

Canterbury Day Nursery, Holiday Playscheme and ASC

Inspection report for early years provision

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| Unique Reference Number | 127078 |
| Inspection date | 25 February 2008 |
| Inspector | Mary Van De Peer |
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| Registered person | Canterbury Day Nursery, Holiday Playscheme and ASC |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School 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?

Canterbury Day Nursery, Holiday Play Scheme and After School Club opened in 1974 and is run by a registered charity committee. It operates from several rooms in a single storey building in the city centre of Canterbury, Kent. A maximum of 115 children may attend the setting at any one time. The setting is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area. There are currently 148 children aged from three months to under eight years on roll. Of these, 34 children receive funding for nursery education. Children up to the age of 11 years also attend. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also children who speak English as an additional language. The setting employs 32 staff directly caring for the children. There are 27 staff, including the managers and senior staff, who hold appropriate early years qualifications. There are three staff who are working towards a qualification. The setting receives support from the Local Authority and have achieved the Kent Quality Mark, a Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The areas children use are clean, organised and child-friendly. Hand-washing routines are observed by all the children. There are visual reminders of how to wash hands displayed, young children can learn and put this into practice. Children learn about self care and the importance of good personal hygiene. The nursery has an effective, clear policy staff and parents follow if children are unwell. This results in cross-infection being kept to a minimum. The majority of staff have attended a recognised first aid training course. There are several first aid kits located throughout the nursery and staff each have a small one to take with them on outings. Accidents and medication administration records are kept, with parents signing the entry for their child. There are areas where children can sleep or rest in each play area. Babies and younger children have separate sleep rooms with cots, they are monitored every ten minutes. Staff make sure the children are able to rest when they want to and learn to recognise their own body signs. Physical development is good. Children are able to choose from a wide selection of resources that ensure their fine and gross motor skills develop appropriately. Inter-locking and building activities, including puzzles and tracks provide children with the opportunities to improve hand to eye co-ordination skills. Art and craft allow children to use their imagination and create their own designs, with paintings and collages. Outdoors children can run around, balance, jump, slide and climb safely, using safe and suitable equipment.

The nursery provides the children's snacks, meals and drinks. Food is freshly prepared and cooked on the premises by a qualified cook. Recent health and safety checks passed the kitchen as fit for purpose. The menus are displayed and are planned about three weeks in advance. This gives parents the information they need for mealtimes at home. The nursery menu includes traditional meals as well as pasta and rice dishes. Fruit and vegetables are provided every day. Water is always available for children drink. Children's individual needs are catered for.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and child-friendly environment. Detailed and effective risk assessments are carried out to help ensure hazards are minimised. For example, staff check the outdoor area, before children go outside to play. Dangerous items are kept out of children's reach and there is a cctv security system at the front entrance, so all visitors can be checked. This results in children being able to play freely and safely. There are low level chairs and tables suited to each age range. Toys and resources are stored at children's height so they can choose and reach whatever they want to play with. The outside play space is available for children to use every day. Staff work hard to achieve a balance between setting safe limits and providing children with the freedom they need to flourish and develop. The arrival and departure of children is carefully monitored and there are clear procedures to ensure staff know who is collecting a child. An evacuation procedure involving all staff and children, is carried out at regular intervals. This allows children to learn some sense of danger and how to protect themselves in an emergency. All staff have a clear knowledge and understanding about safeguarding and protecting children. Good priority is given to their safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The children settle well and really enjoy their time at the nursery. The staff work hard to make children and their parents feel welcome. Children smile, laugh and interact well with staff, they play with activities together. Children's pictures and creations are displayed all around the nursery, helping promote children's self-esteem. This contributes to making the atmosphere homely and friendly. A wide range of age appropriate toys and equipment are stored in low level storage, so children can choose what they play with themselves. Staff have a sound knowledge and understanding of Birth to three matters and the Foundation Stage. They ensure their planning for all age ranges cover the main areas of development. They provide role play areas for imaginary play and creative areas where children can experiment with various different art and crafts, such as chalking, cutting and sticking. There is also a quiet area where the children can relax and look at books. The computer allows children to familiarise themselves with information and technology. For most of the day, children are able to choose their own activities. However, there are times when older children have to stop what they are doing, for example at story time or 'show and tell'. This affects the flow of the children's involvement in their play.

The senior staff in the baby room are qualified and experienced in caring for very young children. A key person system means that babies are cared for by someone they have bonded with. This helps them feel more secure. There is plenty of free floor space for crawlers to move around. Bright, colourful toys as well as resources of different textures, for example wood, are available for children to learn and develop their senses and physical skills.

