

Woodside One Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY360831
Inspection date	08 January 2008
Inspector	Lesley Gadd
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Registered person	Norfolk County Council
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Woodside One Neighbourhood Nursery re-registered in 2007 as a result of a Local Authority school re-organisation. The setting initially opened in 2004 and operates from a purpose built building, with a surrounding outdoor area, in Norwich Norfolk. The setting is registered to care for a maximum of 72 children. The full day-care nursery is open from 08.00 to 18:00 for 51 weeks of the year.

There are currently 41 children aged from nine months to four years on roll. Of these, 10 children receive funding for early education. Children attend the setting for a variety of sessions throughout the week. The setting welcomes children who have learning difficulties and/or disabilities or English as an additional language.

The setting employs 11 members of staff and most of these hold appropriate early years qualifications. The setting receives support from the local authority advisory service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, generally clean environment. The premises are suitably heated and soft furnishings provide areas for children to relax in comfort. Children are grasping an understanding about the importance of personal hygiene. They routinely clean their hands before eating, discussing how germs can make their 'tummies sick' if they are not washed away. The setting has regular cleaning schedules in place which help to prevent the spread of infection in most areas. The staff use anti-bacterial spray when wiping tables before snacks are served and equipment, kitchen and bathroom facilities are cleaned daily, being re-checked throughout the day as needed. However, routines for maintaining the cleanliness of the carpeted area in the older children's play room is ineffective. The carpet is covered with pockets of squashed creative materials and other deposits which are ground into its fibres. As a result it is a potential infection hazard for the children and not entirely welcoming. Children's welfare in case of accidents is soundly considered. Staff are trained to administer first aid treatment, first aid kits are easily accessible and the setting holds parental consent to seek advice in a medical emergency.

Older children's growth is suitably promoted and they are encouraged to help themselves to drinking water throughout the day to keep themselves refreshed. Children enjoy sitting with a small group of friends eating fresh fruit and biscuits at snack times, either inside or outside, and staff sit with the children making it an enjoyable social occasion for all. Staff promote the benefits of healthy eating and talk about food origins to extend children's understanding about these matters. They discuss which foods are needed for the body to grow and how raisins were once fresh grapes growing on bushes. Children who stay all day have access to hot meals including breakfast, dinner and tea which ensures they are regularly refreshed. However, the younger children's menu is not entirely nutritious as it contains foods with a high fat and salt content. Babies individual feeding routines are followed from home to ensure their needs are met. Staff meet with parents before children start to attend and make up milk for feeds and weaning foods according to parental wishes.

All children enjoy a suitable variety of active play which promotes their physical health. The setting has easy access to an inviting outside play area where children are able to enjoy routine play and benefit from daily fresh air to exercise their lungs. Children are keen to push along on small wheeled toys, run, skip and climb on the activity frame, developing their large muscle tone. Staff offer regular physical activities inside and outside. Children readily build, lift and transport sand, water and wooden bricks to create their own structures and younger children dance and move to the rhythm of the music with enthusiasm. Babies practice moving themselves forward, crawling and exploring the free floor space available and enjoy being able to climb, jump and rock on the soft play equipment. Children develop their small muscle tone well as they crayon competently and play throw and catch games with different size balls.

Children take the opportunity to rest and recuperate when needed, supporting their sense of well-being. Older children relax on the cushions and enjoy a quiet story with staff whilst younger children make use of small resting mats and cots with their own blankets and comforters for reassurance.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is given suitable priority in this setting. Risk assessments have been conducted of most areas of the premises, equipment and outings to reduce the risk of accidents to the children in these areas. Hazardous products are stored securely, registers accurately record children's, staffs and visitors attendance and relevant insurance is held. However, no risk assessment around how to prepare food for younger children is in place. On one occasion at lunch time the food being eaten by these children was not easy to cut up and not prepared sufficiently well to ensure it was small enough to eat. This resulted in one child being unable to swallow the food comfortably and coughing it up. Entrances to the building are secure and visitors can be viewed through the main glass door to manage access to the premises effectively.

Children are emotionally secure as they receive a warm welcome from the staff and come into the setting happily. The main play room is child-centred and the colourful toys, displays of children's artwork and child-sized furniture all help children to feel at home in the setting. Children are beginning to learn about how to keep themselves safe for future independence. They practise road safety routines when on outings and talk about the importance of the seat belts 'clicking shut' to ensure they are securely strapped in when travelling in vehicles. All children are supported in taking safe risks to promote their confidence and awareness. They are encouraged to climb trees, use scissors and other tools with staff close at hand to assist and keep them safe.

