

Snapdragons of Grosvenor

Inspection report for early years provision

Unique Reference Number	133076
Inspection date	28 February 2008
Inspector	Beverley Blackburn
Setting Address	4 Grosvenor Place, Bath, Avon, BA1 6AX
Telephone number	01225 483660
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Registered person	Snapdragons Nurseries Ltd
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Snapdragons' of Grosvenor is based in the rooms of a Georgian town house in Bath City. It provides full day care for up to 60 children from birth to five years, who are accommodated in three units appropriate to their age. The group was established in 1999. There are at present 120 children on roll and of these there are 34 funded three and four-year-olds. The group supports children with Learning difficulties and or physical disabilities and children with English as an additional language. They are supervised by a staff of 20, all with suitable childcare qualifications and experience. There is a secure and well equipped outdoor area. Families from Bath and the surrounding area use the facility. The group have taken part in 'Investors in People' and in the accreditation scheme 'Quality Counts'. The nursery is open from 08:00 until 18:00 for 51 weeks of the year. The group attends training provided by the Bath and North East Somerset Early Years Partnership. The setting receives support from an early years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a suitably clean and welcoming environment. Children benefit from well-established daily routines to help them understand the importance of good hygiene practices. For example, children are encouraged by staff to wash hands before meals; after visiting the toilet and after messy play. However, at times there is insufficient supervision by staff to ensure the children's hands are properly washed. Staff promote good practice by ensuring they wear gloves and aprons when changing nappies. The setting is particular about staffing wear different coloured aprons when changing and feeding babies. The changing area is in a suitably clean condition and nappies are appropriately disposed of. The staff ensures that young children's personal hygiene is effectively promoted. All documentation is maintained to a high standard. All staff holds a first aid certificate, these are up-dated as required.

Children experience a good range of interesting physical activities as part of a well planned routine which contributes to healthy lifestyle; this includes regular use of the outside play areas. Children benefits from good opportunities to take part in activities that helps them to develop good control of their bodies, such as the climbing frames, bikes and scooters. They are able to develop their self-esteem as they confidently participate in a wide range of activities. They are also able to enjoy music and movement sessions. Babies and young children join in activities with interest, because the staff make good use of the Birth to three matters framework. Activities are appropriately linked to the activity plan and are incorporated into the children's play.

All children and babies benefit from a healthy diet. They are provided with a balance and nutritious meals. Babies are appropriately fed and some are encouraged to feed themselves, however, staff should ensure that all babies' foods are easily accessible for them to be fed and that their foods are appropriately placed during the meal to promote good hygiene practises. Older children enjoy healthy snacks and develop independence and confidence as they pour their own drinks. The menus are available to parents so that they can see what their child is eating. Drinking water is accessible throughout the day. Lunchtime is a social occasion, enjoyed by children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe environment where staff ensure all risks are minimised which helps children to move around freely. Regular risk assessments are carried out each day of the indoor and outdoor areas. Staff try to ensure they create bright and interesting surroundings for the children by displaying the children's own art work such as paintings, craft activities. The babies have a safe and spacious room, bright and airy, where they can crawl and sit and play happily with support from the staff. They have access to stimulating equipment such as mirrors, tunnels and push-along toys for the more mobile children; there are small tables and chairs for eating and doing activities and appropriate highchairs for younger babies. There is a suitable room for babies to sleep with an appropriate listening device; they are regularly checked. However, the room could be made more inviting and homely. All children are sufficiently supervised at all times.

The setting is well equipped. All children have access to range of good quality, safe, age appropriate toys and equipment. The setting gives priority to the safety of the children, especially when negotiating the many stairs in the building. However, occasionally supervision is not as stringent and children are seen climbing on the chairs. Children are helped to understand about being safe on the road; this is often discussed at circle time. The outdoor play areas are fully enclosed to ensure the children remain safe. There is a secure entry system to prevent unwanted access to the premises. For children collected by someone other than their main carer, the setting uses a password system. This ensures the children's safety is effectively maintained.

Children's welfare is safeguarded by staff having a sound knowledge and understanding of their personal responsibility with regards to child protection issues. They are aware of the recording and reporting procedures in the event of any concerns they may have about children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the setting and develop good levels of confidence and self-esteem as they participate eagerly in the range of activities on offer. Children are fully occupied and show good interest in the activities provided. Their care needs are well met within flexible routines that include regular activities and time for quiet and active play. Staff interact with the children on all levels during the session. There are sufficient opportunities for children to take initiative and become self-sufficient in choosing activities, for example, children can spontaneously use their own ideas such as in painting. Children are motivated, keen and confident to try new ideas such as drawing around staff during outdoor play. Most children are able to pursue planned activities without interruption. Children are helped to manage their behaviour appropriately, through regular and consistent daily routine, although sometimes the pre-school group can be quite lively. The setting enables children to develop social skills and make sound relationships with each other and staff. A key person system is in place for all the children, in order to help meet their needs. The children are happy, and are making generally good progress.

