

Jelly Babies Day Nursery

Inspection report for early years provision

Unique Reference Number	140994
Inspection date	01 November 2007
Inspector	Carol Johnstone
Setting Address	Weymouth College, Cranford Avenue, Weymouth, Dorset, DT4 7LQ
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Registered person	The Governing Body of Weymouth 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 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?

Jelly Babies Day Nursery opened in 1992. It is situated within the grounds of Weymouth College, Dorset. It is registered to provide full day care for children aged birth to five years of age. The nursery is open Monday to Friday, all year round from 08.00 until 17.30. There are currently 60 children on roll. Of these, 17 receive funding for early education. The nursery is accommodated in a purpose built building which is completely self contained and consists of three separate play rooms for different age groups. There is a securely fenced outside play area. The nursery employs 13 staff, nine of whom hold appropriate childcare qualifications. The Nursery receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well maintained environment. Hygiene is well promoted through very effective measures taken by all staff. Play tables and the carpet are cleaned after

each activity in the children's playrooms. In the baby room, no outdoor shoes are allowed so that babies have a clean floor to crawl around on. Toys and equipment are washed on a regular basis and this is recorded on the cleaning rota. When changing nappies, staff use disposable gloves and use nappies provided from home. The changing mat is cleaned after each use and a separate nappy bin is used for disposal. Separate bedding is kept for each child to maintain hygiene.

Children understand why they need to wash their hands before cooking, lunchtime and after messy play. Running water, liquid soap and paper towels are used to minimise the risk of cross infection. All staff have current first aid certificates and training is regularly updated. There is a first aid box in each of the playrooms which is regularly checked to ensure that contents are appropriate. Parents are given guidelines about exclusion periods for sickness when they first attend. This ensures that other children are protected from the spread of infections. Accident and medication records are clear and detailed with good regard to confidentiality.

Children are given milk and fruit at snack time, and they understand why these are good for them, chatting during snack time about milk being good for teeth, bones and muscles. There is also independent access to a chilled water dispenser. Parents have a choice to bring either a packed lunch for the children or to bring food that is heated for them by staff. A temperature probe is used to ensure that food is heated to the correct temperature. Parents who bring packed lunches for children are given cool packs for their lunch bags and guidelines of what food is appropriate to bring. There is a separate area in the kitchen for the preparation of the babies lunches and separately named baskets are kept in the fridge for their milk and food. Children learn about healthy eating through topic work where they find pictures from magazines and stick them to paper plates to make a collage of healthy food on the wall. They also learn about the effect of exercise on their bodies, listening to their heart when they have been running and feeling their skin to see if it is hot. Children learn about growth through being measured and they compare the length of their bodies to construction towers made from bricks. There are visits from a dental nurse to talk about how to keep teeth and gums in good condition.

Children have daily fresh air and exercise and often the different age groups mix together to play. Children have access to a good range of play equipment including several slides, a play tunnel, playhouse, sand pit, climbing frame, balancing steps, a parachute, hoops, balls, bikes, tractors and scooters. Children use a range of movements to climb, hop, throw and catch, balance, wriggle, bend and stretch. If the weather is bad, staff put music on and children play musical chairs, move around obstacle courses or pretend to be planes, trees and windmills. Children demonstrate good spatial awareness during their play. Children's fine motor skills are encouraged through a wide range of art and craft work. They also develop their hand-eye coordination when manipulating, rolling and cutting play dough, sticking sequins onto pictures and folding card to make boxes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are a self-contained unit and purpose-built. Consequently rooms are well organised with plenty of floor space for children to spread out their toys safely. Toys are age appropriate for each room, in good condition and complete. They are regularly checked by staff when cleaned and put away. Security of the premises is excellent. No one is allowed to enter or leave without a member of staff escorting them. This prevents any danger of children either escaping or being abducted. All visitors are signed in and out, and are closely supervised during their visit. There is a clear record of children's attendance in each room, meaning that there is an

accurate picture of which children are present in the event of an emergency. The fire drill procedure is displayed in each room and there is a regular practice on varying days each term to ensure that all children will be present at some point. There are daily risk assessments by staff in each room before children arrive and also written risk assessments on a regular basis. These are also carried out for any proposed changes or additions to equipment.

Children learn about their personal safety through discussion topics and there is also a road safety 'lollipop' in the provision that staff use along with traffic cones to help children learn about crossing the road safely. Children are also reminded about safety during their play. Supervision in all rooms is very good with lots of adult support. Staff ratios are always maintained and often exceeded, with flexibility between the rooms to cover lunch breaks. Sleeping babies and toddlers are checked every 10 minutes and details are recorded on a wall chart.

