

Cleobury Mortimer Nursery (Peter Rabbit)
Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | 224074 |
| Inspection date | 11 January 2008 |
| Inspector | Rachel Wyatt |
| Setting Address | Lacon Childe School, Love Lane, Cleobury Mortimer, KIDDERMINSTER, Worcs, DY14 8PE |
| Telephone number | 07929 870458 |
| E-mail | |
| Registered person | April Rogers and Annette Buffery |
| 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?

Cleobury Mortimer Nursery (Peter Rabbit) is managed by a partnership and is situated in Cleobury Mortimer, South Shropshire. The group is based in a demountable building located in the grounds of the Lacon Childe Senior School. The nursery serves the local area. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday for 38 weeks in the year during term time only. On Monday, Wednesday and Friday sessions are from 09.00 until 12.00. On Tuesday and Thursday sessions are from 09.00 until 15.15. Children may attend a lunch club from 12.00 until 13.15 each day, or an afternoon session from 12.15 until 15.15 on Tuesday and Thursday.

There are currently 33 children aged from two to under five years on roll. This includes 24 children in receipt of early education funding. Children can access a variety of sessions. Support is available for children with learning difficulties and/or disabilities and for children who speak English as an additional language.

There are four members of staff working with the children. All hold appropriate early years qualifications, including one member of staff who is a qualified early years teacher. The group

has support from the local authority and attends early years forum meetings. The nursery is a member of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted regarding the cleanliness of the premises and equipment. Staff regularly wipe tables and clean surfaces during and after the session. However, children's well-being is not fully supported by the setting's procedures because the organisation of some storage and the layout of parts of the building, especially in and around the kitchen, mean that some areas are cluttered and difficult to clean. Some improvements were made during the inspection.

Children's understanding of good hygiene is generally fostered well during their often independent use of the toilet area. Staff discreetly supervise, offering assistance where needed, and ensure children wash and dry their hands properly. Young children's comfort is assured during suitable nappy changing procedures and children's toilet training is sensitively managed, parents and staff working together to ensure consistency.

Children's health, care and dietary needs are generally met because the group works with parents to obtain relevant information and staff are aware of individual children's care requirements. Children receive satisfactory treatment in the event of an accident or illness. Staff have relevant first aid qualifications and suitable first aid equipment is available on and off the premises. If children become unwell staff ensure they are reassured and comfortable, that their parents are well informed and the risks of cross-infection are minimised. However, children's well-being is not fully supported in a medical emergency as the group has not obtained parents' consent for staff to seek medical advice and treatment in such circumstances. Although parents see and sign accident and medication records, these sometimes lack important details, for example, about how injuries have been treated or to show that the correct amount of medicine has been administered. Confidentiality is maintained when completing illness and medication records, but the format of accident records means that details of other incidents are on view when parents sign the record.

Children develop an awareness of how their bodies work and of the importance of physical exercise and fresh air. They move in different ways and balance with increasing confidence. During regular outside play they enthusiastically and competently use equipment such as tricycles and scooters.

Children are suitably hydrated because fresh drinking water is accessible at all times and drinks are offered regularly. They enjoy snacks of crackers, with invitingly presented portions of cheese, slices of cucumber and pieces of tomato. Children are encouraged to pour their own drinks. Children learn about healthy eating and nutrition during activities and food preparation, for example, when making soup and chapattis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children use premises that are safe and secure. Staff are scrupulous about door security and children's safe enjoyment of an outdoor play area is promoted by the adults' careful supervision

and the use of temporary fencing. Effective use of safety equipment such as guards and safety gates, and monitoring through the use of risk assessments ensures hazards are minimised. Prompt action is taken to remove broken toys or to report new hazards such as a cracked window, when the staff's clear explanations help children to understand the reason for a temporary barrier and why they cannot use that part of the room.

Children use a good range of toys and equipment which are suitable for their ages and stage of development. Most toys and equipment are well maintained and kept clean, but some soft furnishings and toilet training aids such as toddler steps are grubby. Children's free choice is encouraged as they can help themselves to many toys and resources stored in low-level containers or on child-height surfaces. Children also understand about the safe use and storage of tools such as scissors or knives used in cooking. They help to keep play areas safe by willingly helping to tidy away toys between sessions.

Children learn how to protect themselves because there is a clear evacuation procedure which is displayed and understood by staff. There are regular practices, including some which are unannounced. Children are safeguarded during arrivals and departures as the setting works with parents and carers to ensure children are safely dropped off and collected. Walks and outings are organised so that children are well supervised and are introduced to basic road safety.