Nursery Education

The quality of teaching and learning is good. Staff ensure they find out children's starting points, either by information from parents or by observing the children. Children are able to learn and experiment as well as have lots of fun using a variety of activities and resources. They are supported in all areas of learning, for example, role play provides children with opportunities to negotiate and delegate. Paint, crayons, scissors, different materials and glue allow the children to be creative and produce collages and pictures of their own design. Mark making resources are readily available so children can learn how to hold a pencil or crayon to create shapes. 'Show and Tell' is led by staff who ask children to bring an item from home they can share and talk about to the other children. This helps build up their confidence and communication skills. They also practise their listening and matching skills with an activity game in which children have link sounds to pictures. They enjoy the competition and try to be the first one with the answer. Children count well and recognise numbers in the written form when playing with board games. The availability of water and sand play help children learn about measuring and quantity. Staff provide opportunities for children to feel and describe unusual textures. They use words such as 'bumpy', 'slippery' and 'smooth', when they touch and feel shaving foam or oats mixed with water. Staff organise local walks and this means children learn about the local community. Although children are learning to be independent, especially in their personal care, there are areas where adults over direct the children and miss chances to further promote their independence, such as at snack and meal times. Staff monitor and record children's achievements, they carry out regular observations and evaluations which enable them to plan for children's next steps. Children benefit from being challenged appropriately in their play.

Helping children make a positive contribution

The provision is good.

Children are learning about people from other cultures and with disabilities, through the wide range of resources made available. They are able to play with dolls, figures and look at books, showing positive images of the diversities in today's society. Children are beginning to understand that all people are different. The nursery has effective procedures that means they are able to provide support to children with learning difficulties and/or disabilities as well as those whose first language is not English. The individual needs of the children attending are well met. Children receive lots of praise for their achievements and staff give them encouragement and provide support where needed. The positive behaviour management strategies are effective and shared with parents. Staff are good role models and children show respect for each other and adults. The children are able to play freely within accepted boundaries. Displays of children's creations and pictures are all around the nursery, helping promote their self esteem. Parents confirm that they find all staff approachable. They receive a good insight into their children's progress and achievements at the nursery through verbal exchanges. Parents of babies and younger children receive written information about their child's day. Children receive continuity of care.

Partnership with parents is good. Curriculum plans are on display and show clear aims relating to the early learning goals. Parents receive regular verbal information about their children's development and progress in the Foundation Stage. However, this is not provided in a written format for parents to keep and monitor at home. The welcome pack contains substantial information about the care and education their children benefit from at the nursery. Any additional and up to date details about the Foundation Stage are displayed on notice boards for parents to view. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The nursery is well organised. Although the building is not purpose built, management has taken many steps to improve the layout of the nursery and this is on-going. The play space both indoors and outdoors is planned carefully and provides good play opportunities that benefit the children. All legally required record-keeping and documentation is in place. This contributes to children's health, safety and well-being. The nursery's Ofsted registration certificate is clearly displayed. There is a robust and effective staff recruitment, support and appraisal system. Children are cared for by well-qualified and experienced staff. In addition to this, the majority of staff members hold a current paediatric first aid course certificate. All staff are committed to the development and improvement of the nursery. This helps to ensure the nursery's policies and procedures are applied consistently. The setting meets the needs of the range of the children for whom it provides.

The leadership and management of the nursery are good. The managers are very supportive of their staff and have an open door policy for everyone connected with the nursery, including parents. The managers have experience, commitment and enthusiasm which motivates their staff. They are continuously searching for effective ways to develop and improve the nursery in all areas. This benefits the learning experiences for all the children.

Improvements since the last inspection

There were five recommendations raised at the last inspection. The first one was for the book areas to be enhanced to ensure children learn to respect books. The books areas have comfortable cushions and children are able to sit and look at books when they wish, listen to stories together or on their own. Children are learning how to treat books.

The second recommendation was for the provider to ensure children are given privacy when using the toilet. Although there is limited space, curtains have been put up to provide more privacy and there are further plans to ensure every toilet is private for children to use.

A third recommendation was for staff to ensure the lunch-time routine in the baby room creates a home-like experience for babies. Some babies have high chairs, which are used alongside slightly older children who are able to sit, well-supported, in small chairs at a low table for lunch. They have their own bowls and have the opportunity to try and feed themselves. This is encouraging the some independence for the very young children.

The fourth recommendation was for the provider to implement a system to record the regular checks made on sleeping children. A chart is now completed each time a member of staff checks on the sleeping babies or young children. This ensures all children asleep are appropriately monitored and checked on regularly. Their welfare is important to staff.

The provider was recommended to review policies and procedures to ensure all necessary detail is included and make these available to parents. The nursery has clear and well-written policies and procedures which are available for parents to read. The more relevant procedures, for example, admissions, behaviour management and sickness, are included in the enrolment pack. This helps promote continuity of care for all the children.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- consider providing parents with additional written information regarding their children's development and progress, to help continuity of care

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):

- ensure children's independence is further promoted at all times, especially at snack and meal times

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