

Get Set Go Nursery

Inspection report for early years provision

Unique Reference Number	143471
Inspection date	23 October 2007
Inspector	Mary Summers
Setting Address	Cumberland Infant School, Methuen Road, Southsea, Hampshire, PO4 9HJ
Telephone number	0239 2822333
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Registered person	Get Set Go Nursery Limited
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 good.

WHAT SORT OF SETTING IS IT?

Get Set Go Nursery is a privately run provision situated within Cumberland Primary School. The nursery consists of the main playroom on the ground floor and a quieter area on the mezzanine floor above. Children have supervised access of the school hall and playgrounds.

Breakfast and after school clubs for nursery children are from 08.00 - 08.45 and 15.30-17.30. Pre-school sessions for children aged two to four are from 09.00 - 12:00 and 13:00 - 15:30. The nursery is open throughout the school holidays for children aged two to eight years old from 08:00 - 17:30 daily.

The nursery accepts funded three and four year olds, and provides care for children with learning difficulties and / or disabilities and those who speak English as an additional language. All staff hold relevant early years qualifications, and regularly attend various training programmes to further develop their knowledge in childcare. The nursery receives support from various personnel within the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for well in a clean and well organised setting. They quickly become accustomed to routines and expectations, develop good levels of confidence and help themselves to milk and water which is always readily available. Those who need help are not afraid to ask. Children know the importance of good hygiene at mealtimes. They wash their hands carefully and staff are careful to clean the tables ready for the meal. Many already know about the importance of healthy eating. They are able to identify fruits and vegetables as being the healthiest part of their lunch. They sit together with staff in a pleasant family atmosphere, enjoying their meal and chatting politely with one another.

Staff adhere rigorously to the clear accident policy. If a child is hurt, an accident form is completed. If the accident involves a head injury the parent is always contacted. The accident form has to be signed by a parent to ensure they are fully aware of what has happened. The child is given a sticker which outlines details of the accident. This means that even if staff do not manage to speak to the parent at the end of the day, they are aware of what has happened. In such cases, staff telephone parents later in the day to make sure they are kept fully informed.

Physical activity is promoted well with an hour's outside activity every morning. Children enjoy the school's extensive facilities which include two secure play areas, a covered section, fenced off pond, wild garden and small field. Children spend the first half hour climbing, riding tricycles, using the 'Trim trail' and playing with a good range of large equipment. Staff then organise a wide range of further activities outdoors such as sand and water play and craft opportunities so that children can develop their manipulative skills within a fun setting. Children enjoy all the opportunities offered outside. They develop confidence and good social skills, playing happily with one another.

If necessary, children can take a rest indoors, although most are happy to engage in the stimulating variety of craft and investigative opportunities offered at different tables and areas. The mezzanine floor is used as a quiet area, where children can rest on beanbags, listen to music or choose a book to enjoy. Each child has a key worker who knows them well and supports their emotional development as well as their learning. The setting has excellent links with parents and this means that information is readily shared so that staff can take account of any concerns or problems.

Staff take children to use the school toilets whenever necessary. The facilities for girls are clean and hygienic but those for boys' are not so pleasant. Nursery staff are working hard with the school to improve these for all children concerned.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel safe and secure within the setting because of the good levels of care afforded to them by all the staff. They settle quickly because of the good induction procedures that form the foundation of the school's very productive relationships with parents. Staff teach children to be independent, encouraging them to choose their own activities and to select their own resources for making models and pictures. Themes such as 'People who help us' provide good

opportunities for children to meet and chat to community police officers, developing good relationships and a confidence to ask for help if required in the future.

The premises are secure and staff are rigorous in their monitoring of children at the beginning and end of sessions. They keep a close eye on children going up and downstairs, reminding them of the need to take care and hold on to the rail. Equipment is checked regularly to ensure it is safe for children to use. Risk assessments are carried out and actions identified to minimize any hazards but on occasion these actions are slow to be implemented, for example, replacing missing finger guards on doors.

Children's welfare is supported well by staff. All adults hold a first aid qualification and there are clear procedures for dealing with accidents. They have a sound understanding of their roles and responsibilities within the local authority procedures to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly achieve well and enjoy the wide range of opportunities open to them. They are happy and join in all activities with enthusiasm, including the singing and action songs at the end of each session. The older children support the younger ones well, helping them get on and off the tricycles and showing them how to roll play-dough and make pretend 'biscuits'. Displays of their art work and photographs on the wall develop their self esteem successfully. They take responsibility for registering their attendance by sticking their name card on the chart near the entrance. They move independently between the upstairs and downstairs areas, engaging in role play activities in the home corner and the 'doctor's surgery'. They investigate trees in the playground, observing the leaves with magnifying glasses and making bark rubbings which are used to make an attractive display indoors. Staff have a sound awareness of children who have learning difficulties and disabilities through talking with their parents. However they do not have clear documentation outlining the precise needs of these children.

