs, likes and dislikes which helps children to feel valued. Staff are conscientious and good role models.

#### Nursery Education.

The quality of teaching and learning is good. Children in all six rooms benefit greatly from staff who have extensive knowledge of 'Birth to three matters' and the Foundation Stage. Children flourish in their learning which is child led and fun.

All the six rooms follow the same set procedures for planning, observing and evaluating. Each child starts with a 'This is me' profile which states some starting points. Younger children follow Birth to three and their records are passed on once in the Foundation Stage age group. Planning is completed with full staff involvement. Observations are made for each child and progress reports written up. Children's observation, photographs, examples of drawings, painting and art work, for example, are kept in scrap books which are labelled under the four aspects for Birth to three, and the six areas of learning within the Foundation Stage. Each room has an evaluation book. Children's next steps are plotted through observations and evaluations. Parents are invited to open evening two times a year to discuss children's progress.

Children have opportunities to take part in various activities throughout the nursery. Photographic evidence is held which depicts children growing vegetables, meeting firemen and dressing up in fire service uniforms, sponsored bounce, cooking, egg hunt, singing and dancing, using scissors, fun in the snow, messy play, a farm visit, sports day, dressing up in cultural dress, the Christmas party and Menhi patterns on hands are examples of some.

Children have taken part in 'Children in Need' recently and made cakes with the staff. Parents were invited along to purchase these cakes. Some of the children sold the cakes to parents, taking the money and passing over the cakes. Children also have play boxes for the home corner, for example a hospital, restaurant, travel agents, pet shop and garden centre. Children do have a lot of resources available to them but due to space restraints, these have to be stored away and used in rotation. Better use of these could be made, to ensure that more learning resources are available to children at all times.

Children enjoy familiar action and rhyming songs and are also practising for the Christmas concert and nativity. Children of all cultures learn about other festivals. All children happily sing well known Christmas songs such as Away In A Manger and We Wish You A Merry Christmas. Children flourish in phonic sessions and a lively session takes place as children learn each others names using phonetic rhyme. Children also have lots of fun in their craft activities, for instance, making leaf pictures, witches hats, cutting with scissors, sticking and gluing with confidence.

Everyday maths and calculation is incorporated into many activities, such as cutting up fruit at snack time and learning about half an apple, quarter of an apple and counting plates and the numbers of days in a week. Whilst making play dough children took turns and confidently measured half a cup, a whole cup, a spoonful. Good use of extension was made by staff who compared half a cup to half an apple. A child happily pours the water into the mixture and when splashing the staff member confidently laughs with her demonstrating the warm

relationship between staff and children. Children also have accurate recall and when asked remember the ingredients, such as water, cream of tartar, flour, and salt, used to make the dough. Staff successfully extend the activity again in singing Pat-A-Cake and reading The Gingerbread Man with the children at the end of the activity and children discuss making cakes at home with their mums.

Children happily approach staff to ask for help or request another story at story time. Children are encouraged to join in and to listen to one another. Children develop well, form relationships through their play which increases their self confidence and esteem.

Children learn about the wider world through visits from people in their community such as the fire service and a farm setting. Children also grow their own vegetables and learn about home grown produce, for example, they understand that potatoes come from the ground rather than the supermarket. Children also develop their understanding of technology as all have opportunities on a weekly basis to take their turn at using various computers at the nursery.

Children have lots of opportunities to play outside, using bicycles, tricycles, and running around for physical activities; and use apparatus such as a slide and climbing frame whilst in the Flamingo room. Children also take part in exercise to music sessions.

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

The provision is outstanding.

Children are treated with respect and care by highly dedicated and understanding staff. The nursery serves a wide range of social and cultural backgrounds and is highly committed to offering children insight into the diversity of the world around them in respect to culture and religion. The cultural needs of children are unmistakably understood and all children learn about festivals relating to a worldwide calendar. The wide range of language spoken by parents and carers is met professionally as staff with an understanding of various languages greet and speak with them if communication presents complications. In this way all children's needs are securely met. Children have many resources which give them knowledge of diversity in respect of age, gender, culture and disability. These include small world people, various puzzles and books and large handled toys for example.

One to one help is in place for children with particular needs and staff work hard with each other, outside agencies and professionals such as speech and language therapists; as well as parents to ensure children receive the best care available to them. Parents and staff regularly meet to discuss children's progress. Children are assessed on starting at the nursery and staff discuss with parents about children's starting point, needs, likes and dislikes. For three children currently English is not the first language spoken at home, and they are therefore given additional help in respect of large flash cards which help children bring to staff attention of their needs, for instance wanting to go to the toilet or needing a drink. Smaller cards are also taken home so this excellent practice can be continued and ongoing.

