

Dimson Day Nursery & Kids Club

Inspection report for early years provision

Unique Reference Number	509090
Inspection date	06 March 2008
Inspector	Jacqueline Allen
Setting Address	Lower Dimson Farm, Gunnislake, Cornwall, PL18 9NS
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Registered person	Patricia French
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 outstanding.

WHAT SORT OF SETTING IS IT?

Dimson Day Nursery and Kids Club registered in 1990. It operates from four rooms on two levels in a purpose-built building in Gunnislake in Cornwall. Toilet and washing facilities are located on each level. There is a fully enclosed area available for outside play as well as 10 acres comprising gardens, fields and woodland, where children have their own camp fire. The setting has a variety of animals, such as chickens, ducks, geese, ponies, pot bellied pigs, Shetland sheep and pygmy goats. It serves the local area and the surrounding villages within a 10 mile radius.

They are registered to care for a maximum of 42 children from one year to under eight years. There are currently 103 children under eight years on roll of which 45 are in receipt of funded education. They open five days a week all year round, with the exception of one week at Christmas and bank holidays. Children attend for a variety of sessions. It operates from 07:30 until 18.00 and provides a before and after school club as well as a holiday club for school children up to the age of 14 years.

There are currently eight members of staff, of whom seven hold a Level 3 qualification or above in early years, or are working towards this. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and well-being is given the highest priority by all of the staff who hold valid first aid certificates. Children's minor accidents and medication needs are clearly recorded and countersigned by parents, who have given their prior consent for the staff to seek emergency treatment, if required. Children are extremely well protected from the risk of cross infection as there is a comprehensive policy in place which excludes sick children and good information on file on infectious diseases, including the human flu pandemic, for staff to refer to. Children are actively encouraged to wash their hands before eating and after using the toilet, with young children introduced to anti-bacterial foam. Staff consistently employ effective nappy changing procedures, such as wearing aprons, using disposable gloves and hygienically cleaning the changing mat after use, which further promotes children's good health. Children routinely brush their teeth after meals, which promotes excellent oral hygiene.

Children continually learn about healthy eating through planned activities, such as learning where milk comes from, collecting eggs from the hens on a daily basis and tasting foods from around the world. They are provided with healthy snacks, such as a range of fresh and dried fruits, and raw vegetables. A comprehensive policy on packed lunches encourages parents to provide healthy alternatives for their children and fresh drinking water is always available and brought with them when playing outside or exploring the woods. Children's individual dietary needs are well known and considered by staff who have collated a list.

Children have fantastic daily opportunities to spend time in the fresh air. Young children spend time outside in two main areas, depending on the weather. They run around in grassed areas and negotiate their way down and up steep paths to reach a hard standing area where they ably use a range of wheeled resources and practise using small equipment. Older children walk across a field to their own wooded area, where they spend time exploring every morning. They continually extend their physical skills by climbing trees and sliding down muddy slopes as well as using wheeled resources.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from good play space both inside and outdoors. However, rooms used by the younger children show signs of condensation as there are black marks on the walls. Children have good access to a wide range of interesting resources which are stored at a low-level to encourage them to self select. Resources and equipment are age appropriate and generally in good condition.

Children's safety is well considered by attentive, knowledgeable staff who regularly practise the emergency evacuation procedures and monitor how these have been implemented. Staff are clear about evacuating from all areas of the premises, even the woods, and have completed comprehensive risk assessments for each area. They routinely identify potential risks and take the appropriate action immediately, such as removing unsafe play equipment, but don't always

record their good practice. Children learn about taking responsibility for their own safety through daily discussions about potential hazards on the premises, which ensures that they can recognise brambles and nettles to keep themselves safe. They receive clear instructions on fire safety when enjoying the camp fire, which is consistently reinforced by vigilant staff.

Children's welfare is effectively safeguarded as all the staff are well trained and knowledgeable on the possible signs and symptoms of abuse. There is a comprehensive policy and procedures for them to refer to, which is in line with the Local Safeguarding Children's Board. The group have good links with the child protection team.

Helping children achieve well and enjoy what they do

The provision is good.

Young children are happy and settled in their stimulating environment. They are cared for by attentive, gentle staff who have a clear understanding of each child's individual stage of development. The Birth to three framework is used effectively to plan a range of interesting activities for children to experience and assessment records comprehensively show their progress. Children are familiar with daily routines and enjoy singing nursery rhymes, joining in with the actions as demonstrated by the staff. They are encouraged to actively explore their environment, and spend time outside everyday in the fresh air. They have good gross motor skills, balance well and have a good understanding of space. Children enjoy sitting on the trampoline, which has a tent-like covering, to listen to stories and sing songs as they gently bounce. Daily routines encourage number counting and colour and shape recognition. Older children who attend before and after school are consulted on the play activities of their choosing and decide what they want to do. They spend time outside running around, climbing trees and using large play equipment as well as making patterns with beads and exploring arts and crafts activities.

