

# Lord William's School Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	133497
<b>Inspection date</b>	04 December 2007
<b>Inspector</b>	Margaret Davie
<b>Setting Address</b>	Oxford Road, Thame, Oxfordshire, OX9 2AJ
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<b>E-mail</b>	Nursery@lordwilliams.fsnet.co.uk
<b>Registered person</b>	Lord Williams Day Nursery
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Lord William's School Day Nursery was registered in 1992. It is a non-profit making organisation managed by a committee of parents. It operates from a purpose built building in the grounds of Lord William's Secondary School in Thame, Oxfordshire. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.00 for 42 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 47 children aged from three months to under five years on roll. Of these, 33 children receive funding for early education. Children come from a wide catchment area within Oxfordshire and most of their parents work at the school. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold an appropriate early years qualification and of these one is working towards a further qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are beginning to learn the importance of personal hygiene. They wash their hands regularly before eating and after using the toilet. Staff explain how to do this to ensure thorough cleaning and to increase children's understanding of the importance of washing their hands to maintain good health. Children who wear nappies are protected from cross infection because the staff ensure they always wear aprons and gloves when changing them and wipe the mat thoroughly after each use.

Children receive appropriate care in the event of an illness or minor accident. Their parents are properly informed if they have had an accident or medicine has been administered to them and all mandatory health records for children are in place. This ensures their continuity of care. Babies' health is promoted because staff maintain their home eating and sleeping routines as much as possible. However, staff have not given consideration to minimising the spread of germs in the baby room by designating this as a no outside shoe area, or by using separate linen for each sleeping child.

Children receive a healthy diet and have regular meals and snacks. They enjoy meals provided by the nursery or bring a packed lunch from home. Water is always available from the dispenser so that children can have a drink whenever they are thirsty. Children's special dietary requirements are known to staff, which ensures they receive appropriate food and drinks.

All children benefit from physical activity as they enjoy regular opportunities to play in the secure garden and have sufficient room to move around safely indoors. Children develop physical confidence by climbing, pedalling and pushing outdoor equipment and develop their imagination while cooking in the outdoor kitchen or riding in the model train carriage. They listen, respond appropriately and develop spatial awareness during indoor musical movement sessions. Children use a range of tools and other equipment to develop their small muscles. They draw with pencils, paint with brushes, fill small containers with water and develop their coordination by making and decorating paper chains using glue sticks and craft materials. Young children regularly get plenty of fresh air as they usually nap outdoors, secured into their buggies.

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

The provision is inadequate.

The safety of children is compromised because registers are not accurately maintained to reflect the number of children attending the nursery. Procedures are in place to sign children in and out of the nursery; however, staff do not always follow these correctly.

Children play in a suitable and secure environment which has appropriate facilities for their needs. There is a buzzer system on the front door and an audible alert to inform staff whenever the door has been opened. This helps to ensure children's safety as there is no unauthorised entry or exit. Rooms are well organised, bright and attractively decorated. Toilets and nappy changing areas are appropriate for children's ages. Carpeting in some areas is, however, quite stained. Children play with a good range of toys which are regularly checked to ensure they are in good condition and clean. Most areas are checked on a daily basis to ensure they remain safe for children, however, some sockets are not protected, which increases the risk of an

accident. Children enjoy playing in the large enclosed garden which has recently been improved. Children are at risk in the event of an emergency evacuation because registers are not accurate.

Children's risk of harm from others is appropriately safeguarded because staff have an understanding of their roles in child protection. However, the nursery does not have the Local Safeguarding Children Board's contact details, which could result in a delay in passing on any concerns they may have about a child in their care.

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

The provision is satisfactory.

Children develop a range of skills at the nursery. They learn to become independent and gain self confidence through making choices, for example about their personal care and which toys and activities they would like to play with. They learn through a wide variety of activities, for example singing songs together, painting and preparing food in the home corner. They enjoy listening to stories and join in games that encourage their imagination. All children access interesting and safe equipment which is stored at a low level for easy access. Babies have experiences that involve using all their senses, such as listening to relaxing music.

Children are well settled. They enter confidently and quickly engage in activities. They relate well to one another and socialise positively with staff. The staff are very involved in children's play, talking and listening to them and asking questions which make them think. For example, while playing a matching game children are asked, 'How do you think you can remember which items are on your card?'

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a suitable understanding of the Foundation Stage and plan a range of activities across all six areas of learning. Planning identifies learning intentions and is evaluated to ensure that children are making expected progress. All staff make and record assessments, using observations and children's work to illustrate their progress.

