

Woodford Rascals Day Nursery & Out of School Club

Inspection report for early years provision

Unique Reference Number	117167
Inspection date	10 December 2007
Inspector	Anne-Marie Moyse
Setting Address	Litchaton Way, Woodford, Plympton, Plymouth, Devon, PL7 4RR
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Registered person	The Trustees of Woodford Schools Trust
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?

Woodford Schools Trust opened Woodford Rascals Day Nursery and Out of School Club in November 1996 and the facility has grown steadily ever since. It operates from a purpose built building, and provision for the after school club. It is located on the same site as Woodford Primary School in Plympton, a residential area of the city of Plymouth. Woodford Rascals serves a wide catchment area, with parents bringing children from all over Plymouth, Plympton and Ivybridge.

The setting is registered to take 78 children aged under five years for full day care and 36 children for the out of school club. There are currently 143 children aged under five years on roll, who attend at varying times during the week. This includes 47 funded children for nursery education. There are 87 children on roll who attend the out of school provision at various times. The setting support children who have learning difficulties and/or disabilities.

The setting opens five days a week, from Monday to Friday. Sessions run from 08.00 to 06.00. During school holidays a play scheme operates. The nursery and play scheme close for one week each year at Christmas.

The nursery employ 42 staff who work with the children and 28 have level three early years qualifications, and two hold degree level qualifications. The setting supports staff who are taking further qualifications. The manager and deputy are supernumery to the staff ratio for care of the children and administration staff provide extra support.

The nursery has been in receipt of several awards, including the Plymouth Kite Mark and Investors in People. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff who have a very thorough understanding of the nurseries health and hygiene procedures. As a result children are cared for in a very clean and hygienic environment. Their personal hygiene routines are well supported with staff taking time and detail in keeping children clean and fresh. Children's nappies are changed in a sensitive and relaxed manner, according to their individual needs. Staff are vigilant over children's well-being and monitor them closely if they are showing signs of illness, cuddling and comforting them until their parents arrive to collect them. All aspects of children's medical and dietary needs are accurately recorded and complied with. Staff are well trained in administering first aid and parents informed promptly of any accidents. The setting monitor all accident records and evaluate their practice. Children are developing independence in self-care skills, for example, washing their hands thoroughly after visiting the toilet and using tissues to wipe runny noses. Babies and young children's individual sleep routines are respected, with children being able to rest and sleep according to their specific needs.

Children have good opportunities to learn about keeping healthy through regular exercise and small group activities. All children have opportunities to play outside during planned activities, although at times the weather inhibits this routine. Children are invigorated by playing with a selection of small equipment, or participating in group chasing games in the fresh air. Staff support children well in helping children throw and catch balls, or using hoops in an imaginative way to extend their play spontaneously. However, the planning for children's physical development does not clearly show how children's skills in movement and co-ordination will progress to the next stage. Babies are taken out for walks in buggies occasionally, but this is not part of their daily routine. Children develop small muscle control using a variety of tools such as pencils, rolling pins, by completing complicated puzzles and construction activities. Children in the out of school club access the school playground and large climbing equipment after their school day. They freely play with the sports equipment, enjoying skipping, football and balancing equipment, providing good opportunities for them to be active.

The nursery cook prepares and serves children with wholesome and appetising meals during their day. A varied menu, which is altered according to the season, is on display so parents are aware of what their children are eating. Meals are adapted to meet children's individual dietary needs and according to their stage of development. Nursery children choose from a selection of freshly prepared fruits or raw vegetables at morning and afternoon snack times, although vegetables are not always included in the main meal. Fresh drinking water is readily available throughout the day, and older children learn to be independent and pour their own drinks.