Children's welfare and protection is given suitable consideration. Children are not released to adults unless parents have given written permission and everyone working with the children is suitably vetted. Clear procedures are in place to guide everyone connected with the setting, including parents, about what to do if they have protection concerns about the children and current procedural information is easily accessible. Staff demonstrate that they are able to recognise possible signs and symptoms of child abuse. In this way children's welfare is actively protected.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy, confident and self-assured in this supportive, caring setting. Staff are attentive, kind and friendly in their approach towards the children and offer a reassuring cuddle when needed. Children enthusiastically join in playing alongside staff as they build houses out of bricks, eat snacks in the tent and babies sing and clap hands together with excitement when singing with the adults.

Children's communication skills are actively encouraged. Babies babble and call in response to staff's interaction with them and younger children use clear words to make their needs known. Older children talk readily giving detailed descriptions about their pets, houses and what they would like for their birthday.

The children experience a rich, diverse range of interesting activities that are enjoyable. Staff embrace the principles of the 'Birth to three matters' framework and children's development is well supported. Children are keen to explore sensory play materials. Babies enjoy patting and wiping paint over their bodies, gurgling with enjoyment, and older toddlers squeal with delight when they make patterns on the paper with the paint. Older children absorb themselves in playing with sea animals in the water and work out how to mix the sand and water together to

make pretend cement. Staff provide a range of construction equipment which is skilfully utilised by the children. They make their own towers counting the bricks and watching with anticipation as they tumble down. Children create their own machines with more complex building equipment. Children enjoy making pictures to stick in their scrap books and their self-esteem is promoted as staff enthusiastically praise them for their creations. Children are kind to others. Older children willingly hold younger children's hands to guide them to the lunch room and are quick to fetch clothing for friends when re-dressing after a messy paint activity.

Nursery Education

The quality of teaching and learning is good. All children are enthusiastic learners in this setting and are developing skills in many areas. Staff have a developing knowledge of the Foundation Stage and know how young children learn best. They provide a rich play environment where they observe children and keep developmental records of children's skills. Activities planned are developed through children's interests at any one time which harnesses children's enthusiasm for learning. However not all the information from children's assessment records is used entirely effectively within planning of activities. As a result opportunities are missed to ensure older children's learning is robustly supported in all areas.

Children are developing a strong sense of personal independence. They separate well from parents on arrival and are keen to come in to play. Children make choices, self-select their toys and competently put on their clothing and footwear. All children cooperate well during shared games and help to take some responsibility for tidying up activities after play.

Children have regular access to books and they handle them well. The clear labelling throughout the setting helps children to understand that print carries meaning. However children do not experience routine opportunities to hear different sounds and develop clear links between sounds and letters. Early writing skills are well supported by staff. Children make marks within their play to represent their ideas and older children are keen to have a go at forming shapes to write their names.

Aspects of children's mathematical thinking are well promoted. Younger children can count up to ten and are keen to tell staff how many plates are needed at refreshment time for the number of children in attendance. Children sort and match a range of natural materials and talk about which ones are bigger and smaller than others. Children enjoy cooking activities where they discuss concepts of weight and volume whilst measuring ingredients. Children comment on the shape of bricks, plates and the outside 'triangle tent'. However children do not experience routine opportunities to extend their skills with numbers and solve more complex mathematical problems.

Children's knowledge and understanding of the world is well promoted. Children are keen to discuss features about the animals at the setting and show a high degree of care and concern towards these when engaging in feeding and handling under close staff supervision. They build and design using a variety of construction materials and enjoy making their own models. Children notice changes in the natural world as they discuss the 'cloudy sky', 'blow wind' and how puddles are formed. The outside environment provides good opportunities for the children to engage in finding out how things work. They discover a bucket and rope attached to a pulley and co-operate well together to fill, lift and transport sand to a wheelbarrow then take it their dam building project at the nearby water feature. Children know how to operate the musical tape machine but lack real opportunities to develop their confidence in the use of information technology.

Children have good opportunities to freely express themselves using a range of creative materials. They skilfully stick, paint and create their own pictures. Older children enjoy making their own tiles from clay and spend long periods decorating these with a range of stones and other materials. Children sing their favourite rhymes enthusiastically, enjoy listening to all kinds of music and use instruments outside to create accompaniment on a 'wild walk'. Children use their imagination well to explore a variety of roles. They pretend to repair the roof of a house with tools, hammering and wearing hard hats and lie very still as a patient on the make believe bed waiting for the doctor and nurse to attend their imagined injuries.

Helping children make a positive contribution

The provision is good.

