

Landywood Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY273060
Inspection date	06 February 2008
Inspector	Jasvinder Kaur
Setting Address	Landywood Primary School, Holly Lane, Great Wyrley, Walsall, West Midlands, WS6 6AQ
Telephone number	01922 417256
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Registered person	Landywood Neighbourhood Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Landywood Neighbourhood Nursery opened in 2004. It operates from a purpose built building in the grounds of the Landywood Primary School in Great Wyrley, Staffordshire. A maximum of 64 children under five may attend the nursery and a maximum of 32 children from three to under eight may attend the out of school club at any one time. Children up to 12 years also attend the out of school club. The setting is open each weekday from 07.45 to 18.00, 51 weeks of the year. All children share access to secure enclosed outdoor areas.

There are currently 134 children from nought to eight years on roll, of these, 32 children receive funding for nursery education. Children attend from the local area and beyond. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The setting employs 22 members of staff, of these, six hold Level 2 and nine hold Level 3 early years qualifications. Five staff are working towards higher qualifications in early years education. At the time of the inspection the setting also has four students.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop their physical coordination through stimulating daily indoor and outdoor experiences. All are able to rest or be active according to their needs. They have good opportunities to learn about keeping healthy through regular exercise. Children benefit from a broad range of stimulating outdoor play equipment in a well maintained garden. The use of play equipment and dancing to music promotes their physical skills. Their coordination and spatial awareness develops as they enjoy taking part in a variety of group games. Children enjoy trips to their local facilities and amenities. Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for children up to three years. A social and relaxed atmosphere is arranged at mealtimes. Children enjoy freshly cooked, healthy and nutritious meals and fresh fruits at snack times. Drinking water is readily accessible for all children throughout the day to ensure no one remains thirsty. This means children gain good understanding of the value of good nutrition and regular fluid intake. Staff are well aware of children's dietary requirements through consultation with parents and well kept records. They are sensitive to those needs and ensure that all foods comply with any special dietary and religious requirements to promote children's healthy growth and development. There are appropriate arrangements for rest and sleep.

Children learn the importance of good personal hygiene through their daily routines and well planned activities. They wash their hands before eating, after using the toilet and after messy play. They are provided with soap and a plentiful supply of paper towels. However, staff do not always encourage children to flush the toilets after use. Nevertheless, the premises are clean and children benefit from a hygienic environment. All staff responsible for food preparation and handling have received appropriate training that includes storing and serving food and drinks safely and hygienically. Effective hygiene routines are implemented, including cleaning routines for premises and tables before mealtimes. Good nappy changing arrangements ensure young children are protected from cross-infection. Sound procedures are in place for sick and infectious children, which help to prevent the spread of infection and to keep children healthy. Most staff hold a current first aid certificate. Accident and medication records are well maintained and shared with parents, who countersign all entries.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe indoor and outdoor environment. They are closely supervised by staff at all times. Children use good quality toys and equipment appropriate to their age and stage of development. Premises are welcoming to both parents and children, with a wealth of displays of children's art work and colourful posters in the reception area and all playrooms. Information for parents such as policies and procedures, planning of activities, staff's roles and photographs are displayed in the nursery, contributing to children's well-being.

Space is well organised so children can move about freely and safely, including babies who are mobile. Staff monitor access to the provision and all visitors are requested to report to reception, produce identification and sign the book. A good security system for the premises ensures that no unauthorised persons can gain access and children remain on the premises. Hours of attendance of children, staff and students are accurately recorded to ensure children's safety. Children learn how to keep themselves safe through daily routines and simple rules of which

they are reminded during play indoors and outdoors. All staff are well aware of health and safety regulations through induction and well documented policies. This helps them to carry out their responsibilities with confidence. There are effective procedures in place for an emergency evacuation and these are practised regularly. Written risk assessments are effective in identifying and reducing potential risks and hazards on the premises and on outings.

