

# Willowdene Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	113831
<b>Inspection date</b>	03 March 2008
<b>Inspector</b>	Michelle Ann Parham
<b>Setting Address</b>	1 Tangmere Road, Tangmere, Chichester, West Sussex, PO20 2HW
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<b>Registered person</b>	Sara Brookes
<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?

Willowdene Nursery School opened in 1990. It operates from privately owned premises, in a residential area of Tangmere. The nursery is accommodated in several rooms on two floors of the building. There is a purpose built baby unit linked to the original nursery by an entrance lobby and the art room. There are fully enclosed gardens available for outside play with soft play surface areas.

There are currently 89 children on role, this includes 28 in receipt of nursery education funding. Children attend full or part-time days. The setting is able to support children who have learning disabilities and/or difficulties and who speak English as an additional language. The nursery is open 50 weeks a year, excluding bank holidays, operating Monday to Friday from 08:00 until 17:30.

There are 10 practitioners who work full-time with the children, of which five hold at least an NVQ level three qualification, with three other practitioners currently working towards qualification. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-School Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children at the setting benefit from regular access to outside play as there are safe enclosed areas for both the younger and older children. As a result, children develop a positive attitude to physical exercise and gain confidence and increasing co-ordination in their movements. They are supported by a wealth of equipment, therefore ensuring that all children have fun and learn new skills, making the most of their time outside. Children negotiate their way around the outside play area, tables and resources well; they have a good sense of space and show increasing control over their movements. For example, during outside play, children move with control and confidence as they peddle a tricycle or throw a ball through a hoop. Babies and younger children use equipment such as push along toys, activity gyms, rockers and a 'Jumparoo' to promote their emerging skills and fitness. They have their own outside play area which ensures they also have regular access to fresh air in a safe environment.

Healthy eating is well promoted at the setting as children undertake topics such as 'My Body' where they look at foods that are good and bad and oral hygiene practices. They also benefit from home cooked wholesome lunches and healthy snacks. For example, on the day of inspection, the children enjoyed a selection of banana, pear, strawberry, mandarin and grapes for snack and for lunch, chicken supreme with vegetables on a bed of rice followed by fromage fraise for desert. They have fresh water for drinks at snack and meal times and can also access water throughout the day from the water cooler situated in the room. Practitioners have appropriate procedures in place to ensure they are aware of personal health and dietary requirements. As a result, children's individual and dietary needs are effectively met; therefore ensuring they are well nourished and hydrated, contributing to their continued good health.

Children are protected from illness and cross infection because practitioners have effective routines in place to maintain their health and wellbeing. They ensure changing stations, toilets, furniture, toys and equipment is cleaned as suitably required for use to promote a well maintained and hygienic environment. Children are protected from the spread of infection as parents are asked to exclude those who are unwell or infectious. Children enjoy responsibilities and special tasks to help maintain their environment, such as, tidying away equipment and helping to sweep the sand off the floor. They learn the importance of good personal hygiene through daily routines and discussion and confidently visit the toileting area to wash their hands as appropriately required. All practitioners at the setting are first aid qualified and there are well maintained first aid kits accessible. As a result, accidents and ill health are dealt with effectively and efficiently.

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

The provision is good.

Children are cared for in a bright, well maintained, stimulating environment that has all the required facilities to support their individual needs. They benefit from the good organisation of the play resources and equipment which ensures they have ample space to play and learn in comfort and safety. Practitioner's have effective procedures in place to clean and check resources for safety ensuring that any that are broken are discarded. Children are kept safe at all times as informal risk assessment of the rooms and outdoor areas are undertaken on a daily basis. Access to the premises is personally monitored via the reception and doors into the setting are locked with stringent procedures in place regarding the collection of children. Fire

evacuation procedures are practiced on a monthly basis to ensure safe and swift exit from the premises in the event of an emergency.

Children move around the setting easily as the areas are organised to promote independence for the varying age groups. All children are confident in their surroundings and are able to independently select resources that meet safety standards. Children are supported very well within the setting as practitioners work directly with children for the majority of the time. Ratios are maintained and numbers of children attending are kept lower than registration allocation which contributes to a quality child care service in a calm relaxed environment.