Children behave exceptionally well at the nursery. Children are happy and treat each other and the staff with equal regard. Children help staff to tidy up after activities and before story time. Good behaviour is affirmed with praise by staff who are inspiring role models. Children receive stickers for good or kind behaviour and for achievements. The manager also gives out certificates when a child has done something particularly good, helpful, or kind. Inappropriate behaviour is dealt with consistently by all staff. Strategies are in place which help children to recognise

that a behaviour is not desired. Staff talk to children and explain why something is not kind or good. Children are encouraged to say sorry and to understand why.

There is an excellent warm relationship between the manager, staff, the children and their parents. Parents receive regular newsletters and information about the care of their children. Daily books are completed and parents made aware of children's toileting and/or nappy changes, eating, sleeping and general well-being. These daily books are completed by staff efficiently at various points throughout the day. All parents have opportunities to speak with staff and the manager on a daily basis. Pigeon hole cabinets are also available for all the children; and notices or personal belongings are placed in these. Parents are made aware of the weekly food menu which is displayed in the foyer alongside the registration document and information about Ofsted.

Spiritual, moral, social and cultural development is fostered appropriately. Children flourish at the nursery and develop confidence and self esteem. Children have a warm relationship with the staff and other children. Children have an understanding of right from wrong, value their surroundings, learn to understand other children's feelings and take turns in their play. Children meet others from a vast range of cultural and social backgrounds and therefore have been given a great insight into the diverse cultural world in which they are part of.

The quality of the partnership with parents and carers is good. Parents visit the nursery before their children start. Staff are aware of children's starting points and individual needs. Parents are given information about their child's educational development in that they meet and speak daily to staff, developmental reports are completed every three months and are offered six monthly parent/carer meetings with staff and the manager. Staff offer support to parents and carers, particularly if English is not their first spoken language. A notice board is displayed and parents/carers receive a prospectus when a child commences at the nursery as well as a copy of all policies and procedures. Parents speak highly of the nursery, its manager and staff. Positive feedback was received during the inspections in regard to information sent home, the multicultural aspect, supportive staff, and opportunities to see children's work and development records. Parents are aware of the role of Ofsted.

## **Organisation**

The organisation is good.

Children develop well at the nursery and are cared for by organised, caring and enthusiastic staff. Children feel secure and confident. Good use is made of the space available. The baby room created back in November 2005 meant that the nursery rooms were moved around but the areas flow well and the surroundings are welcoming to children and visitors. Staff work well together and have a good relationship with the manager.

Thorough practice is seen in regard to documenting accidents and medication. Staff are aware to gain parental signatures to acknowledge these. Children's records are in place as legally required and contain emergency contacts for parents and carers. Permission forms are sought for application of sun tan creams, emergency treatment or advice and the administration of medicine. Paediatric first aid qualifications are held by 13 staff members. Staff are aware of children's dietary needs and any allergies. Registers are completed with children's arrival and departure times noted. Children attending for dinner is also noted. Emergency evacuation procedures and practices are displayed. Staff are aware to safeguard the children in their care and 11 staff members have completed child protection training. Policies and procedures for the nursery are shared with parents. These include arrival/collection, equal opportunities,



sickness, staffing, food, no smoking, behaviour management, complaints and health and safety for.

Some staff hold particular responsibilities at the nursery, for example, to administer medication. Recruitment of staff is carried out through an equal opportunities policy. New or un-vetted staff are never left alone with children. Staff training is ongoing which helps staff to feel valued. Training includes Inclusion, baby signing, singing and rhyme, Epi-pen, yoga for babies and communicating with adults. Staff deployment is effective. The nursery has 15 permanent staff and also makes good use of three support staff. The nursery also employs a cook and assistant cook. Good use is made of outside professional agencies such as health visitors and therapists; and a committed and successful relationship exists with the local authority Early Years Advisor.

The quality of leadership and management is good. All staff work together in planning the curriculum, observations of children and evaluation. The manager includes staff knowledge and thoughts in assessing the strengths and weaknesses of the nursery development. The manager's main responsibility is the day to day running of the nursery but she ensures that she spends time within each of the rooms to get to know the children. She also takes a main role in meeting with parents, sending out parental questionnaires, giving staff supervision and appraisals. The manager has identified the strengths of the nursery which include a good strong team, strong relationships with parents, and highly trained staff. Since the last inspection the manager is proud that the outside area has been developed with future work including a nature garden.

The setting meets the needs of the children for whom it provides.

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

At the last inspection the nursery was set just one recommendation, which was to make sure that the fencing around the vegetable patch area in the garden is safe. Children can now therefore develop their understanding of growing vegetables in this area safely. The nursery has addressed this recommendation in that the old fencing has been removed and replaced with new. The nursery has in place ongoing work within the garden setting which includes a newly built large storage shed and a covered sand pit. Future work involves creating a nature area and continuing with the play areas and vegetable garden.

### **Complaints since the last inspection**

Since April 2004 there have been no complaints made to Ofsted that require Ofsted or the provider to take any further 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):

### **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):

- extend learning resources for nursery education children.

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)