Children are well protected because most staff have a clear understanding of child protection issues. They are well aware of their responsibility to report any concerns to the Local Safeguarding Children Board. However, a few staff are insecure in their understanding of child protection procedures. This could put children at risk. All the policies and procedures required for the safe management of the setting are in place. Most staff members, as well as the manager, demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, enjoy coming to the setting and have a positive attitude to learning. Babies receive positive interaction from staff, who spend time talking, holding and playing with them. Lots of cuddles, one-to-one attention and eye contact help to promote their well-being. They explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills. Decorative mobiles, creative displays of art work, mirrors and a sensory corner provide a range of visual stimulations for them to watch. There are also toys which appeal to babies' tactile and aural senses. Older babies are becoming familiar with simple rules such as needing to sit down while drinking. Children from two onwards engage adults in conversation, talking about their personal experiences and sharing what they know during circle times and throughout the session. They are confident and can play well on their own and with others in groups. They have a developing sense of awareness of their own needs and those of others during mealtimes and while playing, singing and listening to stories in groups. They experience a variety of activities and learning opportunities. Staff observe the children and carry out regular written assessments on the children's development. The children gain a good level of self-esteem and are keen to get involved in activities such as role play, physical play, gluing, sticking, colouring, writing and singing nursery rhymes such as 'Ba ba black sheep' and 'Wind the bobbin up'. Exploration through paint and dough helps children represent their experiences and ideas in a variety of ways. All children benefit from a colourful, stimulating and learning environment in which they are happy, content and well cared for. Staff implement the 'Birth to three matters' framework to promote effective practice in the care and education of young children up to three years of age. They observe the children and carry out regular written assessments on the children's development.

Older children attending the out of school club and holiday play scheme enjoy playing board and computer games, taking part in team games, being involved in imaginative play and creative activities including making Valentine's Day cards. Children have access to computers which they are able to use for their school projects. They are involved in planning their favourite activities and establishing rules for the setting to create a friendly, learning environment. Staff put the emphasis on free play, so that children can enjoy themselves and can relax.

Nursery Education

The quality of teaching and learning is good. Children show good levels of concentration and are interested in a varied range of stimulating activities including 'Chatterbox Challenge'. Staff

work together well and share ideas to cover the six areas of learning for children. All staff have a good knowledge and understanding of the Foundation Stage and planning incorporates most aspects to promote children's learning. However, opportunities for children to develop their writing and creative skills in everyday play and routines are relatively limited. This means children make less than optimum progress towards such skills. An effective key worker system ensures children are cared for by consistent staff. Children are confident in approaching staff about their needs. They readily talk to adults and their friends to share their personal experiences and favourite play. Planning is good, links to stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Staff use regular observation of children's play and learning to plan their next steps. Children are eager to face new challenges in a safe and effective learning environment. Staff ask questions to make children think about what they are doing and develop ideas.

Children form good relationships with peers and staff and proudly show their artwork to them. Individually, they have good independence skills and are able to choose their own activities and voluntarily pour their own drinks at snack times. They learn to show care and concern for others through role play and daily routines. All children are confident and some even offer to shepherd visitors about and hold their hands to take them to their playhouse to show them their imaginary dragon. Children are happy to speak in a familiar group. They pay attention, concentrate and sit quietly during circle times and when otherwise appropriate. Most children are becoming aware of the setting's daily routines. Their self-confidence is growing as they talk excitedly about things that interest them. Their self-esteem is enhanced by taking the leading role in group activities and their art work is praised by the staff. Most children show an awareness of the behaviour expectations within the setting and say 'sorry' to their peers without being prompted by staff. Children develop their communication skills through routines and planned and unplanned activities such as singing nursery rhymes and reading stories. They listen and respond with enjoyment during group activities and snack times. Children extend their vocabulary by sharing their thoughts and experiences. Most children recognise their names on their cards. Some are able to read and write their own and their friends' names. However, there are few opportunities to further develop their writing skills to form simple sentences. Children use paper, pencils and crayons in the writing area. Most children use them correctly both to draw lines and make marks. They are confident in expressing their preferences and ask staff to read their favourite books. All children respond to and enjoy listening to story, for example, 'Ringo the Flamingo'. The book area is made inviting for them all to help themselves. Younger children show interest in illustrations and prints in books and say the names of the objects featured in the book.

Children show developing understanding of numbers, shapes and colours through the range of activities and routines. Most children confidently recognise colours, shapes and numbers. They have good opportunities to develop simple calculation skills, use language to solve practical problems and make comparisons such as 'big', 'small', 'heavy', 'light'. Children count cups and each other at snack times. Some children recognise and say the next number after any numbers presented to them by the computer. They can differentiate between the numbers six and nine. There is a good range of appropriate visual aids and resources such as calculators, rulers, measuring tapes, software, shapes, flash cards, puzzles and jigsaws for children to improve their mathematical skills. Children explore and investigate objects and materials and find out how things work. There are good opportunities for them to familiarise themselves with information and communication technology (ICT) through the use of a computer. They gain good mouse control and learn how to use simple programmes. A wide range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their lives. They understand terms such as 'on' and 'off'. They learn to recognise

whether things are 'old' or 'new'. Children observe and find out about the natural world through well planned activities including collecting leaves and watching birds and farm animals in the neighbouring school's field. Children build and construct with a wide range of objects, tools and joining materials. Opportunities are provided for children to learn about the days of the week, past and present. They use appropriate language such as 'yesterday' and 'tomorrow'.

