

# The Park Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY275424
<b>Inspection date</b>	11 October 2007
<b>Inspector</b>	Susan Esther Harvey
<b>Setting Address</b>	The Old Park School, High Street, Kingswood, Bristol, BS15 9TP
<b>Telephone number</b>	01454 862614
<b>E-mail</b>	TBA
<b>Registered person</b>	The Park Neighbourhood 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 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 Park Neighbourhood Nursery opened in 2004 and operates from the ground floor of a converted school building in Kingswood, South Gloucestershire. A maximum of 62 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round with the exception of public holidays and Christmas week. All children have access to a secure enclosed outdoor play area.

There are currently 85 children aged from birth to five on roll. Of these, 35 children receive funding for early education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualification and 2 are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn the importance of good hygiene routines. For example, older children independently wash their hands after messy play, and after handling a pet rabbit who was visiting the session. They are aware of the need to use a tissue to blow their nose. Children are supervised walking to the toilet, but are given sufficient privacy to learn good personal hygiene routines. This is encouraged by staff who support the practice through photographs which show appropriate hand washing sequences. Young children and babies see staff managing relevant health guidelines well during nappy changing. This includes using protective clothing and keeping surfaces clean. All staff hold a first aid certificate, other staff are trained appropriately for any specific treatment needed for individual children. As a result, children are well protected if they have an accident which needs any treatment. Documents relating to accidents and administration of medication are correctly recorded and remain confidential in children's individual folders.

Children are introduced to interesting meals from a varied menu. This includes healthy options such as salads and fresh vegetables mixed with home cooked dinners and puddings, especially prepared by an experienced cook. Baby food is supplied by parents and stored appropriately in the nursery. Snack and meal times are social occasions for all the children. Staff sit with the children and talk about events in their lives which are important to them. Older children set the tables with cutlery, and clear away their plate after lunch. They wash up their own cups and plates in the sink after snack time, and have immediate access to drinking water throughout the day. Young children make choices for themselves from the healthy snacks of fruit, such as melon and oranges. Staff are patient with the young children in order for them to finish meals in their own time. Paper flowers decorate the tables adding a thoughtful touch to the children's meal times. Young babies are held close to staff while being fed, older babies have the chance to become independent and hold the bottle themselves closely supervised by staff members. As a result, all children are being given the opportunity to develop social skills, independence, as well as tasting nutritious food.

All children and babies benefit from opportunities to have regular fresh air and exercise several times a day. For example, children develop their large muscles by riding on small tricycles. They practise their hand and eye control chalking patterns on an outside wall blackboard or the surface of the playground. Babies have the chance to play and crawl around under cover on a soft surface outside. As a result, children are learning to enjoy a healthy lifestyle through daily exercise and fresh air.

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

The provision is good.

Children and babies are cared for in bright colourful surroundings. Photographs adorn all areas of the nursery, highlighting the busy time children and babies have whilst in the setting. Children's art and craft work is displayed professionally on the walls throughout the nursery to celebrate their achievements. As a result, staff give the children's work the respect it deserves. Staff greet children by name and make them welcome with a smile. Young children are able to choose freely from a range of activities at a level which they can reach easily. They have access to a wide selection of resources such as musical instruments which they blow and shake in time to their nursery rhymes.

Babies enjoy the freedom to crawl and climb around the floor which is clean. Staff ensure there is a 'no shoes' policy to keep the floor free from outside dirt being carried into the room. As a result, babies play in a clean environment. Babies are nurtured and cared for by staff who enjoy their company. However, babies would benefit from having their play space made more comfortable.

Older children learn within an environment that is stimulating and fun. This includes the transformation of the home corner into a hairdressers' shop which contains the equipment that reflect children's own experience of having their hair cut. Such as pictures of different hairstyles in magazines and a price list for styling and cutting hair.

Children's safety is supported by various measures taken by staff to ensure a safe and secure environment. For example, there is a well documented visitors book, times of children's and staff arrival are recorded appropriately, and a secure access prevents unexpected visitors entering the building. A comprehensive risk assessment, and health and safety documents assess and identify potential hazards to children. This includes temporary measures to cover any building work taking place. An emergency evacuation is completed regularly. This ensures children learn to leave the premises safely and efficiently where necessary.

Children's well-being is safeguarded through staff members good knowledge and understanding of child protection issues. Staff are aware of their personal responsibility to protect children from harm. They update their knowledge by attending training. There are good procedures in place for the recording and reporting of any incidents. As a result, children's welfare is enhanced, and their safety is of paramount importance to staff members.

