

# Briars Nursery Cabin

Inspection report for early years provision

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<b>Unique Reference Number</b>	119949
<b>Inspection date</b>	15 January 2008
<b>Inspector</b>	Catherine Hill / Hazel Stuart-Buddery
<b>Setting Address</b>	Lightwater Village School, Catena Rise, Lightwater, Surrey, GU18 5RD
<b>Telephone number</b>	01276 65616
<b>E-mail</b>	
<b>Registered person</b>	Teresa Anne Stockham
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Briars Cabin Nursery opened in 1997 as a sister nursery to the Briars Centre Nursery in Lightwater. Both are managed by the owner. The nursery operates from a portakabin in the grounds of Lightwater Village School and serves the local community. The school hall and grounds are also available to the nursery.

There are currently 33 children on roll. This includes 25 funded children. Children attend for a variety of sessions. The nursery has procedures in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is open five mornings a week from 09:15 to 12:00 during term time only. Siblings of children who attend the school are permitted to start at 09:00.

There are 10 staff in total on the team with four members of staff present at each session. There are seven members of staff with relevant qualifications in childcare and professional development is ongoing for all staff.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children have good daily opportunities to develop an understanding of a healthy lifestyle. They take part in regular daily exercise activities. They carefully and safely negotiate steps as they visit the onsite school hall where they enthusiastically practise their skipping, jumping and running. Staff explain to children the importance of a healthy diet, for example during cooking activities, and posters of healthy food are displayed within the setting. Children recognise and name some of the different fruit they see and at snack time enjoy carrot, pear and a plain biscuit. They independently pour themselves a drink of milk or water. They are protected from illness and infection as they follow good daily hygiene procedures. They wash their hands after attending to personal hygiene and before they eat and picture word labels displayed in the cloakroom area remind them of the procedures to follow when using the toilets. Staff use antibacterial spray to clean tables before children eat. All but one member of staff have a current first aid certificate and children receive appropriate care if they have an accident. Staff make regular recorded checks on the contents of the first aid kit and maintain records of any accidents which occur. The majority contain all necessary detail but some entries are not dated. Detailed medication records, together with appropriate consents, are in place and medication is securely stored on site. The nursery has written policies to support their practice which are shared with parents, for example they have a health and safety policy, medication, and illness policy.

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

The provision is good.

Children enjoy themselves at the nursery where they play and learn within a welcoming, secure environment. Staff organise the room well before children arrive with table top and floor activities for children to access. Staff greet children warmly as they arrive and children instantly settle to play and chat with staff and their friends. Some, for example, sit and build models with mega blocks whilst others do puzzles. Children's artwork, such as their collage polar bears and penguins, is displayed throughout the nursery together with a range of printed word labels providing a colourful and stimulating surround for care and learning. Children move around freely and independently access resources during the session which promote learning in all skill areas. They keep safe within the nursery as staff have identified and minimised hazards. Radiators are guarded, sockets covered and a safety gate ensures children do not access the kitchen area. Daily recorded safety checks are carried out and children take part in regular fire drills to reinforce their awareness of how to keep themselves safe. All visitors to the nursery are given an information sheet which covers safety aspects, such as ensuring they do not take hot drinks into the room where children are playing. Staff are continually vigilant to hazards and quickly straighten carpet corners which have been rucked so they do not become a trip hazard. Children's welfare is well safeguarded as all staff have attended child protection training and understand the procedures to follow with any concerns. A detailed child protection policy is in place and staff record injuries children sustain outside nursery sessions although not all records are fully dated or maintained within the same record book.

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

The provision is good.

Children relax and have fun as they excitedly take part in a good range of activities during the nursery session. Staff have a knowledge of both the Birth to three matters framework and Foundation Stage curriculum and children's development records are maintained which clearly show how children are progressing with their learning. All children are included in play and have equal opportunity to access all activities and resources. They independently choose books to look at and shout out with gusto as they pretend to be 'dingle dangle scarecrows'.

### **Nursery education**

The quality of teaching and learning is good. Staff effectively use a range of teaching strategies to support and develop children's learning. Children as a result make good progress towards the early learning goals, for example, staff ask appropriate questions to make children think and explain to children at the start of the day what activities are available for them today. All staff are involved in the curriculum planning. Each member of staff takes responsibility for a specific area of learning and plans in detail, for this area, on a weekly basis. Any specific learning needs for individual children will be highlighted within the planning or be discussed between staff. Detailed assessment records are completed by all staff and these are regularly updated. Profile/development records are maintained on all children and clearly show children's progress through the stepping stones and what the next steps in their development are. Children are very happy at the nursery and enthusiastically join in the activities and initiate their own play which allows them to progress in all skill areas.