Children's welfare is maintained as practitioners have sufficient knowledge and understanding of child protection procedures. They are aware of possible signs and symptoms that may indicate a child were at risk and are clear of their role and responsibility to record and report concerns to the designated person and ultimately, relevant agencies. Incidents and existing injury information is effectively recorded to ensure concerns are quickly identified and children are safeguarded.

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

The provision is good.

Children are cared for by a team of qualified practitioners who have a good understanding of their individual needs and plan stimulating activities to help them to make progress. Practitioners working with babies and younger children use the Birth to three matters framework effectively to support their learning and development and all practitioners are currently becoming familiar with the new Early Years Foundation Stage for implementation in September. The Birth to three matters framework is used effectively to encourage and support younger children to become strong, healthy children who are skilful communicators and competent learners. Children benefit from having practitioners as allocated link persons enabling them to form warm and trusting relationships whereby children feel confident and secure. Throughout the setting, children benefit from a wealth of good quality play resources and equipment which promotes a stimulating environment. They are able to access resources independently which promotes independence and enables them to make choices as they initiate their own play. Children are happy and well settled, they experience a positive welcoming environment where they are actively encouraged to enjoy and achieve.

### **Nursery education**

The quality of teaching and learning is good. Practitioners have a clear understanding of the Foundation Stage and use the framework effectively to provide an interesting and balanced curriculum. Plans show distinct links through the six areas of learning and assessment records and observations evidence how children make good progress through the stepping stones. However, currently, practitioners do not plan as a team which does not fully ensure that planning of the curriculum effectively builds upon what individual children know and for their next steps of learning. Practitioners work well together which promotes harmony within the setting and a happy environment. They evidently enjoy their work with the children, evidenced by the warm relationships they build and the ease of interaction. They give their full attention to the children throughout the sessions and are focused on supporting and encouraging involvement. Planned activities have a learning objective and are evaluated for success and improvement. Children make good progress in an environment, where they receive stimulating interaction from practitioners who question effectively to help them think and problem solve.

Children's self-esteem and confidence is promoted as they are positively included in group and individual discussions. They thrive on special tasks and responsibilities such as helping to prepare snacks or tidying away toys which in turn has a positive impact on their willingness to be involved and overall behaviour. Children arrive at the facility and happily leave their carer, keen to play and join in and are familiar with routines. They are consistently praised for effort and achievements such as, for example, putting on their own tights or Wellingtons which fosters a willingness to achieve and further boosts confidence.

Children benefit from being with practitioners who are enthusiastic and have good interpersonal skills. All children are included and given time to participate, think and work things out for themselves. Their spoken language is developing well as they confidently talk to practitioners and peers about home life experiences and are happy to interact within role play or group activities. Children have access to a very good selection of mark making resources and are encouraged by practitioners to try and write their own name on their work. The setting has a vast array of books for children's use and they thoroughly enjoy listening to and acting out familiar stories such as 'We're going on a bear hunt' and 'The very hungry caterpillar'. Children are also able to borrow books they particularly like from the group which further fosters an enjoyment of reading for pleasure and an interest in text.

Children have good opportunities to recognise shape and learn about measurements through topics and activities such as growing sunflowers and runner beans. They count confidently to over 20 at circle time and are gaining increased understanding of calculation as they discuss how many more and how many less of boys and girls there are present. Computer programmes such as Mouse Island, number mats and water play resources help children to problem solve and recognise numbers effectively during daily routines and incidental play.

Children have worthwhile and interesting routines and topics that promote their knowledge and understanding of the world. For example, learning the days of the week and changes in weather as they do the daily calendar and talking about past and present. Or, as they look at space and planets and grow vegetables and flowers in the garden. They have good access to information technology and programmable equipment which helps them gain an understanding of how things work and how to operate simple equipment. Children learn about cultures and beliefs as practitioners plan into the curriculum corresponding celebrations and events such as Chinese New Year, Divali and Easter with exciting activities such as having a Chinese meal, dressing up in costumes and making Easter cards.

Children have a wealth of resources to promote imagination and creativity as there is a dedicated art room and lots of role play resources such as dolls and dressing up clothes on the first floor. Practitioners like to foster children's role play through making fun areas such as a hospital, space station or garden centre to correspond with the current theme. Children also enjoy familiar songs and rhymes and use the musical instrument approximately once a week. They all like to participate in group activities, such as, decorating a large mural on the floor and confidently express their own designs, exploring how to mix different colours and mark make using their hands, paintbrushes and stamps.

