

Littleview Day Nursery

Inspection report for early years provision

Unique Reference Number	EY242689
Inspection date	01 October 2007
Inspector	Melissa Turner
Setting Address	Brionne Gardens, Tonbridge, Kent, TN9 2HE
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Registered person	Littleview Day Nursery
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?

Littleview Day nursery opened in 2002 and operates from a building in the grounds of Hillview Girls School, Tonbridge, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.00 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from six months to under five years on roll. Of these, 13 children receive funding for early education. Children come from the local and surrounding areas. Places are offered to parents who work for Kent County Council as a teacher or support staff. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff. All hold appropriate early years qualifications. Three additional qualified members of staff are available to work with children if needed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good awareness of keeping themselves healthy. They know and understand they need to wash their hands before they eat, and dry them on paper towels. They use napkins at lunch time and clean their teeth after lunch. Staff talk with children about germs and encourage them to sneeze in to the crook of their arm, helping to avoid germs spreading; children do this unprompted. These strong practices help avoid the spread of infection within the nursery. Sound procedures are also adopted for the babies and toddlers, with individual sleep mats and cots provided and bed linen washed regularly. Bottles are warmed and tested appropriately and staff remove shoes in areas where young children crawl and play. Staff maintain a clean and hygienic environment. They ensure table tops are clean, aprons worn and hair tied back when serving food, also opening windows to allow fresh air to circulate. Babies' sleep and feed routines are met appropriately. Young children are encouraged to nap and rest after lunch. Currently, however, full details are not being retained on-site of children's sleep and nappy change details.

Children develop a good understanding of healthy eating as they enjoy fresh fruit for snack, such as banana and apple pieces, with milk to drink. At lunch time a hot meal is provided which is healthy and nutritious; for example, children enjoy tagliatelle and a fromage frais for dessert. Staff sit with children at meal times, when all age groups come together to share the social occasion and eat together. Children of all ages have fresh drinking water accessible to them throughout the day, where they can help themselves to remain hydrated. Staff support babies and younger children by offering them regular drinks of water. Staff are aware of catering for children with dietary requirements and the system of recording dietary needs is sound. Staff have clear and thorough systems for dealing with and recording accidents, medication, and illness. All, except one member of staff, are first aid trained; ensuring that children can be cared for quickly and appropriately should an emergency arise.

Children make good progress in their physical development. A welcoming and well organised outdoor play area is available for use throughout the year. This allows children opportunities for physical play, fresh air, use of a good variety of outdoor toys and play equipment and learning opportunities. In very poor weather children develop their physical skills indoors; they thoroughly enjoy moving and dancing to the 'sticky kids' tape, honing and developing their skills. Staff encourage their development and talk to them at the end of the session about the changes to their body, such as why they feel warm and why their hearts are beating faster. Other physical indoor play activities are also planned and use is made of the school playing fields. As a result, children are developing an understanding that physical exercise helps contribute to their good health and funded children are able to make good progress towards this area of learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a friendly, inviting and well organised nursery. They are divided according to age and ability groups and cared for in rooms which are bright, well ventilated and decorated. Children's work is displayed and posters and photographs create an extremely welcoming, child orientated environment. Children are freely able to help themselves to a wide range of toys and resources. Young children and babies are also encouraged to explore and

make choices for themselves; for example, young babies enjoy discovering items in the treasure baskets.

Children's safety is promoted and maintained to a high standard by all staff. Security is well maintained with a buzzer entry system and a visitor's record is used. Staff encourage older children to keep themselves safe; for example, encouraging them to move away from storage when dancing so that they do not hurt themselves. Younger children are kept safe as they are strapped into their chairs, checked regularly when sleeping and secured whilst having their nappies changed. Staff support children of all ages extremely well during their activities, ensuring their safety whilst also allowing them the freedom to play and explore independently. These aspects help ensure children are kept safe whilst at the nursery.

