

Red Kites Day Nursery

Inspection report for early years provision

Unique Reference Number	EY273653
Inspection date	16 March 2008
Inspector	Aileen Ewins
Setting Address	RAF High Wycombe (3 Site), Naphill, High Wycombe, Buckinghamshire, HP14 4UE
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Registered person	The House that Jack Built (Day Nursery) 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 outstanding. 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?

The Red Kites Nursery opened in October 2003. It operates from a purpose built property at Royal Air Force (RAF) High Wycombe in Walters Ash, Naphill. The nursery serves the local area and children attend from both forces and civilian families.

There are currently 63 children on roll. This includes 16 funded children. Children attend for a variety of sessions. No children currently attend who have special needs or speak English as an additional language but the setting supports several children who have dual language.

The nursery opens five days a week all year round from 07:30 until 18:00.

The manager of the nursery has recently been awarded Early Years Professional Status (EYPS); and of the 24 staff employed with the children in full and part time capacities 11 have early years qualifications. The remaining staff are currently on training programmes. The nursery also employs a chef and assistant chef; as well as a maintenance manager. Of the staff employed 11 have completed a paediatric first aid certificate; 6 have food hygiene training. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from excellent daily routines and therefore learn from an early age about personal care and hygiene. For example, children understand to wash their hands after going to the toilet, using the liquid soap and to dry their hands thoroughly. Staff watch over the children and ensure toilets are flushed and kept clean. Children have a strong understanding for the need to wash hands after messy play and also before eating their meals and snacks.

Comprehensive systems are in place to record medicines administered and any accidents that occur. Parents sign to give consent for the administration of medicines which is overseen by senior staff. Accident forms are completed thoroughly and parents sign to acknowledge. Children's health and well-being is therefore protected by these meticulous procedures. Of the staff employed at the nursery, 11 of these have completed paediatric first aid training. The names of the staff with the qualification is detailed in each room.

Systematic procedures are in place to make certain that the nursery is maintained in a clean and hygienic state. Each room completes daily cleaning routines which include shorter and more extensive procedures and sterilisation checks. Colour coded mops are used which ensures that germs are not spread. The nursery has its own laundry room; and bedding, towels, bibs and flannels are washed daily and after each use. Children's health is therefore enhanced by these organised procedures in place.

Babies are particularly well cared for and nurtured at the nursery. Babies have their own garden area; but are also taken out for daily walks around the Base in double, triple and quad pushchairs and therefore receive plenty of fresh air. Cooled, previously boiled water is used for drinking. Parents provide nappies and wipes, which are stored on shelves and labelled for each child. Babies receive lots of cuddles and individual attention. Charts are completed in either daily sheets or diaries depending on the babies' age; which give parents information about feeding, nappy changes, sleep and general well-being. Highchairs and captains chairs are kept thoroughly clean and wiped down with antibacterial spray after each use. Changing mats are cleaned after each use; and staff use a new set of gloves for each nappy change; as well as changing the apron they wear after each set of nappy changes. Babies sleep to classical music, in individual cots or on mattresses; and are monitored each ten minutes.

Toddlers and pre-school children are encouraged to become independent with their own care. Children learn to put on their coats, Wellington boots, hats and gloves when going outside regularly in the garden to play. Lots of encouragement and praise is offered to children who are potty training with a sticker chart system in place. Children have exceptional table manners; with snack times and meal times being social occasions.

Enthusiastic and dedicated staff sit with children at snack and meal times and children engage with them in conversations as they eat. Tables are set with tablecloths and placemats with the child's name and picture. Children help to lay out knives, forks and spoons; and pour their drinks of water from a jug. Children become confident and independent through these inspiring measures.

Food for the children is cooked from fresh by an organised and fully qualified chef. The kitchen is maintained scrupulously clean; with separate milk and meat fridges; temperature and cleaning charts completed thoroughly; allergy boards displayed; dried food storage in place; separate

facilities for hand washing; menu boards displayed; and colour coded chopping boards. Food is delivered weekly and then prepared and cooked daily. Formula milk, provided by parents is labelled for each child and kept in a milk fridge. Both the staff and kitchen staff are aware of individual children's dietary needs and allergies. The chef and her assistant serve the snacks and meals at specific times for each room. Children eagerly await their turn.

