

Story Wood Nursery

Inspection report for early years provision

Unique Reference Number	EY277228
Inspection date	09 January 2008
Inspector	Myra Lewis
Setting Address	Hastings Road, Birmingham, West Midlands, B23 5AJ
Telephone number	0121 464 3862
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Registered person	The Governing Body of Perry Common Junior & Infant School
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?

Story Wood Nursery is run by the Governing Body of Perry Common Junior and Infant School and was registered in 2004. It operates from purpose built premises attached to Perry Common Junior and Infant school. Facilities include two large group rooms, a self-contained baby room, toilet facilities, a kitchen area and the school outdoor play facilities including a secure wooded area at the back of the school. A community room is available for use by local community groups. The nursery serves the local and wider surrounding areas.

The nursery may care for no more than 60 children aged from birth to five years at any one time. There are currently 59 children on roll. Of these, 21 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open five days a week all year round apart from two weeks at Christmas and all statutory bank holidays. Sessions are from 08.00 - 18.00. Children attend a variety of sessions.

There are 11 qualified members of staff who work with the children. The setting receives support from the local authority and works in partnership with local and school community groups. The setting achieved a Quality Assurance Gold Award in November 2006.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is positively promoted because staff maintain good levels of hygiene throughout the setting. Prompt action is taken to prevent the spread of infection and appropriate steps taken if children are ill. Staff hold relevant first aid qualifications and have a good understanding of first aid. There is a well-stocked first aid box in each room, the contents of which are checked at regular intervals. A clear sickness policy is effectively enforced and shared with all parents. Records of all minor accidents and medicines given to children are accurately recorded and acknowledged by parents.

Children develop good personal hygiene through the established daily routines. They are able to go to the bathroom independently; wash their hands after toileting and before eating their lunch. They also understand the importance of washing their hands after handling the pet guinea pigs. Children are independent and confident in the management of their self-help skills. Effective nappy changing routines are in place that take account of children's individual care needs. Staff wear disposable gloves and aprons for nappy changing and sanitise the changing area after each use. Children can rest or sleep according to their individual requirements as discussed and agreed with their parents.

Children participate in regular outdoor play activities which contribute to their good health and well being. They enjoy a good range of suitable outside toys and resources to support their physical development. They use the static play castle to climb up, balance and slide down with support from staff if needed. Babies also have opportunities to play outside; they enjoy the freedom of space and the feeling of wind on their faces. Therefore, all children benefit from being outside in the fresh air and being active.

Children are well-nourished through the regular provision of healthy meals, snacks and drinks. Children's individual dietary requirements are discussed and agreed with parents and take account of their known likes, dislikes and preferences. Children enjoy sociable mealtimes and learn good manners. Meals are provided by the school and offer children a choice of different meals. However, the arrangements for transporting food and the management of mealtimes needs to be reviewed to fully support all children's individual needs. The setting has a clearly defined healthy eating policy which is shared with parents. Children learn about healthy eating through themes and discussions with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. Space is well-organised and used effectively to allow children to move freely and independently around the play rooms. They have easy access to a wide variety of well-maintained toys and resources to promote children's development in all areas. Children can make independent choices about their play activities because they are made easily accessible. All toys, resources and equipment are safe, suitable for their purpose and meet safety standards. However, the storage of pushchairs in

the hallway potentially compromises children's safety. All toys and resources are checked routinely and any broken toys are taken out of use. Staff follow the settings clearly documented health and safety procedures to ensure children are fully protected.

Staff conduct regular risk assessments of all areas and take prompt action to minimise the risks to children's safety. All identified hazards are reported to the site manager who carries out all necessary repairs. Children learn about safe practises through activities and discussion with staff who reinforce safety messages. For example, children learn to play safely, they understand they must be careful when using scissors to cut out and help tidy away toys to prevent accidents.

Children's welfare is further safeguarded because staff have attended relevant child protection training and have an appropriate understanding of their role and responsibilities. Staff understand the importance of reporting any significant concerns with their relevant line manager. The child protection policy is openly shared with all parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content in their surroundings. They are eager to learn and participate in a broad variety of suitable activities. Staff plan effectively using the 'Birth to three matters' framework to ensure young children enjoy a good range of stimulating play opportunities to aid their learning. Children are motivated and interested in their play. For example, construction toys, puzzles, books, painting, role play and developing their early writing skills. They particularly enjoy 'Jabadao' sessions where they participate in different physical activities using big and little movements.

Children form close and trusting relationships with staff and their interaction is good. Children's self-esteem is positively promoted because staff display children's work around the playrooms. Babies receive lots of individual attention from staff who spend their time holding, talking and playing with them. Babies form a close bond with staff which increases their sense of well-being. They enjoy a variety of age appropriate activities, for example, exploring different textures such as spaghetti or jelly. Babies respond well to music and enjoy making sounds with a variety of musical toys and instruments. They are happy and settled in a secure environment.