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

The provision is good.

The partnership with parents and carers is good. Children's needs are effectively met as practitioners have suitable procedures in place to accurately gather personal information about routines and care requirements to ensure they are addressed. They try to form good working

relationships with parents and use daily diary sheets with the children under two years of age to ensure parents are fully informed of the day's events. For older children, parents are provided with a home sheet on a monthly basis to keep them up to date with current themes and topics and which includes suggested ideas on how parents can contribute to children's learning and development out of the setting. Records of achievement are completed on children and parents are welcome to view them whenever required. Parents are fully informed about the setting as they are provided with a comprehensive prospectus containing information on working practices of the group and the six areas of children's learning. Daily discussion takes place on arrival and at home time and all practitioners are full time ensuring consistency of care for children and establishing good links with parents. Parents interviewed on the inspection visit expressed their support of the group and were happy with the care and education their children receive.

Children develop good self esteem which is fostered through the warm friendly relationships they build with practitioners. Their work is displayed prominently in the setting which contributes to them feeling valued and important. Children are gently encouraged to participate in activities and practitioners give high regard to those children who have other faiths to ensure parents' wishes are respected. Practitioners have a good understanding of equal opportunities and ensure children's needs are met in accordance with any special requirements. Positive images and activities are in place throughout the setting as there are books, dressing up clothes, posters and dolls that promote diversity and as result, children develop understanding and respect for others.

Children behave very well in the setting and thrive on the praise and encouragement they receive for effort and achievement. Any odd occasions of unwanted behaviour are successfully handled with a minimum of fuss and upset using positive methods such as distraction, discussion and if required, time out. All concerns are discussed with parents to ensure they are fully informed and that they can work together to ensure consistency for managing behaviour. Children's social, moral, spiritual and cultural development is fostered.

## **Organisation**

The organisation is good.

Leadership and management are good. The nursery manager has a good understanding of the national standards and ensures she and her team work consistently to meet them. Half of the practitioners are qualified in early years, with three others currently working towards qualification. Therefore, practitioners have knowledge and understanding of how children develop and learn through play and the importance of a stimulating environment. The manager works closely in the setting, enabling her to monitor performance and identify ongoing training needs as currently there is no formal arrangement for annual appraisal. Practitioners work well as a team and share information on a daily basis for the smooth running of the setting. Currently, however, they do not plan as a team which would ensure that all practitioners are fully aware of outcomes and objectives and could contribute to planning for individual children's next steps in learning. The management structure provides good direction and supports practitioners. Further training is encouraged and practitioners are currently becoming familiar with the new Foundation Stage for Early Years. The manager and deputy of the setting ensure funded children have a balanced curriculum of learning to ensure they make good progress. Practitioners working with babies and younger children are working effectively with the Birth to three matters framework to support care and development.

The setting maintains the required documentation, however, administration of medication is not comprehensively recorded which could lead to misinterpretation or confusion. Working

practices and policies contribute to children's health, safety, enjoyment and achievement. All children are appropriately supported and supervised with ratios maintained and good deployment of practitioners. Robust recruitment and vetting procedures ensures children are cared for by suitable persons. Overall the organisation provides children with a setting that effectively meets their individual needs. As a result, children are engaged and occupied throughout their time which contributes to their good behaviour, learning and development. The setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the nursery was required to ensure child protection procedures are reviewed and revised. The setting now has suitable child protection procedures with clear guidance about what to do if they are concerned about a child. Practitioners have also attended training on safeguarding children.

At the last nursery education inspection the setting was asked to consider how the outcomes of assessment can be summarised so that parents can formally review their child's progress and attainment throughout their time in pre-school. The setting has now updated how they record children's development and learning and has written to parents to inform them that they are welcome to view and discuss the records whenever required. Parents are given a monthly theme sheet to inform of their child's curriculum and suggested ways to extend learning at home. Parents are also aware they can discuss issues at anytime they are at the setting with the practitioners or the nursery manager.

These improvements have a positive impact on the welfare of children, their learning and development and partnership with parents.

### **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):

- devise and implement a procedure to ensure clear and comprehensive recording of administration of medication.

### **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):

- further extend key worker involvement in planning of the curriculum to ensure children's individual progress records are used in planning purposeful activities for their next steps of 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)