On arrival at the out of school club, children are provided with a hearty snack, such as a prepared cheese roll and a drink of squash. However, as they are not offered a choice some children do

not have anything to eat. Although tables and chairs are set out for the children, they do not always sit down to eat and drink

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are warm, well organised and welcoming. Children are cared for in groups according to their age and stage of development with rooms which are adapted to meet their differing needs. All toys and equipment is clean and readily available for children to access. The setting are currently in the process of reviewing and replenishing some of the toys and resources which are showing signs of wear. All the equipment is regularly checked by the staff to ensure it is suitable for children to use. The setting conduct regular risk assessments and daily checks of the premises helping to maintain a safe environment for children. Key pad entry systems to each of the rooms, and exterior security cameras contribute to keeping children secure while in the nursery. However, the older children attending the out of school club play in an outside area which opens onto the school car park, where general public are able to walk through, reducing their security at times.

All documentation and procedures required to safeguard the children's welfare is in place and well maintained. For example, risk assessments and accident records are regularly reviewed and action plans are in place to identify and reduce any reoccurring concerns. The staff are vigilant and committed to promote children's safety through their daily routines and through planned activities which highlight safety issues. The setting have a clear procedure for evacuation in the event of a fire, however, some children and staff attending the setting have not been involved in an evacuation drill, limiting the effectiveness of the procedure in the event of an emergency. Rigorous procedures are in place to ensure that children are released to appropriate persons. However, the system used for booking-in children attending the out of school club is less robust. Often some children who are expected at the club do not arrive after school, consequently staff endeavour to contact parents immediately to establish the location of their children. This places children in a vulnerable position until there whereabouts are established.

Children's welfare is supported appropriately as staff attend child protection training and are aware of the signs and symptoms which would cause concern. They have a generally good understanding of the child protection procedures and their responsibility to share any concerns with a member of the management team.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages arrive eagerly and are keen to join their friends in the nursery. They are familiar with daily routines and their environment. Babies are supported well as consistent staff know their individual routines and preferences. Babies relish the messy play activities, such as exploring the texture, feel and smell of a variety of fresh fruits and vegetables. They are able to move around the room safely and look out the low windows to see the natural world and wildlife. Toddlers are cared for in two rooms, where at times they can flow to access a wide range of play materials. Staff sit and interact well with the children, developing their communication skills by responding and talking to the children. A third room is designated to the rising threes where activities and resources are used effectively to support this age group. Children develop their imagination and role play skills using the various resources on offer. Paint and creative materials are available and children enjoy experimenting with new techniques,

such as string painting. The staff use the Birth to three matters materials well to support the development of the younger children.

Children in the out of school club spend much of their time out in the fresh air and playing with the large and small equipment, giving them good opportunity to be active when weather permits. Planned activities for the children when inside is less well organised, and do not always reflect children's interests.

Nursery Education

The quality of teaching and learning is good. Children have eager and positive dispositions to learning, and are making good progress towards the early learning goals. They are confident and communicate well, developing their vocabulary and mark making skills in the role play area as they use the telephone and book appointments in the Doctors Surgery scenario. Staff interact sensitively allowing children to take the lead and direct the play. The room is well organised with a range of play opportunities freely available for children to choose and become engaged. Displays of children's work around the room reflect their achievements and promote their self-esteem. Children are independent in helping to set up their own play, in putting on aprons before messy play, recognising the need for self care. They are also keen to help each other when putting on role play clothes, selecting and helping each other dress. Staff monitor children's play and intervene when necessary to support children when arguing over a particular item. Children use their imagination and manipulation skills to make aeroplane out of Lego.

The staff have regular meetings with the parents to discuss children's progress and are involved in the assessment process. Observations and assessments are made but this is not consistent for all children. This information is not used effectively to influence the planning for the group. Key workers have a sound understanding of the stage of each of their key group but the assessment system does not reflect an accurate picture of all children's learning and progress. Plans do not clearly identify how children's learning and development will be supported in the outside area.

Helping children make a positive contribution

The provision is outstanding.

