

Minster Day Nursery And Out Of School Club

Inspection report for early years provision

Unique Reference Number	127382
Inspection date	02 April 2008
Inspector	Linda Patricia Coccia
Setting Address	Molineux Road, Minster, Ramsgate, Kent, CT12 4PS
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Registered person	The Trustees of Minster Day Nursery and Out of School Club
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?

Minster Day Nursery and After School Club opened in 1992 and operates from a converted youth centre in Minster, Kent. The nursery has access to six rooms, the school hall, an office, toilets, and a kitchen. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 153 children aged from one year to under eight years on roll. Of these 49 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 disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 19 staff of whom, 12, including the manager, hold appropriate early years qualifications. There are two staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate in effective personal hygiene procedures. They wash their hands with antibacterial soap after using the toilet or playing with messy play activities. They are regularly reminded why they need to wash their hands. Children are also kept safe from the spread of infection by a well written sick child policy and by posters displayed about children spreading germs. Children practise good hygiene procedures. All regulatory paperwork such as accident and medication records are well maintained. Children's health is promoted.

Children's individual dietary needs are fully catered for as the provider uses a reputable outside food company to provide all main meals. Children's snacks are healthy and nutritious, usually consisting of a variety of fresh fruit and a selection of drinks, which children help to prepare. Snack times are casual affairs and children can have drinks and sit and chat to their friends when they want but within a fixed time scale. Children participate in occasional food activities such as food tasting when learning about festivals. However, many more opportunities for children to learn about food could be provided. Children eat food which is healthy and nutritious.

All children engage daily in physical play. Each room has its own outdoor play area with a variety of soft flooring, decking and grass. Children use climbing frames, ride on toys, and a wide variety of other equipment to keep them healthy. Indoors, large free floor areas allow children to fully explore construction toys or move to music. Children enjoy their physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use rooms which are brightly decorated, airy and welcoming. An area known as the library is used by the breakfast and after school children for quiet activities and doing homework. All toys and equipment are washed weekly. Staff are very aware of the dangers of cross contamination and rigorously implement procedures. Daily risk assessments are carried out on each room and the outdoor areas before they are used by children.

Children are protected on outings by a range of good procedures which staff know well. Good staffing ratios are in place. Staff stay in contact with the nursery by means of walkie-talkies and they carry with them all necessary equipment including water and a first aid pack. Staff obtain written permission from parents for the regular outings they have around the village. There is also a good emergency evacuation procedure in place. However, new staff and new children have not had the opportunity to practise it and not all drills have been recorded. Overall, children are kept safe.

Children are protected by comprehensive policies and procedures dealing with child protection. Most senior staff members have attended recent Safeguarding Children training and the policies reflect this. There are separate procedures for dealing with allegations made against staff. The manager is the person responsible for any child protection referrals and implementing support for parents. Well thought out arrival and departure procedures ensure the out of school children are accompanied to the nursery by suitable staff and all children are only collected by persons nominated by their parents. Children's well-being is promoted.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time in the nursery. They achieve well because the staff are highly skilled and use their exceptional understanding of early years guidance, such as the Birth to three matters framework to provide high quality care. All children arrive happy and eager to participate. Those who are new to the provision are helped to settle by staff who are sensitive towards their individual needs. The youngest children make excellent progress because staff recognise the uniqueness of each child. For example, staff have written information from parents about sleep and meal routines. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Early communication skills are extremely well supported through high quality adult-child interactions and the use of systems which accurately show children's individual language abilities. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, discovering how feathers feel soft and how they move through the air or discovering insects in the garden.

Nursery education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. This is because the majority of staff working with them have a sound knowledge of the Curriculum guidance for the Foundation Stage. Planning is well documented and written information is displayed for parents. Children are provided with activities and experiences, which build on what they already know and can do. They have lots of individual choice about the activities they use because the planning is varied and flexible. However, staff do not have a written system to record children's starting points. Regular evaluations help staff to focus on the success of activities and planning is informed by children's individual next steps.

Children show a very strong sense of belonging as they play and learn together. They are confident and friendly and show care and concern for others. They use conventions such as 'please' and 'thank you', for example, as they socialise at snack time. Children are becoming independent learners as they move around the room, choose their own activities and follow routines such as helping to tidy toys away. They use a variety of tools to make marks and some are able to write their names using correctly formed letters. Others attempt to write for a range of purposes, such as making lists during role play. Children are developing a sense of time and begin to differentiate between past and present experiences. For example, they talk about going to London and when they visited London as they construct a train from milk crates. They sit quietly and concentrate during group time and actively contribute their own thoughts and ideas. Children are gaining confidence with numbers and counting. They use simple addition and subtraction in every day routines. For instance, when discussing the numbers of children attending. They learn to identify and describe 3D shapes and use language such as 'bigger' and 'more' to describe size and quantity. The older children competently use the computer as they operate the mouse and complete number or matching programmes. One child is particularly good with sequences and 'what comes next' games.