The younger children are suitably supported and their individual needs met. Most staff interacted well with the children and encourages language development, through constant conversation. The babies are relaxed and contented and often have a smile on their faces; they are provided with a range of toys and resources that stimulate their development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff show sound knowledge and understanding of the Foundation Stage and how young children learn. Staff are familiar with the Foundation Stage and can appropriately support the children and their learning. They have an appropriate expectation of the children, and know what the children's learning needs are. Children are encouraged to achieve their own work. The children's progress is measured through observation and assessments, however, staff are not consistent in keeping the records up-to-date. In general the information gained from the observation is used appropriately to help move them on to the next step in their learning. However, on previous activity plans, there is no clear evidence that planned activities are evaluated and targets are achieved. Consequently, the setting has currently changed their planning to bring it in line with the Early Years Foundation Stage; this includes frequent evaluation of the activities planned. The staff provide a range of balanced activities which are planned to build on the children's knowledge and skills.

Activities are well planned to include all children, however, it does not include how the more able children are extended. Children are keen to learn; most children are focused and able to concentrate for a suitable period of time, although there are occasions during activities when the children are quite lively. This causes children's concentration to diminish and they become distracted.

There are opportunities for children to explore and investigate using a range of materials, for example, textures through a range of craft activities. Children enjoy listening to stories and respond with interest, they are able to relate to the characters and re-tell the story. They are encouraged to use language that enables them to develop their vocabulary, for example, "exhausted". Children are beginning to link sounds to letters, with support from the staff. Children are successfully beginning to develop their writing skills. The more able children can spontaneously write their names without help from the staff. Children are making sound progress through the stepping stones towards the early learning goals in the six areas of learning.

Children are able to reliably count up to nine, the more able children are appropriately challenged and their mathematical knowledge is suitably extended. There are good opportunities for children to use number language; to partake in simple calculation and problem solving during the sessions.

Children are able to confidently use the computer with skill or use Duplo to carefully build a tower; they are able to competently use tools for a purpose. They are beginning to understand the sense of time as they go about the daily routine. Children are provided with a range of good resources to help them gain an awareness of other cultures and beliefs.

Children are able to move with good control and co-ordination as they negotiate themselves around the room successfully, with awareness of space for themselves and others. There are good opportunities for children to participate in outdoor activities to develop their large muscle skills. Children show enjoyment in familiar songs and in their imaginative play. Children are supported effectively in spending their time purposely participating in a range of activities that contributes to their learning and development.

Helping children make a positive contribution

The provision is good.

Children enjoy their play and learning experience in a caring environment, where they are valued as individuals and develop confidence to initiate their own play and learning. The children develop a positive attitude to others and gain a good understanding about the wider world and community through access to a good range of play resources, which show positive images of cultural diversity. Children have good opportunities to learn and show appreciation of other cultures through the celebration of different festivals such as Easter, Chinese New Year, Divali and Christmas.

Children with learning difficulties and or physical disabilities are appropriately supported. They are integrated well into the group and equipment and resources are adapted to ensure all children can fully participate. Staff work effectively with the parents and other professionals to ensure the children's individual needs are met. The setting provides opportunities through training course for staff to develop their awareness of other disabilities children may have such as autism. Children are given praise and encouragement and are settling as a group, although the pre-school group are a little lively at times. The staff successfully use good behaviour management strategies to help change unacceptable behaviour. Children are helped to recognise

when they have done wrong and are encouraged to apologise. They are encouraged to behave through positive encouragement and clear and consistent boundaries.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents are given good information about the setting. This includes basic information on the Foundation Stage; however, the information available could demonstrate more clearly, how the six areas of learning are achieved by the children. Birth to three matters framework is well supported through photographic evidence in the children's "all about me" books. The day book records gives parent an account of their baby's day, there is also verbal feedback at the end of each day. The staff have a good relationship with the parents and the setting has an "open door policy", where parents are always welcome. The parents are able to discuss their child's progress and achievement at the nursery's annual parents evening. Parents are encouraged to be involved in the nursery and to contribute where ever possible. The staff aim is to work effectively with the parent to provide consistency in the care of the children.

Organisation

The organisation is good.

The children are cared for by qualified and experienced staff who have a good knowledge and understanding of child development. They use this information well to create a happy, relaxed and comfortable environment where children's progress, development and well-being is encouraged. The adult to child ratio ensures that young children and babies receive good quality care with sufficient time and attention.

Children's play areas are organised effectively to provide appropriate environments for each age group. Children's health, safety and welfare is promoted through the implementation of well documented procedures and policies. All regulatory documentation is in place and used effectively to promote good practice.

The nursery meets the needs of the range of the children for whom it provides.

Leadership and management is good. Staff work efficiently together as a team to offer children a wide range of interesting experience that promotes their progress and development. The staff are committed to improvement and all are supported well in developing and sustaining good practice. The nursery is committed to staff professional development; they receive annual appraisal and are encouraged to develop and increase their knowledge and skills through internal and external training. The managers have a clear vision for care and nursery education for the children with good plans for improvement.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that all medication forms are signed by parents and ensure that all staff are aware of Ofsted's role in child protection procedures. All medication forms seen were signed by the staff and parents. Staff are made aware of Ofsted role in child protection procedures and other issues are often discussed in staff meetings. The staff sound understanding helps to safeguard the children's welfare.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the or Ofsted to take any action to meet the National Standards. The provider is required to keep a record of the 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 children are appropriately supervised and staff are stringent in maintaining good supervision to ensure the children's safety
- make sure babies' foods are easily accessible for them to be fed and that their foods are placed to ensure good hygiene practise are maintained at all times

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):

- ensure all observation and assessment records are kept up-to-date
- ensure the planning include how the more able children are extended
- improve the information available to parents on the Foundation Stage to include clear explanation of how the six areas of learning is achieved by the children

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