Children learn the benefits of a healthy diet. The menu is planned over an eight week period and contains healthy, nutritious meals. Breakfast comprises of cereal and milk; with snacks including rice cakes, various fresh and dried fruits and bread sticks for example. Lunches include sausage and mash, gammon and potatoes, shepherd's pie, baked fish, vegetable curry and spaghetti bolognese for example and all served with fresh vegetables; followed by such desserts as rice pudding and Dutch apple pie. Tea, for example is macaroni cheese, vegetable soup with bread and fruit scones. Children are offered second helpings if they would like it. Children say 'please' and 'thank you' as they receive their meals and tell the chef what a 'lovely cook she is'. In the garden children are starting to grow their own vegetables and potatoes and have also had a visit from 'Doctor Dan' when they learned about healthy lifestyles. In total, seven members of staff have completed food hygiene training.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept safe and secure whilst at the nursery. Being on an RAF Base security is high and all visitors sign in and show identification before being admitted on to the Base. Again at the nursery identification is checked and visitors sign in. All visitors are given information relating to emergency evacuation procedures. The nursery is welcoming to children and their parents. The nursery is divided into three large main rooms for the care of the children, a large hallway, staff room, office, storage rooms and a kitchen. Children also have access to a large garden area. The nursery is maintained to a high standard with a maintenance manager in place who deals with day to day repairs and upkeep as well as acting on any issues identified through risk assessments.

The nursery is managed by forward thinking personnel who monitor safety issues with efficient detail. Fire and emergency evacuations are carried out monthly. Children and staff are therefore aware of the procedures to take in an emergency situation. Fire alarms are checked and recorded daily; fire procedures displayed in each room; evacuation cots are available; and the fire service have carried out a complete risk assessment and set procedures to be followed and reviewed.

Children's safety and well-being is constantly monitored by the nursery. Each area of the nursery displays thorough risk assessments. Health and safety representatives are assigned from each room and meet often; whilst feeding back to the other staff. Any issues identified are acted on as soon as possible. In the reception areas information for parents is displayed which details staff with particular responsibilities; staff training; and public liability information.

Children's safety is important to the nursery. Excellent systems are in place within each room to ensure that all details and procedures are followed securely. For example, a black box system holds each of the children's personal, collection and contact details; a registration file documents children's attendance times, medication and accident records and holds all the daily charts for cleaning rotas, sleeping, nappy changing and toileting, bottle and feeding information.

Staff are fully aware to safeguard the children in their care. Procedures are in place for child protection and if an allegation is made against a member of staff. Currently only two members

of staff have completed formal child protection/safeguarding training; however, informal training takes place within staff meetings on a regular basis. In-house training is set in place for all staff to complete more formal training shortly. Staff are very aware to protect themselves from false allegations and efficient and effective procedures are set in place for staff changing nappies for example. At no time whatsoever are any staff alone with children regardless of their position within the nursery.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy and settled in the nursery. Children are confident to explore their environment and have many resources which are easily accessible to them. Children can use the garden areas and enjoy playing with the climbing frame, springy toys, sit on cars, tricycles, see saw, slide, sand and water play. Older children confidently put on their hats, coats and Wellington boots as they go out to play. Children's safety is a priority and as children play a member of staff is assigned to each piece of major equipment.

In the baby room resources such as sensory play, mirrors, wind up cars, building and construction play, stacking cups, rattles, musical toys, soft and wind up toys, a toy kitchen and equipment keep babies amused as they receive lots of individual attention and cuddles. Babies flourish as they take part in singing and actions songs; and attentive staff use various tone of voice and levels to excite babies' attention spans. One baby bangs a drum as if in beat with the music as the others gurgle and sing.

In the toddler room a gated divide separates messy play areas and quieter play areas. Colourful pictures created by the children are displayed on the walls which enhances children's enjoyment. Staff and children interact well with a child investigating as a member of staff slides a ball down the tent area in the home corner. He soon realises what is happening and carries on in his imaginative game. Younger children enjoy games such as 'Whose Nose' and staff help children as they take turns to play the game, making sounds of the animals that children need. Pre school children are provided with a wide range of resources too, including Lego, puzzles and games, dolls and dolls' furniture, trains and tracks, cogs and wheels, play food and cars for example.

The children are at ease with the staff who competently care for them throughout the day. Children are happy to approach staff for a chat about home life or friends or seek help and assistance in their play. Children learn through the various activities which are in place for them, for example, singing songs, counting, dancing, art and craft work, and socialising with one another through pretend games. Babies are offered an environment which allows them to experience a range of senses through relaxing music, soft lighting, textured toys and resources and pleasant smells.

Nursery Education:

The quality of teaching and learning is outstanding. Staff are committed and have an excellent understanding of Birth to three and the Foundation Stage curriculum. All staff are involved in the planning of activities which is overseen by the manager and room leaders. Staff are aware of children's starting points which are identified through extensive communication with parents. Children also have several settling in sessions. Staff therefore have a good understanding of the children they are caring for. Long term planning has included themes such as colours, shapes and materials; space; myself, health and family; gardening; transport; and all around the world.