Children's welfare is generally effectively promoted. Staff are aware of signs and symptoms of abuse, and they know what action to take and whom to contact if they have concerns about a child, in line with the group's child protection policy. However, children are not completely safeguarded because staff are not fully aware of procedures to follow in the event of an allegation being made against them or a volunteer. The group's policy also contains limited guidance on what to do in such circumstances.

Helping children achieve well and enjoy what they do

The provision is good.

Children's progress and development is supported because staff plan worthwhile activities which broadly take account of their abilities. Plans reflect the 'Birth to three matters' framework and Foundation Stage areas of learning. Children's skills are generally understood as staff often observe and record what they are doing or saying, and adapt their approaches and certain aspects of planning to incorporate children's individual needs.

Young children are busy and purposeful. They enjoy being able to explore and experiment with materials such as paint, sand, soil and dough. They work out how different resources stick, fit together, or react during painting, collage and construction play. Children are imaginative, becoming absorbed in their play with small world toys and figures such as the dolls' house, farm, and sea-life and pond creatures. Children often make marks and symbols; they love drawing, painting and chalking.

Children become skilful communicators because they are encouraged to talk about important events in their lives, to describe what they are doing and reflect on what they have enjoyed doing during the session. Staff make good use of explanations and questions to promote children's understanding and to encourage their contributions. Children learn to listen attentively and to take turns in speaking, for example, during whole group discussions and enjoyable story times.

Children develop good relationships. They often play together, for example, at the sand tray, in the home corner or when using construction toys. Staff foster children's positive interactions during mixed age group play to enable younger children to be fully involved.

Nursery education

The quality of teaching and learning is good. Children benefit from the staff's knowledge of the Foundation Stage and how children learn. They progress well because staff effectively manage their time and are actively involved in children's play and learning. Adults have a warm rapport with children, positively interacting with them and acknowledging their efforts.

Children benefit from an interesting range of planned activities that cover all aspects of the Foundation Stage six areas of learning and relate to the stepping stones. Children's abilities are generally understood by staff as a result of their regular observations. However, clear links are not consistently made between the outcomes of assessments and planning in order to ensure children's differing needs are clearly identified and then supported by planned activities. As a result there are a few occasions when resources or activities do not fully support children's differing needs. For example, there are not always enough rewarding books in the book area to encourage children's independent use and interest, and the organisation of a whole group for a balancing and throwing activity makes it difficult for staff to fully support children's different levels of confidence and skill.

In other respects children's learning is effectively fostered by staff. They alter their approaches and, where appropriate, groupings of children and resources. Children's understanding is supported by the staff's effective questioning, clear explanations and good use of visual prompts. This helps children to be well prepared for sessions, for example, when they meet in small groups with a key worker to discuss what activities are out that morning. As a result children confidently decide what they want to do, including selecting additional resources.

Children routinely know what is expected of them as staff explain things well and ensure less able or confident children have support. As a result whole group activities such as an animal sound lotto game and a butterfly painting technique session are enjoyable with everyone joining in. Individual children benefit from an adult's support, to help them to communicate or concentrate, or to master a new technique such as threading.

Children are adept at problem solving as staff encourage their independent thinking and reasoning in different contexts. As a result children confidently sort out simple mathematical problems involving comparisons of number, size or shape. They investigate materials such as sand, use a range of resources to create their own colourful collages and artwork, and work out how construction toys and pieces fit together. Children often adeptly manage personal situations, negotiating with their peers.

Children are encouraged to recall events and experiences such as aspects of their home life and to describe their feelings and ideas. Adults' effectively praise children's efforts, for example, when they describe their use of colour and interesting patterns during a painting activity. This encourages children's confidence and self-expression so they are beginning to contribute to daily key worker group discussions when they and the staff review what they have enjoyed doing. At the end of the session children also help staff to explain to parents and carers what has happened during the day.

Helping children make a positive contribution

The provision is good.

Every child is helped to achieve their potential because their care needs are understood and promoted within the setting, and staff exchange some information with parents about their children's skills and interests. Children with learning difficulties and/or disabilities are cared for well as the group's assessment procedures aid prompt identification of any concerns. The setting works with parents and other agencies to agree consistent strategies, for example, to promote individual children's speech and language.

Children's spiritual, moral, social and cultural development is fostered. The setting's positive equal opportunities policy is reflected in practice, as children use toys and equipment such as puzzles and small world figures which depict positive images of race, gender and disability. Children learn about aspects of their own and others' lives during topics such as 'All about Ourselves' or which feature countries from around the world, including India, Australia, and Egypt. They prepare and taste different foods, try other styles of dress and decoration, and look at different homes. During these topics good use is made of stories and books to emphasise aspects of culture and environment.

Children's confidence and self-esteem are fostered well. They enjoy talking about their experiences and significant events in their lives such as the birth of a sibling. Children are delighted when their birthdays are celebrated with a special cake, enthusiastic singing and the addition of chocolate biscuits after snack time. Their efforts and creativity are positively acknowledged by staff, for example, during a painting activity when children's use of colour and their ideas are highlighted.

