

Briars Nursery

Inspection report for early years provision

Unique Reference Number	119950
Inspection date	06 March 2008
Inspector	Alison Large
Setting Address	The Briars Centre, Briar Avenue, Lightwater, Surrey, GU18 1AA
Telephone number	01276 474976 (Tue to Fri 9am to 12pm)
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Registered person	Teresa Anne Stockham
Type of inspection	Integrated
Type of care	Sessional 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?

The Briars Nursery is one of two privately owned groups. It opened under its current ownership in 1994 and operates from the Briars Centre in the Lightwater area of Surrey. It serves the local and wider area. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 12:00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 32 children from two years to five years on roll. Of these, 21 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with learning difficulties or disabilities and also support children who speak English as an additional language.

The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to understand the importance of good personal hygiene, as they learn to wash their hands at appropriate times, for example, after using the toilet and they are able to talk about getting rid of the germs when washing. They use antibacterial gel on their hands before eating. Children benefit from the good hygiene procedures in the pre-school, which are implemented effectively by all staff. This helps keep the children healthy and protected from the spread of infection. Accident and medication records are in place and are maintained well. The staff team have current first aid certificates, which ensures the children will receive appropriate treatment in an emergency.

Children are beginning to learn about the importance of healthy eating through daily routines and the group's healthy eating policy. The pre-school provides some healthy choices for the children at snack time, including fresh fruit. Children are able to access milk or water at snack time and staff support younger children in beginning to develop their independence.

Children have some opportunities to engage in daily physical activities. However, they do not benefit from a regular daily range of challenging activities to develop confidence and develop their gross motor skills, such as climbing on apparatus. They are able to access some outdoor play during better weather in the neighbouring play area and can practise moving their bodies in a variety of ways.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming environment. Children learn to keep themselves safe; the provision is well laid out with child height furniture and resources, to allow children to move around safely. Staff welcome both parents and children when they arrive and children settle quickly as they engage in the many activities set out for them. There are appropriate facilities in place to meet the needs of all children, such as a comfortable book corner where children are able to relax. The developmental needs of the children are met by the variety of equipment that is made available to them. Staff provide the children with a good balance of learning opportunities.

Children benefit from a safe and secure environment, staff are vigilant about children's safety, they talk to the children about safe practice, for example, they know they must not run in the pre-school. Fire drills are practised regularly, which ensures children have a clear understanding of what to do in emergency evacuation situations. However, a visitors' book is not maintained as required with the contact details of visitors not recorded. Children are well protected because staff have a good knowledge of child protection issues, they attend training and recognise their roles and responsibilities. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from the organisational skills of the staff team; they arrive before the children, to set up the morning's activities. Children delight in their time at the nursery and are able to

freely access resources, which have been set up for them around the room. They show good levels of independence, and are encouraged by staff. Children enjoy the exciting environment, they are eager to try new things and participate in the range of activities on offer. Children are happy and settle quickly on arrival, talking openly about their own experiences. Staff know the children well and are able to ask open ended questions, encouraging the children to share their ideas and thoughts with confidence.

Nursery Education

The quality of teaching and learning is good. Children relish their time at the nursery and make steady strides in their development because the staff have a good understanding of how children learn most effectively. Staff have a good knowledge of the Foundation Stage and the early learning goals and show an awareness and familiarity with each area of learning, helping ensure children make steady progress across the board. The staff team work well together, and share in planning the curriculum. The planning makes clear how staff allow for the differentiation within the activities, providing the more able children's learning to be fully extended, while effectively supporting other children to achieve the learning intentions.

Children are making good progress towards the early learning goals in all areas. Children's social skills are developing well, they are keen and eager to join in all the activities, asking questions and showing curiosity. They know the rules of the setting well and confidently tidy away at appropriate times. Children's vocabulary is developing well, they understand that text has meaning as they handle books and make good use of the book area. They have opportunities to explore emergent writing in their everyday play as they can access a variety of paper and pencils.

Children develop an understanding of mathematical concepts through everyday activities. Children count confidently up to and above 10 throughout the day, they use mathematical language with confidence, talking about shape, size and quantity during their play. They use their imaginations well during role-play and enthusiastically join in with familiar songs and rhymes and take part in the actions. Children have access to a computer where they enjoy controlling the mouse and interacting with a variety of computer programmes.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Staff have a clear understanding of equal opportunities and children benefit, because they have equal access to the vast array of resources, activities and staff attention, helping them feel valued and respected. Children are treated as individuals and staff take time to get to know each child and their families well, helping to build strong relationships. Children have access to a range of multi-cultural resources throughout the nursery, developing their understanding of the world around them.

The nursery is able to support children with learning difficulties and disabilities. The settings special educational needs co-ordinator has attended training and has an understanding of her role. Children with English as an additional language are also supported, helping them to settle and become confident in the group. Staff manage the children's behaviour consistently and with a calm and relaxed approach. Clear rules and boundaries are in place, ensuring the children know exactly what is expected of them. Children are beginning to understand right from wrong and behave well because staff give clear explanations, relative to each child's level of understanding.

Partnership with parents is good. Staff establish and secure the links between home and nursery, ensuring parents are involved in their child's learning. Parents receive regular information, they have access to their child's progress records and staff keep them informed of relevant information through the group's topic newsletter, helping to build good links with home. However, at present parents are not invited to give written feedback or comments about their child's profiles, which would involve them more in their child's learning. Parents spoken to at the inspection are very happy with their child's care and feel staff are friendly and approachable, so they are able to discuss issues with the staff at any time. Information regarding the nursery education is displayed on the notice board, detailing plans which show links to the early learning goals.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Daily routines are organised well and run smoothly. The children move freely from one activity to another, which ensures they are fully occupied and interested throughout the session. Staff deployment is effective, enabling staff to provide support and supervision, for all the children. Children are protected because policies and procedures are implemented effectively. Documentation is maintained to a high standard and is readily available for inspection at any time.

Leadership and management is good. The owner and supervisor support the staff team and clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the group. The setting assesses its own strengths and weaknesses through monitoring and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children. The whole staff team are responsible for planning the curriculum and the delivery of the nursery education. Children benefit from the experienced staff, who are committed to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last inspection the nursery were asked to devise and implement a strategy for recognising other authorised persons who may collect a child from the setting; and to ensure that the policy document for parents is up-dated in line with current procedures. Since the last inspection the group have implemented a system to ensure they are aware of all people collecting the children and other authorised persons bring photo ID with them. Policies and procedures are now updated regularly and are in line with current requirements. This ensures the safety and welfare of the children is protected.

At the last nursery education inspection the group were asked to provide opportunities for children to be more independent within the setting, for example when visiting the toilet or washing their hands after artwork; to access more up to date information technology resources and to identify and find out more about the features of living things; and to practise large scale physical movements such as climbing or travelling over, under, through, around and between. Since the last inspection the nursery have ensured the children are given opportunities to become more independent, children have regular access to a computer and other information technology resources and features of living things are included regularly in the planning. Children have access to some large physical play, however, this has also been carried through as a recommendation at this inspection to ensure the children are able to have regular use of the larger equipment, to develop their gross motor skills.

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.

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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 an accurate record is kept of all visitors including contact details
- review the flexibility of daily routines to increase opportunities for children to develop their physical skills including climbing and balancing

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):

- ensure opportunities are made available for parents to make written comments about their children's profiles

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