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

The provision is good.

Children and babies are happy and develop appropriate levels of confidence and self-esteem and are well supported by staff members. The small number of children who are hesitant to separate from their parent or carer receive appropriate levels of support from staff, who help them to eventually settle, and become involved in the activities on offer. Staff are friendly and approachable, and children have a stable relationship with them. Lots of cuddles are given to babies and toddlers especially during story time. As a result, young children are made to feel well supported and secure, with the ability to snuggle close to staff when needed. Children's development is appropriately monitored through well produced plans, observations and a key worker system which enables staff to support young children in the setting.

Young children and babies are provided with a good range of play experiences, which are part of exceptionally well documented plans and activities. For example, they experience the chance to paint with hands, feet, fingers and brushes, glue paper, draw pictures and generally have fun. Babies explore the feel of objects and textures which make up treasure baskets. This includes everyday things such as saucepan lids and wooden spoons, as well as natural materials like various sized wooden shapes for them to handle freely. Babies enjoy feeling a wider selection of coloured materials such as fur, and silk. Therefore, they are beginning to make connections through their senses, and exploring their surroundings. Young children and babies enjoy listening to stories and handle books with care. They are becoming skilful communicators by enthusiastically singing nursery rhymes, listening to stories, and playing games such as musical statues. Photographs of children enjoying themselves are recorded in their individual scrap books. As a result, well planned activities and play experiences are helping children to learn being together and developing relationships as they play. All staff are interested in what children

have to say, they talk and listen to their conversation, giving praise and encouragement where needed, and asking appropriate questions to help children extend their thought process.

#### Nursery Education.

Teaching and learning is good. Children's learning is progressing well, and staff members have a secure understanding of the Foundation Stage curriculum. Therefore children are involved in purposeful activities. Planning is clear and well-documented and incorporates a broad range of play experiences to promote and support children's learning and development. Children's achievements are recorded by staff using the local authority assessment recording method, and are supported by a wide range of photographs. However, there are limited details of observations in order to provide a clear picture to staff of children's next stage of learning. Staff members have realistic expectations from children to learn through experiential play, and offer many activities to help their understanding. An example of this is the provision of a well stocked hairdressers shop which gives children the opportunity to act out adult roles and learn how to work together as a team.

Children are very confident and show a great deal of enthusiasm for activities provided. They are developing good relationships with staff and each other. Children have high levels of independence and freely select equipment for themselves and make decisions about what they wish to engage in next. For example, choosing an apron in order to paint, or play in water. An interesting and welcoming environment surrounds the children, where they have access to toys and resources stored at a low-level. This includes labelled containers and drawers with such things as small multicoloured plastic bears to sort into sizes, and coloured pegs to fit into a board in order to sequence into patterns. Children are relaxed in each other's company and work well together in small groups. For example, they share time together using a computer mouse and working out the programme. Children are polite and know each other by name. Their behaviour is good and managed effectively by the calming influence of staff members.

Children are confident speakers. They initiate conversations about their family and share experiences about the animals in their lives, during a visit from local veterinary nurses. They listen intently when staff talk about a stethoscope to listen to the rabbit's heart. Children are invited to use the instrument in order listen to the beating of the their own, and the nurses' heart. Children are enthralled and concentrate for long periods of time listening to a story told enthusiastically by staff members. As a result, they are developing listening skills through the enjoyment of stories, as well as extending their vocabulary in a unique and interesting way. Staff spend time each day helping children to recall the weather and the seasons of the year. They are well informed about the calendar months and days of the week which they sing enthusiastically in rhyme. Children take pleasure in singing. They have a wide repertoire of songs, including sea shanties and action songs. They confidently count up to ten, and are able to calculate numbers of objects added or taken away. Children show delight in handling a visiting guest pet rabbit, and watching it hop round the carpet space. They learn about the breed of rabbit, and what it eats. Children are curious to know what rabbits do all day. Staff and veterinary nurses were able to answer all their questions. As a result, children are beginning to learn about the natural world and the responsibility of caring for animals.

There are many opportunities for children to be creative. This includes a table permanently set up for them to use glue and paper. They are able to paint when they wish, and create lots of paintings either to take home, or to display on the wall. They have immediate access to pencils and paper to write or draw which assists in developing their writing skills. Children share their play dough cakes with adults, and make appointments for hair to be cut by writing the time

and day in the hairdresser's diary. Overall, children are being helped to learn through an interesting range of activities, which increases their knowledge following the Foundation Stage curriculum and the stepping stones.