Children from all backgrounds feel at home in the setting as they are valued and respected. Staff place a strong emphasis on meeting children's and families' individual care needs and as a result children are confident and sociable. Staff use the children's names and look at them directly when they are speaking to show that they are interested in what they say and do. Consequently, children feel positive about themselves. Babies and younger children show strong attachments to the staff team working with them. As a result the babies display high levels of social confidence and trust towards each other, being willing to explore their environment safely. Children are developing an understanding of the wider world through planned activities. They celebrate some religious festivals from a range of faiths and experience an increasing range of resources that positively reflect all members of society. In this way children are helped to learn about and respect diversity. Children's spiritual, moral, social and cultural development is fostered.

The setting are quick to recognise and act upon developmental delay and skilfully support children with identified learning difficulties and/or disabilities. In this way all children are helped to participate to the best of their ability. Staff work closely with parents and other agencies to ensure that all children's needs are met.

Children behave well and staff are good role models as they are courteous and polite towards the children. The staff praise children frequently when presenting positive behaviour so that they understand what is expected of them. Younger children are well supported to quickly resolve disputes, and older children learn right from wrong through the clear explanations that they are given when the staff ask them to change their behaviour.

Partnership with parents and carers is good. Children's well-being is actively supported through the positive relationships established with parents. Parents are welcomed and staff make time to talk with them on arrival about their children's needs for the day. Parents have an accessible information booklet to explain the routines and policies to which the setting operates. The setting is clear about how they would respond to any parental complaints and actively seek parents' views about children's care and the service on offer. As a result parents are very complimentary about the setting commenting particularly on the 'good support' they receive as 'working parents' with the

full-day care on offer and how their children 'love' attending the facility.

Parents' receive satisfactory information about the Foundation Stage. They have regular opportunities to discuss and comment on their children's individual progress. They have some information about the Foundation Stage but this is limited and prevents them from taking an

entirely active role in securing their children's all round learning. They receive newsletters and notice board prompts about what activities the children enjoy and attend open evenings.

Organisation

The organisation is good.

Children's care is well supported as the setting is effectively organised. Staff are enthusiastic and capable, continuing to undertake additional training to update their skills and improve the quality of the care for the children. The layout of the playrooms are organised effectively. Babies and younger children have their own separate rooms which are very well resourced with welcoming furnishings, low-level screens, storage facilities and appropriate furniture. This promotes babies independence and ensures they can eat, sleep and play in comfort and safety. Older children benefit from easy access to an outdoor area where they have the freedom to explore and play actively in all weathers. Inside older children can access their own bathroom facilities, quiet areas, art and craft play areas. This fosters their self-reliance and promotes opportunities for them to select their own activities and develop confidence in making choices. High ratios of staff working directly with the babies and younger children ensure they are effectively supervised and supported in their play.

Children are reassured by the familiar routine during sessions because they know what happens next. The sessions are well organised to ensure children have time to play freely, enjoy time together and refresh themselves in small groups when needed. A range of records are in place to guide staff as to operational issues and to reassure parents.

The leadership and management of the provision is good. The staff and managers are guided by clear aims that help them provide a stimulating environment in which children learn through play. The senior management team and staff are committed to maintaining the quality of the service on offer during a period of change for the facility and continue to improve their practice. They have completed aspects of a quality assurance scheme, hold regular staff meetings and have an annual development plan which sets out their improvement targets for the year. In this way the setting continues to develop the service on offer to the children and families who attend. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, in relation to the nursery care, the setting were asked to obtain a signature from parents after administration of medication, check food was not too hot before serving, provide staff with opportunities to become familiar with current child protection information 'What to do if you are worried a child is being abused' and to update policies and procedures and inform parents. The setting have made good progress on addressing these points to further improve the care of the children.

The register holds a coloured reminder code for staff when medication is administered to prompt parents and ensure entries are signed. The setting have purchased a food probe which is used and details recorded to ensure the temperature of food is appropriate before it is given to the children. Staff and managers have attended updated child protection training to develop their knowledge about current child protection procedures and the setting continue to review their policies to ensure they fully comply with current national standards. Parents information booklets, a detailed operational plan and the fact that policy documents are prominently displayed on notice boards ensures parents are informed about a range of matters in relation to their children's care.

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):

- further improve the children's health by ensuring the carpet in the older children's room is clean and the menu for the children under two years of age is nutritious
- further improve the children's safety at meal times by conducting a detailed risk assessment around food preparation before serving, particularly for children under two years of age.

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):

- continue with plans to improve links between children's assessment records and planning of activities to ensure all children's learning needs are robustly met
- improve opportunities for children to experience, within their routine play, sounds and letters, problem solving and information technology.
- provide additional information for parents about the foundation stage to further secure children's learning.

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