

Get Up and Go Community Nursery

Inspection report for early years provision

Unique Reference Number	117115
Inspection date	17 March 2008
Inspector	Rachael Williams / Carol Cox

Setting Address	Community Resource Building, 27 Wolseley Close, Ford, Plymouth, Devon, PL2 3BY
Telephone number	01752 562083
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Registered person	Get Up & Go (Plymouth) Ltd
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?

Get Up and Go Community Nursery has been registered to provide full day care since 1997. It operates from within a community resource building, which is located in the inner city area of Ford in Plymouth. It is managed by a board of directors and is a non profit organisation. The nursery has the use of dedicated rooms in the premises: one large main playroom, an adjoining hall, role-play room, quiet room, creative room, separate office, storage and toilet facilities. A secure, enclosed outside play area is available at the rear of the premises.

The nursery is registered to provide day care for 34 children aged from two to eight years. There are currently 65 children on roll. This includes 42 children who are in receipt of early years government funding. The group supports children with learning disabilities and/or difficulties and those who speak English as an additional language.

The nursery is open Monday to Friday from 08:30 to 17:00, closing for two weeks over the Christmas and New Year period.

There are eight members of staff who work directly with the children; of these five staff have level 3 or above early years qualifications, one member of staff has a level 2 qualification and

another is working towards his level 2 qualification as an apprentice. The nursery achieved 'Investors in People' status in 2007. It is presently working towards a recognised quality assurance scheme, The Bristol Standard.

The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children become aware of healthy lifestyles as there is a strong focus by staff in maintaining a healthy environment. There are good routines in place to ensure children become aware of hygienic practices, such as the appropriate washing of hands using liquid soap and warm water; children use paper towels and dispose of them appropriately to prevent the spread of infection. Children are becoming more aware of their own personal needs and are aware of the effects exercise has on their bodies, for instance a young child is aware that she is too hot and takes her cardigan off without support. There are good hygienic arrangements to ensure children's well-being as they explore the animals within the nursery. Staff give the children clear explanations as to why they need to clear up the mess the chicks have left on the floor. Children are aware of the pets' care needs and visit the local shop to purchase clean bedding and food for them.

There are good links with health visitors and local services to promote good health for the children and their families. Children are fully protected in an emergency as most staff have ongoing paediatric first aid qualifications. Accidents and medication are comprehensively recorded, however, medication records are displayed prominently, hence confidentiality is not fully maintained.

Children thoroughly enjoy accessing the café style snack system which provides children with healthy and nutritious snacks, such as oranges, apples or cereals. Parents are offered a choice at lunchtime; they may decide to bring a packed lunch which is stored appropriately in a fridge or purchase a cooked meal. Menus are displayed for parents, however, choices are limited. Parents receive excellent information on promoting healthy eating and children are included in projects to positively support their well-being, for instance they are involved in a taste test where they are able to taste cucumber, tomato and lettuce wrapped in a pitta bread and record their likes and dislikes with the support of an adult.

Children have regular opportunities to be outside in the well equipped outdoor area. They thoroughly enjoy exploring throwing, catching and kicking games with a range of balls. Children's balance, coordination and climbing skills are enhanced through the use of climbing frames and Cedric the Caterpillar. Children regularly participate in walks within their local community.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff work very hard to provide a warm and welcoming environment for the children and their families. The play space is organised well to provide children with a balance of experiences within dedicated zones. There is an abundant range of stimulating, high quality toys and resources which are easily accessible to the children in labelled drawers and low-level units to

further develop their independence skills. There is good differentiation between toys and resources which, together with good interaction by staff, promotes challenge for each child.

