

# Christchurch Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	127104
<b>Inspection date</b>	20 March 2008
<b>Inspector</b>	Mary Van De Peer
<b>Setting Address</b>	Christchurch Nursery, Ingles Way, Coolinge Road, FOLKESTONE, Kent, CT20 1ER
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<b>Registered person</b>	CHRISTCHURCH NURSERY SCHOOL (FOLKESTONE) LIMITED
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Christchurch Nursery is part of a chain of two nurseries owned by the company Christchurch Nursery (Folkestone) Limited. It opened in 1991 and operates from several rooms in an annexe in the grounds of Christchurch Primary School in Folkestone, Kent. A maximum of 60 children may attend the nursery/out of school club at any one time. The nursery is open each weekday from 08:30 to 17:30 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 86 children aged from two to under eight years on roll. Of these, 59 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The company employs 16 child care staff at this nursery, as well as an administrator. There are nine staff, including the director and child care managers, who hold appropriate early years qualifications. There are two staff who are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance. They also receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are able to play in clean, child-friendly areas. Staff regularly check and clean toys and equipment to help reduce the risk of cross-contamination. Children follow routines that enable them to learn the importance of personal care and hygiene. For example, they are used to washing their hands before eating and after using the toilet. Children are safeguarded by good procedures and record keeping. This covers the treatment of minor injuries, incidents and medication administration. All accidents are recorded on separate sheets, which are at risk of being mislaid. All staff have attended a recent recognised paediatric first aid course and there is a well stocked first aid kit in every play room. There is a clear policy for ensuring sick children do not attend the nursery and parents are contacted if they become unwell at the nursery. Parents and emergency contact numbers are recorded and readily available, to ensure they can be contacted swiftly. Children are able to sleep or rest during the day, helping them recognise their own body's needs.

Children have lots of opportunities to role play, ranging from home, shops to hospitals. They are able use their imagination and extend this play by dressing-up, using dolls and pretend food, and cooking equipment. Activities such as construction and art and craft allow children to build an object of their choice and then draw it or paint it so they can show their parents or carers what they have built, even though it had to be dismantled. Children are able to go outdoors when they want to and climb, balance and run about. Their fine and gross motor skills are developing well.

The nursery provides children's snacks and drinks, these consist of fruit, water and milk. The children can choose when they have something to eat or drink at 'snack stations'. Drinking water is available for children to self-serve at all times. Parents provide lunch boxes and they are encouraged to ensure these include healthy and nutritious options, for example, sandwiches, fruit or yoghurts. Occasionally children have pasta and staff are able to heat this up for them. At the after school club, staff offer children a 'high tea' which may be toast and baked beans or a jacket potato. The children enjoy the social contact with each other and adults when they sit down to eat during the day. This helps children develop healthy eating habits and begin to understand the needs of their bodies.

Physical development is good. Children have opportunities throughout the day to play outdoors, here they can run around, play ball games, spin hoops and knock down skittles, help maintain the planter and use climbing and balancing equipment. They thoroughly enjoy their time outside and benefit from the daily exercise in the fresh air, whatever the weather. To help children in their hand and eye co-ordination and smaller muscle development, they can use resources such as modelling clay, paint, build and mark-making.

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

The provision is good.

Children arrive cheerfully and settle down well at this welcoming and secure nursery. The environment is bright and safe. Risk assessments carried out reassure parents that staff regularly check the children's play areas and any hazards are minimised. For example, external gates and doors are bolted, safety gates used to make sure children are always in fully supervised areas, cleaning substances are out of the reach of children and sockets are covered. These measures

ensure children have the freedom to play indoors and outside as they choose. Staff give high priority to ensuring all areas children use are safe.

Pictures and work are displayed all around the nursery and this shows that staff value and respect children's contributions. Tables, chairs and outdoor equipment are child size. Children have safe and easy access to a wide range of age appropriate toys and resources which are regularly checked to ensure they are safe and suitable. Children benefit from good security and collection procedures which ensures they are unable to leave without a suitable adult. Management and staff have taken the time to ensure the emergency evacuation procedures are well practised and recorded. Children are learning how to keep themselves safe in an emergency. Staff have a very good knowledge of child protection procedures, as they have participated in recent training which enables them to safeguard children's welfare. There is a written policy available for parents to help them understand the role the nursery plays in protecting their children.

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

The provision is good.