Detailed risk assessments are completed and fire drills are carried out regularly to help protect children in the event of a fire. Clear and thorough systems are in place to help keep children safe whilst playing in the garden or going on local outings, such as maintaining very high ratios. The nominated child protection officer has a good knowledge and understanding of child protection issues and has a range of documentation to support her and all staff. Consequently children's welfare and well-being is considered a high priority and is promoted by staff at all times. These aspects help keep children safe and, as a result, children understand safety and why keeping themselves safe is important.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive with confidence and settle quickly. Staff show great levels of support to children of all ages, interacting with them and offering encouragement and guidance. Babies and young children are extremely settled and relate well to the staff, who are responsive and caring. Children receive plenty of warmth and cuddles, helping them to feel settled and reassured. Staff plan to the Birth to three matters framework for the younger children to provide them with a range of interesting and varied activities. Older children have developed strong relationships with staff and their peers and are making good progress at the nursery. Staff offer all children a welcoming, stimulating and caring environment in which they are settled and supported closely.

Nursery education

The quality of teaching and learning is good. Staff support children at their level as they play, interacting with them and offering challenges suitable to their level of ability and understanding. Staff have a good understanding of the Foundation Stage of education. They use this to help promote children's learning throughout all activities, planned or spontaneously introduced by the children. Children enjoy a stimulating well planned day and staff are aware of children's individual development needs. Thorough planning ensures all areas of learning are promoted and staff take regular observations of children's progress. These are used to help inform the plans to ensure children's next steps are planned for. Currently, the short term plans do not clearly identify the aims and objectives of all activities.

Children make good levels of progress in all areas of learning. They show great levels of confidence in the setting; for example, as they make contributions to the activity board or talk about photographs of themselves at nursery when they were younger. Children have developed strong friendships and enjoy supporting one another; for example, attempting to complete a jigsaw together. Children willingly help to tidy away and move about their environment with

confidence. Children develop their mathematical skills as they freely count in activities and join in counting themselves at meal times. They choose the correct corresponding number from the number line. A wide range of mathematical resources enables them to benefit from challenges, such as 'compare bears', shape activities and computer programmes. Children enjoy singing rhymes incorporating numbers and have displays on the walls which show they understand mathematical concepts.

Children develop skills in communication, language and literacy. They have plenty of opportunities to communicate and contribute at circle times and throughout the day. Children thoroughly enjoy interactive story times and learn words such as the 'tusks' and 'trunk' of an elephant. They talk about how these start with the 't' sound. Children help themselves to books at other times and relax in the comfortable book corner, handling the books with care and turning the pages correctly. Children enjoy weekly French lessons and have taken part in a 'sounds walk' helping them to distinguish sounds. They freely mark make and do this as they explore paint on a table top and at the writing area. At all times they can help themselves to a wide range of resources to promote mark making.

Children enjoy a wide range of opportunities to explore; for example, exploring the shells and discussing their properties, sand and water play, play dough, and other materials such as porridge oats and spaghetti. The garden provides children with a wealth of further opportunities for investigating and children enjoy planting and growing activities. Children have a range of equipment to support their designing and making skills, they are able to construct with bricks, Lego and duplo and also enjoy junk modelling. Children show great skill and confidence at the computer and are able to operate simple programmes and use the mouse correctly. Children develop their knowledge of the world in which they live as they talk with staff about which animals come from which countries, and this is extended as they are read the story 'Handa's surprise'. They celebrate festivals such as Chinese New Year and Diwali and themes such as 'Christmas around the world' are planned.