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

The provision is good.

Children are fully included in the setting and are valued by staff as individuals. Children are confident and settled into the nursery routine. There is a good relationship between parents and staff in order to ensure the continuity for all children. For example, staff have a clear understanding of children's needs before they start at the pre-school from a parental induction system and written information. As a result, staff are well prepared to accommodate children's individual needs. The care of children with learning difficulties is well managed by experienced staff. They are aware of the need to work in close partnership with parents and carers, and other professionals who may be involved in the children's care.

Children's spiritual, moral, social and cultural development is fostered in many ways. This includes learning to care for living creatures carefully, learning to be kind towards each other. Children learn about diversity through various planned festivals, themes, and story books, as well as other resources such as dolls, small world models, and jigsaw puzzles. They learn about the community in which they live and enjoy entertaining visitors who talk about their work.

Children relate well towards each other and are learning to develop an awareness of right and wrong through well chosen stories about being kind and fair. Children learn about how to behave from staff who have appropriate expectations of behaviour. Children learn to share and play cooperatively through effective strategies set in place by staff. This includes using 'thinking circles' as a time for children to reflect on the effect their behaviour has on others.

Partnership with parents and carers is good.

Parents receive good quality information about their children's educational programme and are well informed through written explanations of the Foundation Stage curriculum and their children's progress following the stepping stones. Parents are actively encouraged to become involved in their children's learning. They are invited to their child's 'special day' where staff write to parents and ask them to contribute to the day by writing something special about their child. Parents are then invited to see samples of the child's work and what has been achieved. Parents contribute in other ways such as sharing their job with the children following the topic 'People who help us', and being part of the committee. Parents comment that they are well informed of their children's progress and that staff take time each day to explain what the children have achieved during the session.

There are exceptionally well organised notice boards which inform parents about the curriculum followed by staff, plans of activities and newsletters keep parents up-to-date with topics and colour of the week. Therefore the link between home and the nursery is established as children bring in objects from home to support the theme. Parental information is well documented and includes children's photographs which supports their activities. These are detailed in their individual scrap books highlighting their achievements and progress. This evidence supports the early years curriculum and gives parents a lasting memory of their child's time in the nursery. Parents are very complimentary about the friendliness and approachability of the staff and the care provided. A good exchange of information establishes a process of shared care for all children.

A complaints procedure is in place, and parents are mainly aware of the process the nursery will take in the event of a complaint.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care and education. Children's care, welfare and learning is promoted through well organised written policies and procedures which are shared with parents. Plans of activities and the children's daily routine are displayed within the nursery, and committee meeting minutes are circulated to parents which keeps them informed of what the committee aims are, and fund raising events.

There are appropriate recruiting, induction and appraisal procedures for staff members, and a robust system in place ensures that people working with the children are suitable to do so.

The operational plan is detailed, reviewed at regular intervals, and used in a positive way to provide a stable environment for children. The space within the nursery is organised appropriately, and children are familiar with the routine within their own room, which includes rest and play times. Good staffing ratios contribute to the continuity in children's care and actively support their learning.

Leadership and management is good. Children's care and attention is supported by staff who are qualified and experienced. They have a good understanding of the Foundation Stage curriculum and apply this in all areas of children's learning. Staff are dedicated in their work with children and are committed to furthering their professional development by regularly attending training courses. As a result, children benefit from the range of training which includes sign language and child protection. There are regular team meetings and daily communication contribute to the effectiveness in delivering the early learning goals for children. The manager regularly reports to the committee about planning ideas and topics. As a result, the committee made up of parents and local people interested in the care and welfare of children are kept informed of what children are learning and the progress they make. The setting has strong links with the local primary school where teachers often visit to meet the children and spend time in their company, especially before they start school. Therefore, staff and committee are focused on providing continuity of learning for all children in their care.

## **Improvements since the last inspection**

At the last inspection the provider agreed to develop staff's knowledge and understanding of child protection issues. There has been intensive training for staff including a refresher course given by the manager, and child protection training from the local authority. The provider also agreed to ensure there are sufficient staff working directly with children at all times. Staffing ratio includes office staff answering the door to parents and staff caring for the children only leave the room to answer the main door where practicable.

As a result of these improvements, the welfare and safety of the children has been maintained, and children are supervised at all times.

## **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):

- develop young children's play space in order to create a more welcoming environment

#### **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):

- make sure observations are regularly updated in order to further inform planning regarding the next stage of children's learning

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)