Children are very polite, friendly and happy. They are very confident to approach visitors and ask questions, yet are developing their independence, especially in personal care. The staff know the children very well through the exceptionally good relationships formed with the parents. This contributes to supporting children's individual needs and home culture. Regular daily contact with children's key staff keep parents well informed on children's daily experiences. Written documentation for the youngest children, supports parents knowledge and involvement of their child's day. Photographs of children at play are displayed for parents to see, reassuring them that their children are enjoying and achieving. The setting are keen to develop their relationships and invite parents to regular meetings with the staff to review children's records. The setting have had positive feedback from parents on the Messy Play Day where parents and children visit the nursery on a Saturday to explore and develop their understanding of the importance of messy play.

The setting place a high value on meeting children's individual needs and identifying any aspect which will support children. The setting employ trained special educational needs co-ordinators (SENCO) in each room who are responsible for observing and supporting all children. In addition to this the setting employ a nursery SENCO to oversee and support each member of staff in

their training and development for supporting children's needs. She also liaises closely with parents and attends meetings with them to ensure that they are well supported in gaining information for their child's wellbeing. This ensures that children are consistently cared for and that an holistic approach is taken to plan for children's support and development. The nursery routinely take children from each room for small group activities where the SENCO plays and talks to every child on a regular occurrence, providing an excellent opportunity for support in children's development to be identified and acted on immediately.

Children have a good opportunity to learning about their own cultures and costumes and play with resources which reflect positive images of other cultures. Children's spiritual, moral, social, and cultural development is fostered.

The partnership with parents and carers for nursery education is good. Staff and parents meet on a regular basis to discuss children's progress, and parents are informed of the planning and activities in the setting. However, as the assessment records are not all regularly updated, the accuracy of children's records does not show a clear picture of all children's achievements and progress.

Organisation

The organisation is good.

Most children play and are cared for in a well organised setting. Children attending the out of school club are not cared for as well as children in the nursery. The organisation of this club means that at times these children are not always safe and secure. The organisation of the activities for this wide age group are not as detailed and staff do not always consider children's interests when planning for their activities. All staff are keen and enjoy working with children, and are suitable to do so. All documentation is in place, although some requires improvement and more accurate recording of consents. The setting have clear vision and aims for the setting and have developed a detail action plan which identifies areas for improvement and how this will be achieved. The provision meets the needs of the range of the children for whom it provides.

The leadership and management of nursery education is good. The management team regularly monitor and have identified strengths and weaknesses in its provision. They have developed action plans to review and develop the planning and assessment systems to improve the nursery education provision. This contributes to the settings commitment to continual development and improvement.

Improvements since the last inspection

At the previous inspection the nursery agreed to improve the key worker system, to ensure that adult to child ratios are maintained through-out the day and that resources are well maintained.

The setting have developed the key worker system, which is effective in supporting children's learning. Children are grouped appropriately at the beginning and end of the day to ensure that they are well supervised and supported by adequate numbers of staff. The manager has reviewed the resources in the setting and is continually replacing the resources for the children. This is an ongoing task.

At the last nursery education inspection the setting agreed to three recommendations.

To extend children's access to individual support for their learning, particularly in the areas of communication, language and literacy and mathematical development. As a result staff interact well with the children engaging them in conversations to develop their language and vocabulary, children have good opportunities to read books and make marks during their play. Children are encouraged to use maths in their play and routine activities.

To improve the organisation of large group activities including circle time, story time, and snack time, to enable children to gain more from these activities. The setting have developed and improved these whole group times, and are now well organised and contribute to children's learning more effectively.

To extend the observation and assessment system to improve the amount of information parents receive about their child's progress across the six areas of learning and to improve ongoing planning for children by staff. The setting have established a system for more detailed recording of children's observations and assessment to share with parents. However, some assessments are not regularly updated to give an accurate picture to all parents on their child's progress. This remains an issue from this inspection.

Complaints since the last inspection

Since 1 April 2004 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):

- review and develop the documentations and records to ensure that all aspects are accurately completed
- review the organisation of the out of school club to ensure all children are safe and secure (including clear procedures for collecting children and fire safety), and that activities are interesting and well organised for this 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):

- review the observations and assessments system to ensure that all children's progress is accurately maintained and shared with parents. Ensure that observational assessments information is used effectively to influence the planning for children's activities, especially with regard to physical development

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