Nursery education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and of the needs and development of young children. They are well trained and keep abreast of recent developments in education. They are keen to improve their knowledge and attend a wide variety of courses each year to extend their professional expertise.

A good range of adult-led and child-initiated activities are planned each week around a theme. This makes learning relevant and enjoyable for the children. These activities happen within a well-organised daily structure so that children become comfortable and secure. Consequently, the children make good progress towards the early learning goals. They participate eagerly in group discussion, developing their vocabulary well. They choose books to share following self-registration. They develop their mathematical understanding well by making models using different shapes, and by taking part in number games and songs.

Children are encouraged to investigate and ask questions. They observe African snails for example, noticing their shape and how they move. They make models and draw pictures to show their observations. Children concentrate for good periods of time because the activities are enjoyable and engage their interest. They behave well, showing kindness to one another and sharing equipment fairly. Staff help children to participate in all the activities, offering quiet words of encouragement to those who are lacking in confidence.

Adults meet at the end of each day to evaluate the success of their plans. This information is used to adapt and refine the activities for future sessions. Informal assessments are made by key workers about the specific children in their care. They observe the children during their play, noting down key evidence which shows when a child has reached each milestone in their development. This information is recorded formally and forms the basis of feedback to parents during termly meetings. This system is relatively new and is not yet firmly embedded in practice. The information generated is not yet used to its fullest extent when planning activities to meet children's different needs.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural developments are good. Children are encouraged to help one another, to take turns and to share equipment. They develop a good sense of belonging because adults know them well and welcome them warmly. Adults take time to explain what is acceptable and unacceptable behaviour, helping children to understand the impact of their actions upon others. Different cultures and traditions are celebrated through themes. Children learn for example about Diwali within the topic of 'Light and dark'. They also celebrate Chinese New Year, Christmas and Easter through art, music and stories. They put on a simple Nativity play for parents in the school hall.

The partnership with parents and carers in relation to the nursery education is outstanding. Parents play an important role in helping their children settle in and take a full part in nursery life. They are welcomed at induction afternoons and provide vital information about their child's levels of development in all the areas of learning. Staff are then able to assess the children's levels on entry using the stepping stones which lead towards the early learning goals. Parents receive a welcome pack which outlines all the relevant policies and what to do if they have any concerns or problems. They get regular information about what is being covered at nursery so they can support their children at home. Information is shared almost on a daily basis as parents drop off and collect their children. More formal feedback sessions are held regularly so that staff can update parents on their children's progress. Craft afternoons are popular with parents, grandparents and carers participating and helping their children with various activities. Mothers', Fathers' and Grandparents' Days are celebrated. Parents support the nursery in other ways, for example, by accompanying groups of children on visits and by helping to improve aspects of the grounds.

Organisation

The organisation is good.

There is a clear commitment to continued improvement. Staff work well together, with each accepting different responsibilities to ensure there are no gaps in provision. There are robust recruitment and vetting procedures that mean that children are cared for by well qualified and enthusiastic staff. Documentation of policies and procedures is secure and there are good systems in place to review these regularly. Registers are well kept and all necessary records of children and parental contacts are well organised. Registers record arrival and departure times of each child and show that child to staff ratios are appropriate.

The leadership and management of the nursery are good. There is a good team spirit and all staff work well together for the good of the children in their care. There is no complacency. Training needs are identified annually and staff have good opportunities to attend regular

training. Staff turnover is low and indicate the commitment and enjoyment of the adults working in the setting. This also means that children and their parents experience familiarity and continuity within the nursery. The school receives extensive support from the local authority which is beginning to help them reflect on their practice and plan for improvement. Local authority advisors visit termly to provide guidance and suggestions about nursery education.

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

Improvements since the last inspection

The last inspection noted that staff should record the actions taken after a potential risk has been identified within the nursery and outdoor area. This has been addressed successfully, although actions are sometimes slow to happen. For example, staff identified that a finger guard was necessary on the outside door to prevent possible injury. The action plan noted that this would be addressed in September 2007. This had not yet happened at the date of the inspection.

The previous inspection also noted that the learning experiences offered outdoors for nursery children should be enhanced. This has been carried out successfully. Children now receive a good range of planned opportunities that enable them to develop in all aspects of their learning.

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 further the registered person should take account of the following recommendation(s):

- ensure actions planned following risk assessments are carried out promptly.

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):

- implement fully the new assessment procedures to inform planning for individuals and groups of children.

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