Children thoroughly enjoy creative opportunities. They enjoy exploring the feel of the paint on the table with their hands and discuss what it feels like. They have a wide range of opportunities to use their imagination and explore, for example a range of painting activities, investigating 'gloop', pearl barley, and soil. Children use their imaginations well in the home corner, currently set up as a vets. They talk about their 'poorly' animals and what they need to do to make them better. Musical activities are planned and children join in with nursery rhymes and songs with enthusiasm. Consequently, children are making good progress and enjoy and achieve in all activities.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met extremely well and children of all ages are closely supported and made to feel welcome and valued by all staff. Staff respond well to children's fears or concerns; as for example, they support a child who has had a bad night, talking to children about good and bad dreams. Staff have a very good understanding of each child's needs and meet these well; strong relationships have been established between all staff and children. Children benefit from lunch and tea times when all children from the nursery eat together; they are able to spend time with their siblings and all staff. Children are developing an awareness of our wider society through planned activities, and play with resources promoting diversity, such as books, dolls and dressing up clothes. Children's spiritual, moral, social and cultural development is fostered. A knowledgeable nominated Special Educational Needs Coordinator

is in place, which helps ensure that children with learning difficulties and/or disabilities are supported and have their needs met.

Children's behaviour is very good. They are praised frequently by staff and encouraged to feel good about themselves. Staff use phrases such as 'good listening' and 'good tidying' and thank children for helping. Staff's positive role modelling encourages children to behave well and understand right from wrong. Children understand expectations and boundaries because staff are calm and patient; they get down to children's level to resolve any disputes and offer explanations to children. In particular, staff are keen to encourage children to try and solve any issues themselves. This is seen in practice and works well as children try to resolve a minor dispute at story time. Staff support and encourage children and any issues are dealt with swiftly, with staff thanking them for their efforts and good manners. These aspects help children to feel secure, valued and supported.

Partnership with parents is good. Staff work closely with parents regarding their children's care and education and have fostered good working relationships. Staff provide parents with a range of information about their children's care and education. A greater range of information could be provided to further develop the strong partnership with parents; in terms of supporting parents to continue to progress their children's learning at home. For the younger children, contact books are kept to help keep parents informed about their day. For the older children regular feedback is given and information about their day is recorded on a white board for parents to read daily. They also benefit from regular parents evenings, newsletters and a 'Foundation Stage' evening enabling them to feel well informed about the curriculum followed. Parents spoken to are extremely happy with the service provided and a wealth of letters and cards supports this positive partnership.

Organisation

The organisation is good.

Strong organisation of the nursery is evident in all areas and is enabling staff to promote good outcomes for children. Paperwork is thorough, comprehensive, detailed and accurately reflects the operations of the nursery. Staff work well as a team and are knowledgeable, experienced and confident in their roles. All staff are police checked and qualified, which contributes to their high level of knowledge and understanding of children's development, supporting them in offering a varied and interesting day for all children. This also helps them to ensure children are kept safe and well cared for. These aspects help contribute to the smooth running of the nursery. There are clear and thorough systems in place for recruitment, vetting and induction of new staff, which is supported by clearly written policies.

Leadership and management are good. Staff are extremely positive and professional in their roles and work well together as a team; they are supported by an enthusiastic and committed Manager and Deputy. Staff are keen to make progress and change and are positively reflective, enabling them to develop and improve continuously in a number of ways. For example, all staff complete appraisals; regular training is encouraged; frequent staff meetings are held and feedback is sought from parents through questionnaires. Staff maintain a reflection and evaluation file which enables them to review and make changes, to continually improve and develop the nursery. Staff are enthusiastic, committed and settled in their jobs. This contributes to promoting strong outcomes for children and results in low staff turnover. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection in July 2003, the nursery were set recommendations relating to the care and education of the children. Staff ensure they provide daily opportunities for children to enjoy physical activities, such as outdoor play and use of equipment, indoor physical activities and walks in the locality. Children have a very good range of opportunities to explore a variety of media and materials; creative activities are planned on a daily basis and children can also help themselves to the mark making resources at any time.

Risk assessments are now completed, regularly reviewed and updated to ensure risks are minimised to children. Regular fire drills now take place and staff ensure all children are familiar by varying the days on which these take place. These aspects contribute to keeping children safe whilst at nursery.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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 evidence is kept on site of sleep checks and nappy changes

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):

- further develop plans to include more information about aims and objectives of activities
- consider developing further information for parents to support and extend children's learning at home

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