Medium and short term planning links the Foundation Stage and Birth to three; and is based around children's current interest, needs for development; and activities which children have enjoyed or have gone particularly well. Observations are carried out by all staff and take the form of short/post-it note observations and more formal ones. Activities are evaluated in full each day with key workers using this information to inform them of children's next steps, further attention needed and extension of ideas to enhance individual development.

Children develop self esteem and confidence through the high standards of care and learning they receive. During lunch and meal times children engage in delightful conversation and have excellent table manners. Children happily play together and show curiosity in their activities. Children readily access their resources and show concern for others and their environment. For example familiar songs are sung together as children tidy up and prepare for lunch. Children have been introduced to various cultures and delight, for example in their French class which is held weekly. All children are prepared to join in and learn in French the names of animals; count from one to six; sing songs and participate in story time.

Children have a wide ranging vocabulary and enjoy listening to familiar stories, rhymes and songs. Children discuss and revisit some recent topics during show and tell. A child confidently tells others about the Sea King helicopter; and others join in with a favourite story Whatever Next offering ideas with puppets as to what could happen next up on the moon. Write-Dance is used on a weekly basis and incorporates dance and movement with phonetic sounds and letters.

Exceptional art work is completed and children enjoy such activities as making a giant shark with junk modelling and later try to throw bean bags into its mouth. Children also make kites and pretend to be Mary Poppins. Some art work completed is later used for singing sessions; for example a rainbow picture has children burst into the familiar song and children confidentially sing out 'red and yellow and pink'. Children also thoroughly enjoy music sessions where they happily sit taking turns to play musical instruments, such as shakers, tambourines and drums whilst others accompany them with favourite songs. The familiarity of song and music stems from the babies' room. Following the Birth to three programme babies learn to love and familiarise themselves with song and rhymes with caring interaction from the staff who look after them.

Children effectively use mathematical language and show an interest in shape, numbers and counting. During familiar number songs such as Five Cheeky Monkeys, proficient staff use many opportunities to help children discover one more makes; and if we take one away for example. A maths table is set out daily which includes pegs, hammers and nails, dice games, number games and a height chart is in place. Children start to realise therefore the significance of shape and measure.

Successful use is made by the babies and toddlers of the hallway system for all the rooms and the free-flow activity time in the pre-school room. Imaginative staff have produced impressive story sacks; and have lots of other various Information and Computer Technology (ICT) resources and imaginative play for children to explore in the hallway time. During free-flow time children understand that they can go outside on to the paved areas and use sand and water resources with measuring and pouring equipment, make miniature nature gardens using cut soil, stones and flowers; take part in the home corner currently a fruit shop and serve one another; play musical instruments; enhance their mark making skills on the literacy table; or share games and activities with other children.

Children receive many opportunities to play outside to play and also visit the sports hall on the Base on a weekly basis. Here children use equipment such as crash mats, large gym balls, parachutes, balancing beams and benches for instance. Children also learn about their own personal health and body awareness.

Staff have a thorough understanding of how to develop children's knowledge and understanding of the wider world. Children thoroughly enjoy growing bulbs and vegetables out in the garden area; as well as nurturing the apple tree presented to the nursery by a child upon his leaving. Children make excellent use of the computer and can use this as they choose; learning through educational programmes, keyboard, interaction and paint programmes. Future plans involve purchasing digital cameras for children's use. Children have a nature table and are currently growing sunflowers. Under strict supervision children help staff to clean out the goldfish tanks and through this understand how to care and look after other creatures. Children have also been introduced to the wider community through taking walks out on the Base; trips to the park; visits from Doctor Dan, the Police and fire service; and learning about healthy eating week.

Helping children make a positive contribution

The provision is outstanding.

Children are provided with many resources relating to diversity, such as small world toys relating to disability; books and puzzles relating to culture and ethnicity; and dolls of both genders. Children are made aware of various cultures and traditions through celebrating festivals such as Divali, St Patrick's Day, St David's Day, Mother's Day, World Environment Day, Notting Hill Festival, St Lucia Day, Hanukkah and Canada Day. A folder entitled Celebrating Diversity is available for parents. Innovative use of Minority Ethnic and Travellers Achievement Service (METAS) resources and a visit by this group has been an invaluable aid to the staff as children were taught about cultures; through cooking and dancing; and playing games such as one from Pakistan 'Chi Chann' where two teams mark chalk shapes in the garden for others to find. Through this good practice children are made aware of positive images of society and the wider world in which they live.

Children play together and use resources regardless of their gender. Staff are much aware of children's individual needs and requirements, which enables children to feel valued and respected. Children for whom English is an additional language are catered for well. Specific information regarding hand washing and toileting for example are displayed in signs in French and Polish. Committed staff ensure children with particular needs have these needs met and addressed. Staff and management work closely with parents, children and professional agencies to enable children's progress, development and inclusion.