Nursery Education

The quality of teaching and learning is good. Staff have a generally good understanding of the Foundation Stage, the stepping stones, and how children learn. They plan a good variety of play opportunities to cover all areas of learning. The environment is well-organised and stimulates children's interests. Good use is made of available space and resources are made easily accessible to children. Therefore they can make independent choices about their play activities. Staff monitor children's progress through observations and use assessments to evaluate children's progress which is used to inform future planning.

Children become fully engaged in their self-chosen activities and persevere well with tasks. They are keen to learn and participate in all activities made available to them. Children are actively encouraged to make independent choices about their play and are purposely occupied at all times.

Children's language is actively encouraged and developing well. They engage easily in conversations with other children and adults and talk about different events in their lives with

growing confidence. Staff listen attentively to what children have to say and ask constructive questions to stimulate their thinking. Children enjoy listening to stories and make good use of the book area during free play sessions. They spontaneously use story tapes with books, and ask staff to read stories to them. Children and parents can access the book loan scheme each week to further increase children's interest in books. The environment is rich in print and number and children have many opportunities to practise their early writing skills. They have easy access to a good variety of different writing materials which they use with increasing confidence.

Children learn to count, sort, match and sequence as they play. Staff encourage younger children to count up to five whilst older, more able children can count up to 10 and beyond. They talk about size and shapes in their environment. However, staff do not make full use of the daily routines to reinforce children's understanding of letters sounds and number recognition. Children have easy access to the computer each day and show a keen interest in technology. There is a good range of suitable software programs to aid children's understanding of letters, numbers, shapes and colours. They are learning to use the 'mouse' confidently with increasing control. Photographic evidence shows children involved in a wide variety of craft activities. For example, finger painting, junk modelling, cutting out and making collage pictures. They benefit from regular physical play sessions, where they can manoeuvre wheeled toys, practise their throwing and catching skills and increase their control and co-ordination using the play castle in the outdoor play area. Therefore, children's overall learning is actively promoted so that they make good progress in their learning and development.

Helping children make a positive contribution

The provision is good.

All children are highly valued as individuals and treated with equal concern. They receive good support from staff to meet their individual needs effectively. Children have equal access to all toys and resources regardless of their ability, gender or background. Their individual needs are discussed openly with parents and any specific requirements are shared. Therefore, the needs of children's personal care are fully explored and met sensitively. Children receive praise and encouragement, and learn what is right and wrong. As a result children play co-operatively together and their behaviour is good. They learn to take turns, share and be responsible for their own behaviours. Staff act as positive role models and ensure that parents are fully aware of the settings behaviour management policy.

Children's spiritual, moral, social and cultural development is fostered. They show concern for living things; they help take care of the pet guinea pigs and hamster. They watch with great interest as the pet hamster explores the tunnels in his new cage. They use appropriate words to describe what they see, for example, up, down, round and round. Children learn about their own culture and those of others through planned activities, discussion and celebrations of different lifestyles.

The partnership with parents and carers regarding nursery education is good. Staff and parents work closely together to meet the individual needs of all children. Information is shared openly, there are regular newsletters and additional information is clearly displayed. All parents know their child's key worker and have informal contact at the beginning and end of each day. They share information about their children's activities and achievements. Information regarding the educational programme is made available to parents who say they feel well-informed about their children's progress through ongoing discussions with staff.

Organisation

The organisation is good.

Children are cared for in a warm and welcoming environment where space is organised effectively to accommodate the needs of children in attendance. They are very well supported through effective staff deployment. All required documentation is in place, kept confidential and stored securely. Staff understand the importance of sharing relevant information with parents about their children's daily routines and activities. The settings policies and procedures are made available to parents and information is displayed throughout the nursery.

The leadership and management of nursery education is good. Staff have a clear understanding of their roles and responsibilities and have access to further training to develop their knowledge and skills successfully. The manager works directly with the children and works closely with staff to ensure children's learning needs are met effectively. There are well-established links with the early years department within school so that all staff provide a positive learning experience for children.

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

Improvements since the last inspection

At the last inspection the provider was required to ensure accurate records of children's attendance were maintained appropriately.

In response to the recommendation made the provider has redesigned the attendance record sheets, staff verbally remind parents of the procedure and clearly written notices are displayed to further remind parents.

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 further action 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.

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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 adequate storage facilities are available for the safe storage of pushchairs

- review and improve the management of mealtimes. For example, by ensuring the safe transportation of foods and by providing that mealtime choices are available for all children.

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):

- maximise the use of the daily routines to further support and develop children's learning and independence.

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