All staff have a very sound and clear knowledge of child protection issues. There is regular training with updates as and when changes occur. Consequently children would be very well supported in the event of a child protection concern arising. Staff have a good knowledge of what signs to be aware of, how to record and who to contact for external assistance. There is a comprehensive child protection policy that is given to all parents outlining the nursery's responsibilities to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and toddlers in the birth to two-year-old age group are very content and settled. They have a variety of planned activities as well as independent free play. There are lots of noisy pushbutton toys as well as shape sorters, mirrors, treasure baskets, building bricks and musical instruments for them to explore. They experience a range of textures to touch and feel such as crinkly paper, materials, squidgy balls and smooth shapes. Planned activities include painting, playing with jelly, porridge and water, and exploration with shredded paper and shaving foam. Staff give lots of individual support, quiet reassurance and cuddles. There is a calm and gentle atmosphere in the room. Routines are followed from home to give additional security. Progress and activities are planned and recorded using the Birth to three matters framework which all staff have a sound knowledge of and use effectively.

Children in the two to three-year-old age group are happy and settled. They enjoy role-play in the home corner, art and craft work, threading, small world play, construction, board games and messy play. The Birth to three matters framework is used for this age group and, observations and assessments are made each day. However, the range of challenging resources and activities available to help more able children progress is a little limited, for example there are no resources out each day that will encourage children to independently draw or paint. Staff give very caring support and attention to the children, and know each child well.

Nursery Education

Children in the three to four-year-old age group are progressing well across all six areas of learning. They are very confident and happy to come straight in each morning, find their names and put them on a wall display to show they have arrived. They then go and settle to play with toys of their choice until circle time. Children are keen to tell each other and staff their news each morning. They are making very good friendships and, are caring and kind to each other. They enjoy socialising with children from the other age groups during outdoor play and love to see the babies. Children show very good involvement in their activities and this is facilitated

by staff allowing them time to always finish. They show pride in their achievements and are keen to take things home to show parents. Children use language extremely well in the nursery. They chat continually through activities about what they are doing and why they are doing it. They especially enjoy making stories up during their imaginative play in the tent and the role play area. Children enjoy using books both independently and also to listen to stories read by staff. They understand that books give them information about everyday subjects. For example they are currently looking at Halloween and have carved a pumpkin. When staff held up a book about pumpkins growing, they were able to chat about their own pumpkin, where it had come from and that it had needed wind, sun and rain to make it grow. They are learning about the world around them through examining objects and thinking about basic science, for example what makes it rain. Children learn about their environment through walks through the college grounds and to the beach. They have collected fir cones, twigs, shells and pebbles, and use these for their play. They are also planting and growing things in their garden. They have also looked at the difference in trees and have explored with bark rubbing. Children use information and communication technology confidently in the nursery. They are able to freely access computer programs using a mouse and keyboard, and they use pushbutton phones and calculators in their role-play.

Children have good access to materials through which they can express their creativity. For example, they were shown some Monet pictures and made some very good representations of them. They are able to explore textures and smells through play with icing, shaving foam, gloop and jelly. There is regular art and craft work, and children make hats, cards, paintings, collages and models. Children are able to independently access pencils, crayons, sequins and paints whenever they wish. They are learning to count through daily activities such as putting out beakers and plates for snack time and calculating numbers when working out how many pieces of fruit are needed. Children are problem-solving and comparing sizes, for example looking at a line of play dough snails and working out which is the biggest and smallest. Children recognise shapes during their play and learn what fits into something and what doesn't.

Planning and assessments are very thorough and detailed which assists in children's progression. Regular written observations are made by staff. They monitor children's progression and plan for the next steps. These next steps are facilitated by linking each child's individual need for support to forthcoming activities. Most children who reach the Foundation Stage in the nursery have been there from a very young age so staff already have progression records. However for children who enter the nursery at the Foundation Stage there is currently no formal starting point assessment, meaning that this initial period is not utilised to help children's development in the first few weeks.