Staff at the nursery have exceptional relationships with parents. New parents meet with the office manager prior to their child starting in order to discuss their children's care and personal information; policies and procedures; education and guidance through the Foundation Stage Curriculum and Birth to three. Various events are held during the year such as the Christmas party and sports day where parents, carers and extended family can join in. Particular support is given to parents who are posted abroad; as the nursery sends out letters, cards and examples of children's work and is always available to offer guidance with these sensitive times. Parents can view photographs of daily events which are placed in the reception area and main corridor. Parents are provided information about the day's menu. At the end of the day the organised key workers provide parents with daily diaries/sheets which give insight to their child's general well-being, sleep periods, food eaten and the day's activities. Parents are positive in their

feedback to the nursery both in thank you letters/cards held on file and during the inspection. Parents praise staff who they see as caring and supportive.

Children behave well and are aware to be kind to one another and to share. Staff are strong role models and explain to children about being friends and having respect for their environment, themselves and each other. Children listen intently when a staff member or another child is speaking and naturally say 'please' and 'thank you' for example. Children are given praise for kind and good acts and for when they do well. Staff use various distraction techniques if children do act slightly inappropriately.

Children's spiritual, moral, social and cultural development is fostered. Children have been made aware of the world in which they live and positive images in respect of age, gender, disability, culture and ethnicity. Children have an understanding of right and wrong; are happy and settled in their environment; form warm relationships and develop confidence and self esteem through their time spent at the nursery.

The partnership with parents and carers is outstanding. Caring and supportive staff arrange for parents to receive lots of information each month through newsletters detailing the themes and how parents can help their child's development through learning and play at home; important dates for diaries, updating contact information, meetings in regard to moving on to new schools and information about the current curriculum. Planning is displayed in the hallway and rooms. Parent open day sessions and evenings are enthusiastically organised with a rolling video played for parents showing a typical day in the life of the nursery. Parents can therefore see the stages of the day and each room's activities, play, care and meal times on film. Key worker meetings advise parents of their child's development and care. Transition reports are also available for when children move from one age room to another.

Organisation

The organisation is outstanding.

Children are happy and settled. Organised and caring staff motivate children and create opportunities to ensure they develop socially, emotionally and personally throughout their time spent at the nursery. Children form warm relationships with one another; and the staff who look after them are consistent and caring in their approach. New staff are vetted; with references taken and followed up. Staff are deployed well and work enthusiastically with one another.

The nursery is kept meticulously clean and staff follow concise cleaning, sterilising and health and safety checks. The reception area is welcoming; with staff knowing and having a particularly proactive understanding of parents' needs. Being on an Air Base many parents require additional advice and support and staff are always willingly on hand.

Staff are confident in their knowledge of how to document any accidents which occur and any medication that is administered. Of the staff employed 11 have completed paediatric first aid training. Some staff have been given particular responsibilities such as health and safety representatives, child protection, new staff mentors and developing learning resources such as story sacks and magic boxes. Registration systems for children and staff are completed efficiently and children's personal details are recorded and maintained effectively. The nursery displays the certificate of registration and time is spent individually with parents to introduce them to the comprehensive policies which are set in place as required. Children's safety and well-being is therefore enhanced by these systematic procedures. Parents and carers are made

aware of the role of Ofsted and the complaints procedure should they ever need it. All the appropriate written consents/permissions are in place.

The quality of the leadership and management is outstanding. The management system works exceptionally well and strong bonds are in place between the owner, the office manager and care manager who has been awarded Early Years Professional Status; and is one of only two in the local authority to do so. The care manager oversees the well-being and education of the children and has high expectations for the development of the nursery. With a hands on approach she ensures staff follow the policies and procedures set in place and aids staff development with appropriate training, carried out mainly in-house; regular staff meetings and appraisals; an intensive induction system; and spending time in the rooms with various staff. Excellent use is made of outside professional agencies who work closely with the nursery; in such areas as speech and language therapy, behaviour management, Amersham and Wycombe College; area Special Educational Needs Co-ordinator (SENCO); and Early Years Advisors for example.

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

Improvements since the last inspection

At the last inspection the nursery was set just one recommendation. This was to obtain written permission from parents before administering Calpol. The nursery have addressed this recommendation in that written consent is in place which gives the nursery permission to administer Calpol after verbal consent. Children's health and well-being is therefore enhanced by this good practice.

Complaints since the last inspection

Since the last inspection no complaints have been made to Ofsted that required Ofsted or the provider to take 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 outstanding. 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 MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

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