

Widmore Day Nursery

Inspection report for early years provision

Unique Reference Number	EY219681
Inspection date	03 April 2008
Inspector	Rebecca Hurst
Setting Address	The Widmore Centre, Nightingale Lane, Bromley, Kent, BR1 2SQ
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Registered person	The Governing Body of Bromley Adult Education College
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 satisfactory. 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?

Widmore Day Nursery is situated within the Widmore Centre (Adult Education College) in Nightingale Lane, Bromley. Since January 2002 Widmore Nursery provides full day care for parents are attending adult education classes, and also offers placements to children of non-students. The Nursery is open term-time, weekdays from 09.30 until 16.30 (16.00 on Fridays).

There are two self contained group rooms, both of which have their own wash and toilet facilities or nappy changing areas. There are enclosed outdoor areas for physical play and fresh air. All children are allocated to a key worker and are accommodated in the group rooms according to their age and stage of development.

There are seven staff members who work full-time and part-time to ensure adult: child ratios are maintained. All of the staff members have a recognised child care qualification. Several members of the staff hold a Food and Hygiene Certificate, and most staff members have current first aid certificates.

The nursery provides meals, snacks and drinks for the children.

Presently there are 60 children on the register, of whom 18 are funded three year olds and four year old. The group supports children who have special needs and those who are learning English as an additional language. Activities are pre-planned in accordance with the Early Learning Goals.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross infection as staff ensure all areas are cleaned before meals are served. Children are further protected as staff wear protective gloves when dealing with children in the bathrooms. Staff ensure medication forms are filled in and if they do not administer medication they record it has not been given. This protects children's welfare. Children have a healthy and balanced diet whilst they attend the setting. All children have daily access to fresh water. Children's acquisition of independence skills is nurtured as staff encourage children to help themselves at meal times. Children have daily access to outside physical play. Staff arrange resources so that they are fun and inviting to play with. Children enjoy driving a mini digger into the building site and putting sand from the sand pit into the scoop to transport around the garden. This contributes to children's large and small muscle development.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and staff regularly practise fire drills. These are evaluated so staff are aware of any changes they need to make. However, as registers inconsistently have children's departure times recorded, staff will not be aware of how children they have in the setting. This hinders the safety of the children. Children are protected from harm and neglect as the staff have a sound awareness of child protection procedures. The setting has not updated their child protection procedures to reflect current changes in legislation. They are in the process of being up dated. This hinders staffs awareness of the correct teams to contact.

Staff carry out detailed safety checks of the premises each day, which ensures the safety of the setting and the resources for the children to play with. Staff carry out risk assessments for activities and to keep the setting safe. This ensures any issues raised can be acted upon to keep the children safe from harm. Children have a sense of belonging because they are cared for in a welcoming environment. The setting is bright and airy and has children's work displayed on boards around the rooms. Children have access to a sound amount of resources that allows them to gain independence through freedom of choice.

Helping children achieve well and enjoy what they do

The provision is good.

Young children are happy and settled at the setting. They receive hugs and cuddles of reassurance from the staff, which helps children to settle. Staff attractively arrange resources and activities which allows children to come straight in and play. Children have access to a broad range of resources that are more than adequate for their needs. Staff plan around the Birth to three matters framework, which ensures the needs of the children are being looked after by knowledgeable staff. Staff write observations on all of the children, however, next steps are not consistently recorded for these children, which has an impact on how the staff plan to progress these children with their development.

Nursery Education

The quality of teaching and learning is good. Children are making a steady progress with the early learning goals. Staff use long, medium and short term planning to aid the progress of the children. Staff ensure they have learning intentions for all areas which are aided by the next steps from the children's observations. Children's starting points are not clearly defined in their assessment files, which hinders staffs ability to effectively progress them in their development. Children show a great interest in the topics they are learning about and excitedly aid staff in releasing butterflies. They received these as caterpillars and have watched them grow in to butterflies. This has allowed the children to learn about the life cycle of butterflies.

Children show enthusiasm when digging for worms and insects in the soil. They are given the right equipment to dig in the soil which further aids the inquisitive learning. Children are given plenty of opportunities to learn early word recognition. They have name cards they have to recognise for their turn to wash hands before snack time, they will then place this card on their named place mat at the table. Staff also encourage mark making with the children by arranging activities that allow them to learn. For example, children have name cards that they are able to trace their name with dry wipe pens. This allows children to rub the pen of and start again when they have finished the task.

Helping children make a positive contribution

The provision is good.

Children have plenty of opportunities to learn about diversity and equal opportunities though meaningful activities. Staff ensure they are aware of the religions of the children at the setting and plan activities around their festivals and celebrations. This ensures children attend an inclusive setting. Children's spiritual, moral, social and cultural development is fostered. Staff work well with outside agencies to ensure children with learning difficulties and/or disabilities are incorporated into the setting. Staff work with other agencies to ensure children's Individual Education Plans (IEP's) are being followed and that there is continuity of care for these children. Staff are aware of these children's needs and take into account their IEP's when planning focus group activities with them. Children are well behaved at the setting as a result of staff being good role models. Children are learning the differences between right and wrong as staff explain to children why they need to change the behaviour they are doing.

The partnership with parents and carers is satisfactory. Parents receive daily feedback from the staff regarding how the children have been during the day. Staff fill out daily record books to show the parents what the children have eaten and played with during the day. There is a lack of shared written information regarding children's developmental reports. Parents receive a settling in report, but staff do not share other reports, unless parents request them. This does not allow parents to keep up to date with the progress their children are making towards the early learning goals. Staff do not keep parents informed through newsletters, they do however, post notices on the door into the nursery.

Organisation

The organisation is satisfactory.

At the time of inspection registers were not accurately showing the hours of attendance of the children. This is a breach of regulations. However, staff ensure they are aware of when children leave the setting. Staff ensure children are protected from non vetted people by making they are not left alone with the children. The provider is currently in the process of up dating the

settings policies and procedures. Overall the setting meets the needs of the range of children in its care.

The quality of leadership and management are good. Staff receive regular training which benefits the children as they are able to up date their knowledge. All staff get a full induction when they start, which ensures they are fully aware of their roles and responsibilities. The manager is a good role model to the staff and is supportive to them. The manager ensures all staff are aware of how to plan and evaluates how they are written. The manager ensure staff are aware they can seek advice from her should they require it.

Improvements since the last inspection

At the last inspection the provider was asked to carry out two recommendations. The first recommendation was to improve fire safety precautions by addressing the issues raised in the fire survey and risk assessment. All areas of the nursery have adequate policies and procedures in place to ensure fire safety is being carried out. The second recommendation was to ensure that suitable sleeping facilities are in place to meet the needs of all children. Children have access to sleep mats and cots according to age.

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):

- devise ways of ensuring children's arrival and departure times are consistently recorded
- ensure next steps are consistently recorded in children's observations

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 ways to clearly define children's starting points in their files

- develop ways to share information assessments with parents

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