Nursery Education

The quality of teaching and learning is outstanding. Children relish their time at this innovative setting where they are actively involved in ongoing routines, such as collecting eggs and cleaning out and feeding the guinea pig. Children enthusiastically participate and excitedly interact with staff and their peers throughout all activities. They set off purposefully when visiting the woods and help to carry equipment. They listen attentively to the staff's clear instructions and understand the countryside code of being respectful of the animals and closing gates. They excitedly point out badger trails and point to where hedgehogs live. Children have a real appreciation of their environment as they respond spontaneously to what they can hear and see when they identify catkins and listen to the birds. They are encouraged to go off exploring within a secure area, understanding the signal for their return. Children count ably, using their fingers to match numbers. Their knowledge is routinely extended by skilful staff who routinely extend their learning through good interaction and open ended questioning. Children enjoy looking at books independently and listening to stories read by staff. They recognise their name and are encouraged in their letter formation. They ably link sounds to letters and use mark making in their play. They explore a range of media on a daily basis, with water and sand brought outside to allow children to continue their play.

Children are making excellent progress towards the early learning goals with very clear evidence of their achievements plotted through the stepping stones. Staff's excellent knowledge of the Foundation Stage ensures that children are continually interested and extended in their learning. They are encouraged and supported to use real tools in the wood to cut off some small branches and drill holes in wooden discs. Fantastic links with neighbouring schools and pre-schools

ensures that they are invited to the yearly sheep shearing event, where they observe the shearing and then watch as a member of staff spins the wool before all participate in arts and crafts activities. Staff continually encourage children's participation by planning fun, stimulating activities and making best use of all resources, such as mud, by encouraging children to put on their waterproofs and sliding down hill. Photographs show children's obvious glee. Staff have a very clear picture of each child's individual stage of development and ensure that planning builds on what children already know.

Helping children make a positive contribution

The provision is good.

Children's individual needs are generally well known through effective communication with parents, although written daily routines are not shared to aid consistency. Children learn about diversity through their good access to resources which reflect positive images, such as play people, books, puzzles, posters and dolls. In addition, planned activities ensure children are encouraged to learn about different countries, their food, culture, dress and music, which increases children's knowledge and awareness. Children have participated in fundraising activities to support children living in countries where natural disasters have occurred, such as flooding. Staff display photographs and discuss issues with children to extend their knowledge of world wide events.

Although no children are currently attending with learning difficulties or disabilities, staff have cared for such children previously and attend regularly training to ensure they are well informed. Staff show good knowledge of how activities can be adapted to ensure all children are included. Some staff use sign language with the children to extend their communication skills.

Children behave well as all staff are consistent with strategies used. They routinely encourage positive behaviour through ongoing praise and encouragement, good humour and effective distraction techniques. Behaviour incidents are routinely recorded and shared with parents. Inappropriate behaviour is clearly discussed with children to aid their understanding. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from effective sharing of information with parents, which ensures that they are aware of the group's policies and procedures and all parental consents are obtained. The partnership with parents and carers for nursery education is outstanding. Parents are very happy with the setting and are well informed on their children's progress. They are provided with a wealth of information through good displays, regular newsletters and current planning being shared. They are aware that they can ask to see their children's records and are regularly invited in to discuss the next steps. Children bring home evidence of their learning each term. Parents are actively welcomed into the group to be involved with their children's learning and share their expertise. As a result, new babies are brought in, parents help with woodwork activities and talk to children about their roles in the local community.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children are well cared for as the majority of staff hold a Level 3 qualification in early years or above and they are well informed about the National Standards. Good systems are implemented to ensure staff are suitable and students are always supervised. Induction systems ensure staff are competent with ongoing monitoring linking with regular appraisals.

Children and staff's attendance is appropriately recorded on a daily basis and the operational plan is used as a working document to aid consistency. However, daily routines around meal times sometimes impact on young children which leads to them becoming bored or restless as they wait for everyone to finish eating, toileting and then staff cleaning before continuing with activities. Documentation is well organised, confidential and regularly reviewed.

The leadership and management of nursery education is outstanding. Children benefit from a very pro-active owner who is continuing her own training and has high expectations from all staff. Staff attend bi-monthly team meetings to ensure they are well informed and plan effectively. Excellent systems are used to monitor how nursery education is implemented and to identify and plan for any gaps in children's learning.

Improvements since the last inspection

At the last care inspection one recommendation was raised relating to continuing to improve good communications with parents by the installation of an active web site. This has now been completed and provides a wealth of information for parents, which benefits children's care.

At the last nursery education inspection one point for consideration was raised relating to the planning to ensure that links with assessment and stepping stones for individual children are made clear. Planning and assessment systems are very well linked to show children's progress through the stepping stones, which benefits children's learning.

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 rooms used by children are well ventilated and in a good state of repair
- improve procedures to share information with parents on young children's daily routines to aid consistency

- review daily routines to ensure young children do not have to wait for long periods of time at snack and meals times

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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