Children are settled and confident. They are becoming independent as they start to take responsibility for their personal hygiene with growing confidence. Children socialise happily together as they share resources. Some children squeal with delight as they use the soft toy polar bears to playfully tease other children. Children display good levels of self-esteem and proudly show off their finished polar bear pictures that they made during the craft activity. Children develop their communication skills and welcome each other during registration time in sign language. They confidently communicate with adults and peers and order their thoughts well. Some children proudly announce that their name starts with an 'S' sound and correctly point out their own name in print. Older children are able to write their own name but are not always encouraged to do so. Children show a good awareness of numbers as most of them confidently count 21 children present. They learn what numbers look like in print as they look at the number 15 which represents today's date. Some children use mathematical language correctly as they describe smaller and larger beads. Children show a good awareness of shape as they piece together puzzles.

An interesting range of activities provide children with opportunities to learn about the wider world. This week children look at animals that live in the Antarctic. They learn about what keeps them warm and what type of food they eat. Children are fascinated as they watch large ice blocks melt slowly during the session and notice that they gradually turn to water. Children have daily access to resources such as key boards, laptops and calculators to increase their knowledge and interest in communication technology. Children enthusiastically take part in physical activities. They develop a good sense of spatial awareness as they move around the hall finding a space of their own. Children show good control of their bodies as they crouch down, lay still and quiet whilst pretending to be rabbits before enthusiastically waking up and jumping around. Children enjoy craft activities and use a variety of materials, such as cotton wool and glitter paper. They arrange polar bears, penguins and mountains onto paper to make

an ice collage. They use cotton wool for the bears coat and some children feel and comment on how soft it is. Opportunities, however, are not provided to extend this activity for older children by encouraging them to cut out their own shapes. Children use their imagination well in role play as they pretend to be polar bears in an igloo.

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

The provision is good.

Staff applaud children's efforts and children develop in self-esteem as a result of the positive feedback they receive for their efforts. All children are valued and respected and they are all represented in the 'Our Nursery' book which is displayed within the book area. They have named coat pegs and develop a sense of ownership of their environment as their named artwork is displayed throughout the nursery. Staff appropriately foster children's social, moral, spiritual and cultural development. Children learn about differences and the wider world through planned topic work and play with resources reflecting diversity. They behave very well, play amicably together and happily share resources, such as when playing within the role play igloo. They demonstrate good manners and consideration for others as they politely hold open doors to let others through.

The partnership with parents and carers is good. Children benefit from the close relationships staff have with parents. Good information is given to parents about the Foundation Stage curriculum and how children's progress is monitored. There are formal arrangements for parents to see their child's development records and for them to talk to their child's key worker. Some parents expressed how happy they are with the education offered to the children and report that the nursery is a good stepping stone to school. Parents find the staff 'approachable, warm and very caring' towards their children. They have access to information about the nursery which is displayed within the entrance hall and also receive regular newsletters. Nursery policies are freely accessible, for example the child protection, behaviour management and complaints policies, although the complaints policy does not include Ofsted's contact address. Parents share information with staff about their child and staff know the children well. Children's individual details are recorded although not all records identify children's religion, home language or cultural background.

### **Organisation**

The organisation is good.

Staff work cohesively as a team to provide children with a good range of positive learning experiences within a secure, stimulating environment. Children enjoy themselves as they play and learn, both independently and with others. Professional development is encouraged and supported for all staff. Nursery practice is continually evaluated and monitored and staff have regular appraisals. They understand their responsibility to declare anything which would affect their suitability to work with children, although there is no formal recorded procedure in place to support practice. The leadership and management of nursery education is good. The manager leads the team well and encourages all staff to have an input in the curriculum planning. Staff attend relevant training in the Foundation Stage and for the areas of learning they cover. The manager regularly monitors and evaluates teaching methods and information recorded in children's development files. She provides opportunities for all staff to enhance their knowledge and understanding of children's learning through regular training. Overall, the nursery meets the needs of the range of children for whom it provides

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

There were two recommendations made at the last inspection relating to documentation and both of these have been addressed. Attendance records have been improved to clearly show the times of children who may arrive late or depart early and the lost and uncollected child policy has been reviewed showing the procedures to follow should one of these events occur. There were no significant weaknesses at the last nursery education inspection and the group were asked to consider maintaining written records of activity evaluations and staff meetings to provide clearer evidence of the monitoring and evaluation of the provision. All staff write detailed evaluations of all activities provided and informally discuss these on a weekly basis. Minutes of staff meetings are now held and the information contained within them is used to form part of the group's self-evaluation.

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

Since the last inspection there have been no complaints 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**

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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):

- improve documentation by: ensuring full dates are recorded within accident records, maintaining records of children's home language, religion and culture and by including Ofsted's contact address within the complaints procedure
- devise and implement a formal system to assess the ongoing suitability of staff to work with children

#### **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):

- provide opportunities for the more able children, during craft activities, to further develop their independent skills by allowing them to cut out their own shapes.

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)