Children have access to a wide range of outdoor equipment such as cars, scooters, push-along toys, climbing frames and soft ball games. They move confidently, safely and with control while playing and going around, under, over and through the outdoor play equipment. Children show awareness of space for themselves and for others, while running, kicking, throwing and catching balls without colliding. Older children recognise the changes that happen to their bodies when they are active. Children are engaged in activities requiring hand/eye coordination and show increasing skill in the use of construction sets, cutting, rolling, patting and twisting malleable materials. Children have good opportunities to develop their creative talents; they use a wide range of art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. For example, they paint and draw, make shapes and collages, and play with sand and water. They use their skills and imagination to make 'Humpty Dumpty' and a group collage by rolling painted balls on the paper. However, children's sensory experiences are not always sufficiently enriching. For example, while having pancakes with lemon, honey, sugar and chocolate sauce, an opportunity was missed for the children to explore texture, taste and smell. Nevertheless, children enjoy singing their favourite nursery rhymes from memory, while younger children join in by moving spontaneously to familiar sound patterns. There is a broad range of musical toys and instruments. Children benefit from regular visits by a professional musician. This means that children's educational needs are met well.

Helping children make a positive contribution

The provision is good.

Children play in a warm and welcoming environment where staff are caring, approachable and sensitive to the individual. They are well aware of babies' needs regarding feeding arrangements and sleeping patterns. Children are encouraged to contribute to their environment as they are made aware of opportunities for recycling. They use a wide range of materials for junk modelling. They have appropriate opportunities to learn about themselves, each other and the world around them through planned activities. They taste various foods from around the world while celebrating different festivals. There is a good range of displays reflecting diversity and also some posters and information provided in different languages. A wide selection is available in the store room of resources depicting positive images of diversity to help children to understand and respect the values and feelings of others. However, they are not made accessible on a daily basis. This means equality of opportunity and anti-discriminatory practice is not fully promoted. Conversely, all children are taught how to use sign language. Children with learning difficulties and/or disabilities are well supported, as the Special Educational Needs Coordinator (SENCO) has a good understanding of addressing all children's needs in consultation with their parents and other staff. Close links with the area SENCO and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. The manager and some staff have attended further relevant training. Consequently staff are proactive in providing an inclusive service.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. In group situations they listen to each other and wait patiently for their turn to speak. Children are encouraged to share, take turns and say 'please'

and 'thank you'. Strategies for managing children's behaviour are appropriate and ensure that children are not humiliated in any way. They are positively encouraged, praised and their efforts are acknowledged through displays of their own work. The children have a sense of belonging. They learn social skills and enjoy being with and talking to adults and other children. They are involved in selecting activities, tidying up toys and helping staff with washing up after snack times. These tasks promote children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good written information on how the setting operates and have access to all policies and procedures. Daily diaries and verbal feedback ensures parents are informed about their children's welfare. Parents are encouraged to be part of the committee and staff actively seek their views about their children's needs and interests both before the child starts at the setting and on a regular basis throughout their time there. Regular newsletters keep parents informed of the activities and events within each of the settings and how they can become more involved. A detailed and effective complaints procedure is in place. Parents receive clear information on the educational programme provided for their children. Topic sheets on the notice board inform parents of the current activities and they are kept informed about their children's progress. Key workers share developmental records with them at parent consultation meetings. An 'open door' policy is maintained to enable parents to talk to staff if they wish to do so. Staff ensure that all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents in projects, which contributes to their good health, safety, development and learning.

Organisation

The organisation is good.

The leadership and management of the setting are good. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice and guidelines and can develop and extend their experience through relevant trainings. Staff meetings and a clear management structure help to ensure that staff remain committed to providing an exciting, happy, comfortable and caring environment for the children in their care.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Good child to staff ratios mean that children have good individual attention where required and this helps them to develop well. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, take pleasure in working with children and have completed appropriate checks. Documentation, policies and procedures are organised very well and are clearly working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in-line with requirements.

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

Improvements since the last inspection

At the previous inspection, the provider agreed to ensure that accurate completion of children's daily record sheets was undertaken. The staff now have a suitable system in place to ensure that children's records are maintained accurately on a daily basis. This means children's welfare is promoted in this respect.

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

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 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 health and hygiene routines are promoted at all times, by encouraging children to flush the toilet after use
- ensure staff are aware of child protection issues and their responsibility to report any concerns to the Local Safeguarding Children Board
- ensure that children have daily access to an appropriate range of resources that reflect positive images of culture and disability.

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):

- develop further understanding of how to use everyday activities and routines to enrich children's sensory experiences and extend opportunities for children to write simple sentences.

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