Children benefit from a secure environment, for instance visitors are greeted through the buzzer entry system and their attendance is fully documented. This is supported well by an accurate staff and child daily register which ensures close supervision of the children and that high ratios are maintained. Staff are vigilant at collection times and well thought out policies ensure parents have a clear understanding of collection procedures and legislation. There is excellent monitoring of the provision through the use of a comprehensive risk assessment and the daily checklist to ensure children's well-being. For example, prompt action is taken when large muddy puddles appear after the torrential rain. Staff are vigilant and ensure that sand and soil are used to fill these to prevent any risk to the children. Children are further protected as staff have thorough knowledge of child protection issues. On the whole, there are good procedures in place to ensure children's safety should any concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

The good organisation of the learning environment and the abundant range of challenging toys and resources ensure children independently access a stimulating range and balance of experiences. The routines of the nursery enable children to be involved in a good balance of self chosen activities, small group activities and key worker group activities to provide a varied range of experiences. For instance, children develop an understanding of information, communication technology equipment as they share their experiences of a weekend with the nursery bear both verbally and through printing off photographs from a digital camera. Through close relationships with key staff children are confident and settled. Children enjoy sharing their favourite stories and cuddle up close. They turn the pages carefully and point to pictures to reinforce their understanding of the story.

Staff show good knowledge of the Birth to three matters guidance through planning imaginative activities. They are further developing their understanding of child development through transferring to the Early Years Foundation Stage curriculum. Planned activities build on children's interests and appropriate observations provide evidence to support children's progression. Even the youngest children are enthusiastic learners and become fully involved in activities, making decisions about their play, and learning new skills from older children through effective interaction. In one-to-one situations children are supported well to develop good communication skills. Staff value what they have to say and introduce them to new language and vocabulary. Although they are encouraged to listen to others in larger groups they are not always encouraged to respond in order to further extend these skills.

Nursery Education

The quality of teaching and learning is good. Children make very good progress in all areas of learning because staff have a sound knowledge and understanding of how children learn. Experienced staff use their in depth knowledge of each child and their interests to plan for future learning. This means the exciting programme of activities is based securely on children's individual needs. For example, when a child showed an interest and knowledge of the solar system staff used this to encourage discussion and build his confidence when participating in group activities. Staff make careful observations and records of each child's achievements and illustrate these with photographs and examples of children's work. These records are regularly shared with parents. Each week's plans and focussed activities are carefully evaluated and used

to inform future planning; all staff contribute ideas and knowledge of children's achievements when planning.

Children are offered a great deal of freedom to choose activities and resources. Thus, they learn to become self motivated and eager learners. Staff are generally knowledgeable about how children learn and sensitively support children in both adult led and child initiated activities. Children develop mathematical skills during everyday activities such as number games and rhymes supported by staff. However, at times children are not consistently encouraged to incorporate these skills in their own play. For example, children are not challenged to use positional or comparative language when designing and building. They count competently and some children can recognise numerals.

Children love stories and happily join in with familiar refrains. They understand that marks have meanings and some children are able to write their own names. However, there are limited opportunities for children to use their writing skills in everyday activities, such as the role play area. There are clear labels around the nursery which are linked to pictures to encourage early reading skills; some children can recognise their own names. Children have a great sense of pride in their work which is proudly displayed around the nursery.

Children enjoy expressing themselves creatively through well planned activities and resources such as musical instruments and a well resourced role play area. Children enjoy craft activities and use different materials, however, opportunities for children to freely use materials, media and tools are sometimes limited. Children's large motor skills are enhanced by the exciting and challenging outdoor play area where enthusiastic staff happily join in games of football. Children pedal cars, scoot along on bikes and generally display their talents at manoeuvring around each other. They happily climb, slide, and crawl through well maintained equipment. Their fine motor skills are honed through practical craft sessions led by staff.