The staff are able to accurately assess the progress and development stage of each child by using the Birth to three matters framework. Children get involved in a range of activities which helps them have an enjoyable time. They can make choices in their play, including a play shop which sells simulated fruits and vegetables from all around the world, sand and water play, mark-making and clay modelling. Outdoors they can play chase and ball games with each other or on their own. A garden area provides children with the opportunities to cultivate a variety of plants and vegetables. They learn about what plants need to grow. The vegetables are dug up when they are ready, cooked, then eaten by the children, giving them a sense of pride and achievement. Staff ensure initial profiles are completed when children start at the nursery, which are then used to build on their learning and progress. Children enjoy good communication with staff, who ask them challenging questions, encouraging children to talk about themselves and what they are doing. For example, the spider activity where the children became totally involved in what the member of staff is showing and telling them. A time-line with pictures representing the different routines in the day, helps children feel secure and understand what they are doing next.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge and understanding of the Foundation Stage. The children's learning is appropriately stimulating, due to the good organisation of the play areas and the activities provided. All areas of learning are covered by the effective programme, it is able to build on children's individual and existing skills. There are good opportunities where more able and older children learning is appropriately extended. The planning includes practical experiences and allows children to explore through freely chosen activities. The environment is supportive and secure, promoting children's self-esteem and confidence. They are able to access resources independently, for example, the computers set-up in each area. However, the adult-led activities and whole group times, for example, story time, mean children's choices are limited on these occasions. Children's behaviour is very good, they understand the importance of good manners and are eager to help each other. Children's speech is good and staff have learnt how to help children with communication problems and be better understood. Basic signing is also used all through the nursery. Children enjoy looking at books, listening and participating in stories being read to them. There is a vast range of mark-making resources available, including chinks, printing, brushes, paint-sticks, pencils, pens and different

sized crayons. Children use these creatively, making pictures and patterns, as well as writing letters from their names. Children are learning to count and recognise numbers through everyday play. Staff encourage children to count in whatever activity they are involved in, for example, numbers of children at their table, how many pieces of fruit they have on their plate. Adding and subtraction skills are developing, aided by singing familiar number rhymes. Musical instruments are always available for children to use either when they are singing or any other time, they learn to play them softly, slowly, loudly or fast. Children clearly enjoy every aspect of the play and learning opportunities provided at the nursery, they are encouraged to use their imagination and express and create their ideas and observations.

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

The provision is good.

The nursery has displays of posters, photographs, pictures and information in every area, including the entrance hall and corridors. This helps children, parents, carers and visitors to quickly gain an impression of how dedicated the nursery are to providing a high quality child care service. Everyone is welcomed warmly by staff. Good attention is paid to the children and the contribution they make to their environment. Staff have a good awareness of the preferences and individual needs of all children. They provide resources and toys that reflect positive images, giving children a balanced view of society as a whole and their local community. The festival celebrations of other cultures are incorporated into the planning, further supporting inclusion. There are excellent procedures in place to ensure children's individual needs, learning difficulties or disabilities are well catered for. Children with English as an additional language are also supported by staff sensitively. Children's behaviour is very good and is encouraged with praise and positive reinforcement.

The partnership with parents is good. Parents are fully involved in their children's care and learning from the beginning. They are asked to provide detailed information about their child's background, personal needs and interests. Parents receive an introductory pack which includes essential information regarding the operation of the nursery, Birth to three matters and the Foundation Stage. All children have a 'home book' in which staff and parents can record relevant information about their child's achievements, daily activities and any evaluations. Details on children's progress in Birth to three or the Foundation Stage is also recorded. In addition each child has developmental records which are shared with parents at open evenings and on request. Parents confirm how pleased they are with the nursery and that their children are extremely happy and eager to attend. The children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

The registered provider and staff have a very good awareness and understanding of their roles and responsibilities, they provide good support for the children and their families. The recruitment and vetting procedure for new staff is robust and helps ensure persons working with the children are suitable to do so. New staff are closely monitored during their three month probationary period. Once fully employed, they are expected to attend staff meetings and any relevant in-house training. Regular supervision and annual appraisals means individual staff member's personal and professional development needs are appropriately assessed and additional training and support is provided. The Ofsted registration certificate is displayed for parents and visitors to see on arrival at the nursery. All required record-keeping and documentation is

very well kept and stored securely. This results in the continued improvement in practice leading to very good quality play experiences for all children. The setting meets the needs of the range of the children for whom it provides.

Leadership and management is good. The staff team is very strong and they share common aims. They work closely together and with the provider to ensure the nursery's care and education programme is delivered effectively. The provider is very enthusiastic and gives excellent support and guidance, which in turn motivates all staff. The staff use the Foundation Stage very well to plan and provide a balanced curriculum. Children benefit from thorough observations and assessments of their progress. Staff evaluate how each child's needs are being met through the nursery education, therefore, identifying their next steps. The provider is continually looking for different and more effective ways to develop the nursery and subsequently improving the learning experiences for children.

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

The provider has taken appropriate action to meet the recommendations raised at the last inspection. In-house behaviour management training has been undertaken by all staff. The use of positive words to help children learn about how they and others feel have been introduced, for example, happy and sad. The revised behaviour management policy is shared with parents and children are benefiting from the positive reinforcement of acceptable behaviour. With regards to hazardous cleaning sprays, staff are careful not to use them near children, ensuring their safety. The confidentiality of the accident records has been reviewed and the methods used to record details continues to be assessed, to ensure all information is confidentially recorded. The lost child policy has been reviewed to ensure it contains relevant information for parents, so they know when they and the authorities will be contacted. Children's welfare is protected.

### **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.

## **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):

- review the recording format of children's accidents, to ensure the information can be relied upon if necessary, protecting children's future welfare

### **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):

- review adult-led activities and whole group time, to ensure all children's needs are being considered and they have choices in their play, further promoting their independence

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