Children learn to recognise their name when they look for their place setting at the dining table, write and name some letters of the alphabet while chalking outside and practise their early writing skills with a range of equipment, such as pencils and stencils. They count to 10 and beyond when counting the number of children in after play, measure using a range of containers in the sand box and water tray and count beakers while helping to set the tables.

Children enjoy learning about the world around them, for example naming and preparing the play food in the home corner and investigating a range of materials with magnifying glasses and magnets. However, practical resources for developing their understanding of technology are few and this restricts their opportunity to develop these skills. Children enjoy a range of art activities such as painting, wrapping big boxes with paper and making and decorating paper chains. Staff provide good encouragement for children to express their own ideas during these creative activities.

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

The provision is satisfactory.

Children develop appropriate awareness of wider society and develop suitable attitudes toward diversity as they have access to a range of toys and resources which reflect people from around the world. Children's spiritual, moral, social and cultural development is fostered when they learn about festivals from other cultures, such as Diwali and Hanukkah. However, some of the toys such as the dolls, are stored in a heap with no clothes on them and look quite grubby, which presents children with a poor role model about how to treat these resources.

Children have equal access to toys and resources and staff encourage and support their full participation in activities. For example, children who are just learning to speak English are given extra adult support and encouragement to ensure their full integration. Children's home routines are followed and staff inform themselves of their dietary or other requirements and are therefore able to meet their individual health needs. Children are developing their independence by helping to set the tables and pour their own drinks. Children behave well and learn about responsible behaviour. Staff use positive methods and lots of praise, and encourage older children to talk about any behavioural issues and apologise to their friends if appropriate. Children are beginning to develop an understanding of the needs of others as they share popular outdoor resources, such as trikes.

Children with learning difficulties make suitable progress as staff work closely with their parents and outside agencies to ensure they get any additional support they need. Children benefit from the good relationships staff develop with their parents and carers. Relationships are professional and friendly and parents say they are happy with the provision made for their children. Parents receive a good range of information about the setting and have free access to their child's developmental records. For children receiving nursery education, the partnership with parents and carers is good. Parents are informed about the Foundation Stage curriculum and planning is displayed for their information. They receive regular verbal updates about how well their child is doing, as well as an annual written report and opportunity to discuss their child's progress with a member of staff. This helps to ensure they are fully informed about their child's progress and how they can support them at home if they wish.

## **Organisation**

The organisation is inadequate.

Children's care is compromised because the nursery has not advised the regulator that the manager has gone on maternity leave and that she has been replaced by her deputy. Children's needs are compromised because attendance records do not always accurately reflect the number of children present in the nursery. These are both breaches of the regulations. The nursery is also breaching its conditions of registration by permitting an additional child to attend before there is an available space. The setting therefore, does not meet the needs of the range of children for whom it provides.

Documentation for the care of children is in place. Staff use time and resources sufficiently well to encourage children to develop a range of skills. Appropriate recruitment procedures are in place and staff are aware that colleagues who are awaiting confirmation of their checks must be carefully supervised. However, children's welfare is potentially at risk because training records confirming their qualifications, are missing for three members of staff, as is a record of satisfactory vetting for one member of staff.

The leadership and management of the nursery education is satisfactory. Staff are adequately supported through monthly staff meetings and regular appraisals to help identify any training needs. The acting manager is keen to address areas of weakness and is clear about the improvements needed to ensure children appropriate gains in their learning.

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

At the time of the last inspection the nursery was asked to increase challenges for older, more able children to explore number and simple calculation through everyday activities, to improve the detail regarding children's hours of attendance recorded in the registration documents and to improve information for parents about how to contact the regulator in case of a complaint.

Older children make satisfactory progress in their mathematical development through a range of activities, such as counting the number of drinking cups when they set the tables as well as counting in the children who have been playing outside. They make simple calculations when comparing groups of resources during play activities. The complaints procedure has been updated to ensure parents know how to make a complaint to the regulator to protect the welfare of their child. However, children's safety is at risk because insufficient improvement has been made to the way the registers are maintained.

### **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.

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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, the registered person **must** take the following actions:

- ensure attendance records accurately reflect the number of children in the nursery and their hours of attendance
- comply with the conditions of registration regarding the number of children who may be cared for in the nursery
- ensure the regulator is informed of any changes to the person in charge at the earliest opportunity

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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):

- improve children's access to everyday technology

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)