Children develop good self care skills and can explain reasons for their choices. They benefit from visits and speakers who help them understand their community and the wider world. They enjoy opportunities to learn about lifecycles through caring for small animals and show care and consideration when handling them. Staff help children value diversity through carefully considered activities such as 'all about me'. Children take home a teddy with a diary and digital camera to record their adventures. This helps children learn about different lifestyles. Children contribute to the well-being of the whole group by helping at tidy up time and sharing activities with younger children.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued and respected as individuals. Topics help children competently explore themselves, acknowledging their similarities and differences. There is a very good range of easily accessible toys and resources to promote the diversity in our society, for instance positive images show children at play. Parents provide a valuable resource and offer their time, such as a visit from an Italian grandmother or parents contributing to children's understanding of the French Congo. Fathers are readily involved in the nursery and thoroughly enjoy reading stories to the children. Excellent settling in procedures develop strong bonds between the children, their families and staff at the nursery. This ensures that children are settled and happy. There is a strong ethos of inclusion and all children receive excellent support to promote their welfare and development. There is an excellent exchange of information with parents to ensure

that identified needs are assessed thoroughly to ensure continuity in children's care. This positive approach fosters children's spiritual, moral, social and cultural development.

Children behave exceptionally well. They play cooperatively and are encouraged to take turns when playing games. Children who become distracted in group sessions are very well supported to remain attentive, for instance to hold the teddy whilst a child finishes sharing his weekend activities. Children are consistently praised which encourages a good sense of self esteem. Good behaviour is positively reinforced, for instance through 'star of the week'.

Partnership with parents is outstanding which contributes significantly to children's well-being. Parents are highly valued and involved in their children's learning. They are offered many opportunities to contribute their own observations and ideas about their children's progress through regular meetings with key workers when children's records are shared with parents. Staff offer good support and work closely with parents to identify the specific learning and development needs of each child. Parents have a good knowledge of the curriculum their children follow through the abundance of excellent information made available to them. There is a real sense of community at the nursery and parents fully support fundraising events and opportunities to be involved on the motivated committee.

Organisation

The organisation is good.

The good quality care ensures the setting meets the needs of the range of children for whom it provides. Children's care is significantly enhanced by effective organisation and the committed, stable staff. There are clear and efficient procedures to ensure effective recruitment, suitability and induction for all staff. The robust appraisal system and thorough operational plan ensures that the nursery's comprehensive policies and procedures are consistently applied.

Children benefit greatly from appropriate grouping and close links with their key worker. Accurate registration records ensure high ratios are maintained and, on the whole, children are closely supervised at all times. All regulatory documentation is in place which contributes to children's health, safety and well-being.

Leadership and management is good. The manager provides an exemplary role model which ensures good quality teaching. She has high aspirations for the nursery and fully involves the staff in monitoring the provision and its delivery of the curriculum. However, daily routines are not sufficiently used to enhance children's mathematical and language skills. All staff are dedicated and committed to continuous improvement and development. An efficient mentoring system is in place to ensure new staff are well supported. Staff's professional development is fully monitored and staff are keen to enhance their understanding of child development. There is a strong ethos of helping each child reach their potential.

Improvements since the last inspection

At the last inspection recommendations were raised relating to nursery education, organisation and equal opportunities. These have been satisfactorily addressed.

Children are engaged in a range of activities which they select independently. They are well supported by staff in these self initiated experiences. Photographs of free play activities are used appropriately to clearly evidence children's progression. Planning is effective and includes thorough learning intentions to ensure that more able children are appropriately extended.

Positive steps have been taken to encourage children to explore media and materials, however, there is still some limited access.

Children under three are effectively supported in their chosen activities. Key worker group times ensure close relationships are established and that planned activities are appropriately adapted to meet their individual requirements.

Children are incredibly well supported in their growing awareness of the diversity in our society. The nursery uses positive images to enhance children's visual awareness of disability, culture and ethnic differences. An abundant range of toys and resources is easily accessed by the children independently to enhance their learning and development.

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

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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):

- ensure confidentiality of medication records, collection arrangements and children's special dietary needs/allergies
- further develop systems to monitor the delivery of education and care, including the organisation of lunchtimes

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):

- further encourage children to use mathematical and communication, language and literacy skills in everyday activities

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