Children behave well. There are few disagreements or disruptions as staff pre-empt situations and they encourage children's problem solving and decision making. As a result children often resolve situations by themselves, for example, using the egg timer to help them to manage sharing popular toys. Children understand what is expected of them, talking about the need to sit quietly, listen carefully and take turns in speaking at circle time; skills they then ably demonstrate. Children's positive relationships are encouraged so staff promote sharing, good manners and being tolerant towards less able or younger children who may play in a different way to them. Staff are alert to those who may find it more difficult to relate to others or wait their turn, so they join in sensitively to help everyone to play harmoniously.

Children have their needs met because the group provides parents with information about their service through the prospectus and various details displayed in the setting such as helpful explanations about the daily routine and the forthcoming topic. Children's activities, and how these help them to progress, are explained to parents during informal discussions and more formal meetings with their child's key worker. Parents and carers also appreciate the shared end of session feedback they have each day when children help staff to describe what they have been doing. Children are safeguarded if their parents have any concerns, because information is displayed about what to do if they have a complaint, including how to contact Ofsted.

Partnership with parents and carers is good. Children's learning is enhanced by their parents' involvement. They are given helpful information about their children's forthcoming activities, including some suggestions on how they can contribute to topics. The Foundation Stage is effectively explained to parents to show them how activities and routines help children's development in the six areas of learning.

Children's progress is generally understood by parents. They appreciate feedback about their children's activities, including opportunities each term to meet their child's key worker. However, parents are not consistently encouraged to contribute their views as part of the assessment process, for example, to help staff with their baseline assessment of children's abilities, or in order to agree with staff how best to help their children to move onto the next stage in their learning.

Organisation

The organisation is good.

Children are safeguarded because all staff have undergone suitability checks, and the setting has appropriate recruitment and staff development procedures which ensure adults working with children have appropriate qualifications, experience and training.

Children receive good care because a key worker system is used effectively, ratios are met and staff are deployed to ensure children's enjoyment, well-being and safety. Managers and staff are capable and caring. Adults work together to ensure sessions run smoothly, children know what is happening and so they enjoy well-set-out activities and rewarding experiences. Apart from the area in and around the kitchen, children are looked after in generally inviting premises and benefit from being able to help themselves to toys and equipment.

Children's care is generally promoted by the setting's documentation and record keeping as relevant information is retained on site about them, and their parents' wishes are broadly understood. Accurate attendance registers are maintained to support everyone's safety. Policies broadly reflect regulations and most of them have been recently reviewed. However, children's welfare is not fully protected as staff are not familiar with aspects of safeguarding children procedures, and omissions to some health related documents and parental consents potentially affect children's well-being.

The leadership and management of funded children is good. Children develop confidence and independence, make steady progress and learn in a happy safe environment in line with the setting's aims for nursery education. There is a strong emphasis on fostering children's choice and independence and encouraging their confidence and self-esteem.

The managers and staff effectively support children's learning. They are confident to observe children and work together to plan and organise worthwhile activities which generally take account of children's learning needs and reflect the outcomes of staff's informal evaluations of previous activities. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to a recommendation regarding more formal exchanges of information with parents. Children's care and learning is supported by the setting's arrangements for sharing information with their parents through newsletters, written topic plans and opportunities each term to meet their child's key worker. However, with regard to the provision for children in receipt of early education funding, this remains an area for development as parents are not consistently encouraged to share their views about their children's abilities.

At the last nursery education inspection the provider agreed to key issues relating to children's physical development, their access to programmable toys and opportunities to explore music

sounds. Children benefit from regular outdoor play when they can be physically active, for example, competently using sturdy wheeled toys. Children have some awareness of the use of programmable toys. This includes using a computer, although currently the existing equipment is broken and awaiting replacement. Children take part in activities and use equipment which foster their attentive listening and awareness of different music and sounds.

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):

- improve health and hygiene procedures regarding the use of the kitchen area and the effective maintenance and storage of toys and equipment
- improve record keeping so that parents' wishes regarding the seeking of medical advice and treatment in an emergency are clearly understood, to ensure accident and medication records contain sufficient details, and to ensure confidentiality is consistently maintained when completing accident records
- improve knowledge of procedures to follow in the event of an allegation being made against a member of staff or a volunteer and ensure this information is available to staff and parents.

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):

- improve assessment to ensure children's individual learning needs are consistently identified and incorporated in short term planning to ensure activities provide appropriate learning opportunities and suitable challenges
- improve opportunities for parents to contribute to the assessment process and to agree strategies to help their child to progress onto the next stage in their 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