The quality of teaching and learning is good. Staff have a clear knowledge and understanding of how to use their skills to extend and challenge children. Effective questioning is used to encourage children to think for themselves and to work out solutions. For example during water play with bottles and objects, a member of staff asked 'Do you think that will fit?', 'Will it make a difference if it is empty?'. During biscuit icing, children were asked 'What colour do you think it will be when we put more icing sugar in?', 'Does it feel harder to stir now?', 'Why is that?'. Staff are also very imaginative when setting up activities to add interest for the children. For example, putting glitter and sequins into play dough, rolling it up and then inviting children to find them, and hiding spiders in shaving foam to then talk about the spiders when they are found. Staff know where each child is within their progress and consequently are able to adapt activities accordingly for each child.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met very well in the nursery. All staff in all of the play rooms show a very sensitive and thoughtful regard to allowing children to complete activities that they are involved in, even though it may be time to tidy up or go outside. Staff are very good role models for children's behaviour as they are polite and friendly to each other, and to the children. Consequently, children behave extremely well, sharing and cooperating with each other and helping out during tasks. There is a clear behaviour management policy which is understood by all staff and consistently applied if the need arises.

Children learn about the cultures and religions of others through topic work. They have recently made Ramadan cards and looked at the festival. They have also learnt Bhangra dancing. There are a variety of resources that reflect diversity and disability; also posters and pictures around the room depicting children from other countries and the different languages that they may speak. Children's moral, social and cultural development is fostered.

Children with additional needs are extremely well supported as there is a very experienced and dedicated special educational needs coordinator in the nursery. When she has concerns about a child, she works closely with parents to establish the best way forward. She is familiar with working in conjunction with external support agencies in order to ensure the child's well-being and care. The nursery welcomes children with additional needs and the building is fully accessible.

Partnership with parents is good. There is daily contact and discussion with parents and positive working relationships. Parents feel that staff are very approachable. When a child starts at the nursery, parents complete an 'All about me' questionnaire which outlines what children's routines are, any health problems or particular likes and dislikes. For babies, there is a written information sheet regarding food and sleeps during the day, which they can access upon collection. For older children, there is open access to the observations and assessment records which track children's progress. For funded children, there is an information pack within the very comprehensive prospectus about the Foundation Stage and an explanation of what the six areas of learning are. There is a yearly report and regular invites for parents to look at children's assessment records. There are parent questionnaires sent out and a parent suggestion box for feedback. The plans for activities are displayed in each room for parents to see. There is also a notice board specifically for parents which gives helpful information about child and family related topics.

Organisation

The organisation is good.

There are very clear recruitment procedures in place which ensure that anyone working with the children is suitable to do so. In addition, new staff complete both an induction period and a probationary period during which time their interaction with the children is closely monitored. Organisation of the nursery is smooth and effective with good deployment of staff. There is a comprehensive operational plan which is regularly updated and, all policies and procedures are working documents which are continually looked at and revised. All of the necessary documentation is in place to support children's welfare and stored confidentially.

Leadership and management is good. The manager and her deputy are both very clear of their roles and they carry out their duties very effectively. There are regular appraisals and also unplanned observations of the play rooms to monitor the teaching practice. There are frequent

self-evaluations carried out which all staff are involved in, as a way to continually improve the care and teaching provided. In addition, the nursery work very closely with the local authority and utilise any suggestions that they offer. Training is offered on a regular basis, both in-house and through external agencies. Staff opinions and ideas are invited, and utilised, consequently, staff feel very valued and motivated. The staff team are very friendly, caring and flexible. They work very cohesively and there is a happy atmosphere in the nursery. They demonstrate clear dedication to the children.

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

Improvements since the last inspection

At the last inspection, it was felt that staff's knowledge of child protection issues was limited. Staff now have regular update training on all aspects of child protection and would be able to identify and support a child who needed assistance in this area. The method of recording medication when last inspected did not promote confidentiality. The system has now been changed so that confidentiality is maintained. It was felt that staff were unclear of what procedures to follow regarding children's allergies. All staff are now informed when a child is identified as having a dietary need or allergy so that there is no risk of an unsuitable item being given.

There were several aspects of the nursery education inspection that were felt to need improvement at the last inspection. Children were not thought to have enough access to creative resources. Children now have independent access to a full range of art and craft materials. Assessment records were not detailed enough to reflect children's progress. These now give a detailed picture of which stage children have reached. Mathematical development showed limited use of number problem-solving and comparisons. Children now have opportunities to develop in this area. It was also felt that children were not challenged sufficiently. This has been rectified and staff now use a wide range of teaching skills to challenge and extend children's 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- continue to develop a range of stimulating resources and activities to challenge more able children in the two to three age-group

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):

- obtain a secure starting point assessment for funded children who have not previously attended the nursery

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