Children learn about the similarities and differences between themselves and others through projects and themes, which include activities about their own families and others from around the world. They demonstrate curiosity and concern for living things. For example, two girls caught an insect which they named 'sparkle'. They talked about it being frightened and took great care not to frighten it further. Good use of the outdoor area promotes children's developing physical skills. Children move confidently, imaginatively and safely around the variety of

equipment. They challenge themselves when using equipment. For example, two children manoeuvred around the balancing beams. They walked forward, backwards, sideways and then balanced cushions on their heads. The staff member who was with them offered guidance and encouragement throughout the activity. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community through celebrating festivals, tasting food from different cultures and having access to a good range of play resources and information which show positive images of culture, ethnicity, gender and disability. Children's spiritual, moral social and cultural development is fostered. Children with learning difficulties and disabilities or who speak English as an additional language are well supported by staff. Staff use different methods to help children integrate into the group and help them feel comfortable. For example, they use as much sign language as they can and produce picture cards so that children can show staff what they want. Each child has its own Individual Education Plan. Children's individual needs are met.

Children are well behaved and play well together. They learn to share toys and take turns using a sand timer to see how long they can play. They are respectful to staff and cooperate well with them because they know the room routines well. They are eager to show how helpful they can be as they happily clear away toys at tidy up time. Staff offer children lots of praise for good behaviour and showing consideration to others. Children play within well defined boundaries.

Partnership with parents is good. Their written comments in cards and parent questionnaires show they are very happy with the care given to their children and the progress children have made. They receive lots of written information about the Foundation Stage and the Birth to three matters framework. All parents are able to see their children's observation and progress records whenever they want. The parents of children in the one-to-two year room receive additional daily information sheets detailing food eaten and such like. Parents get involved in their children's learning at home as they use activity sheets, borrow books and bring in items for projects. For example, these may include children's holiday photographs for 'The World' project.

Organisation

The organisation is good.

The group displays their registration document. The provider ensures that the staff are suitable to work with the children through a robust recruitment and vetting procedure. All staff have been vetted and hold Criminal Record Bureau (CRB) checks. Induction procedures are available for students and newly employed staff. All staff participate in room team meetings and take part in a yearly appraisal system. Good procedures are in place for staff discipline issues, although these are very rarely used. The manager ensures that all regulatory paperwork is well maintained, such as fully completed attendance records and complaints log. All paperwork relating to children and their families are maintained confidentially and stored in a locked cupboard. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The Trustees take their responsibilities very seriously. They meet regularly, risk assess the building, provide funds for toys and equipment, and deal with complaints when necessary. They employ a competent manager and deputy who have a clear vision of the type of care offered to children to enable them to achieve well. The manager's organisation of the nursery ensures that staff and children work in a calm, absorbing atmosphere where learning is encouraged. Staff are encouraged to work as a team, contribute to the activity planning and take on individual responsibilities. For example, become 'Key workers' who are able to work directly with parents. The manager regularly monitors the delivery of the Foundation Stage through a variety of different methods including room observations, discussions with staff and looking at planning and children's observation records. Staff are offered training opportunities to enhance their roles. Senior staff also attend a variety of training which they feel will benefit the provision. Children benefit from qualified and skilled staff.

Improvements since the last inspection

At the last inspection the provider received numerous recommendations to improve the provision. They were, to develop knowledge and understanding of child protection issues and procedures; the operational plan; the policies for lost and uncollected children and create a system of risk assessments. They were also asked to devise procedures for outings and procedures for toileting, nappy changing, cleaning potties and hand washing, review procedures for children's arrival and departure; the recording of parents information and their complaints. Further recommendations were to ensure that sufficient toys and equipment are available at low level, so that children can self- select; to share information about children's records and the nursery's policies and procedures with parents and finally, to use observations to help plan the next steps in children's play and learning.

The provider has fully reviewed all policies and procedures and has implemented an number of new ones. All relevant written information is shared with parents and all policies and procedures are available to them. Finally, children's toys are at low level to aid self selection and observations on the children are used to inform the planning. Children are looked after in a more organised environment.

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):

- ensure emergency evacuation procedures are practised on a regular basis; that all new children and staff have the opportunity to participate as near to their start dates as possible, and that all children have the opportunity to practise them on a regular basis
- provide more cooking and food activities for 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):

- devise an initial profile system to record children's starting points for whatever age they are when they start at the nursery

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