

Talbot Woods Day Nursery and Nursery School

Inspection report for early years provision

Unique Reference Number	EY305398
Inspection date	17 June 2008
Inspector	Deborah Page / Maria Lumley
Setting Address	Bournemouth University, Poole House, Talbot Campus, Fern Barrow, Poole, Dorset, BH12 5BB
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Registered person	Bright Horizons Family Solutions Limited
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Talbot Woods Day Nursery and Nursery School is one of a large chain of nurseries run by Bright Horizons Family Solutions. It registered in 2005 and operates from six rooms in a purpose-built building. It is situated on a university campus on the outskirts of Bournemouth and Poole. A maximum of 86 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to three secure enclosed outdoor play areas.

There are currently 136 children aged from three months to under five years on roll. Of these, 43 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 25 staff, of these, 19 including the manager hold appropriate early years qualifications. Several staff are continuing to further their qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from nutritious food, including fresh fruit and cheese at snack time. Lunch includes meals such as meat, roast potatoes and peas followed by rice pudding. Individual diets are well catered for including a vegetarian option of vegetable casserole. Parents are provided with a four week rota menu of meals. Babies are secure as they are held whilst bottle fed by staff who gently talk to them. Drinking water is accessible at all times and younger children have their photograph attached to their own cup.

Children's health is not fully promoted because systems to ensure good hygiene practices are not fully effective. Although children clearly know the hand washing routines, the resources to support them in this practice are not available. For example, a child tries to wash their hands with a tap that does not work and no available soap. Children's health is generally protected because staff implement sound procedures such as washing their hands after wiping children's noses. However, children are not encouraged to follow this example and are therefore at risk from cross infection. Appropriate cleaning routines support children's general well-being. There are good nappy changing procedures that include disposable gloves and aprons, and a record is kept for parents. Information is displayed for parents relating to different infections and they are reminded of the 48 hour exclusion for sickness. Staff have a good understanding of how to record accidents and medication. Children are well protected from the sun with sun cream and an awning is used to provide shade.

Children have regular opportunities to play and exercise in the fresh air. They use the three fully enclosed outdoor areas depending on the age of the children.

Children in receipt of nursery education show an awareness of space as they play outside. They pedal bikes around, controlling speed and direction to avoid collision. Children demonstrate control of their bodies as they walk along upturned crates. They spread their arms out to help them balance as they walk tentatively along the crates. When they reach the end they jump off and land in hoops which are positioned close by. As the children repeat the task they grow in confidence and move faster. Children enjoy using the basketball and they demonstrate control of the ball as they succeed in throwing it through the net. Children are gaining small muscle control as they manipulate pieces of stickle bricks together as they make models. They engage in activities that require hand-eye coordination. For example, children use knives and forks with dexterity as they cut up and eat their lunch.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are learning to keep themselves safe as they are reminded not to sit on the wheelbarrow as it might tip, and not to climb on tables as they may fall. However, children's safety is not fully promoted at all times. Staff complete risk assessments, although, they do not always correctly identify and minimise risks to the children. For example, prescribed medication is stored at children's level and items such as cleaning solutions are accessible. Staff complete regular fire drills and are clear of what to do in an emergency.

Children are appropriately supervised. Staff check the individual activities of younger children every ten minutes, using a timer. Children use a large variety of indoor equipment, appropriate

for their age and stage of development. However, some outdoor equipment is weathered and dirty and children choose not to play with it.

Overall staff have a secure knowledge and understanding of child protection issues and how to safeguard children. A policy is displayed to inform parents of staff's responsibility in this area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff ensure that the planning of activities is based on topics of children's interest and linked to the Birth to three matters framework for younger children. For example, a child shares their knowledge of where carrots come from with staff. They follow this up with a project on growing. Most of the time children are happy in their activities with a good variety of indoor resources. However, there are less opportunities and experiences organised for younger children playing in the outdoor area. Staff do not effectively plan and provide appropriate play opportunities for all children. Consequently some of the younger children are less interested and, as a result, at times wander aimlessly. Children enjoy the adult led activities, such as going on a bear hunt. A group of children follow staff squelching through imaginary mud, shaking the mud off and washing their boots with a hose. Children are keen to play with the sand and they are learning to take turns.

Some children concentrate well as they construct small models and make appropriate sounds such as 'vroom' for an aeroplane. Babies enjoy listening to the staff singing nursery rhymes and some children join in by clapping and rocking to different tunes. Other children giggle as they make marks with wax crayons and staff draw around their feet. Older children are fascinated by the African snails which are eating cucumber. One child says 'They are kissing the cucumber'.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate an understanding of the Foundation Stage Curriculum and how children learn. A key worker system is in place and observations are carried out. However, these observations are not always used to inform planning. Staff provide a range of activities, some of which are based on children's interests, helping to motivate them and ensure they remain engaged. Effective use of space enables children to play with a variety of resources and activities. For example, while some children sit and share books in the literacy room, others use the computer or play outside. Some staff adapt activities to provide children with additional challenges. For example, as children grow in confidence at the balancing activity a member of staff sources a hoop and positions it at the end of the course. She asks the children to see if they can jump into it. When they succeed, she challenges the children by moving the hoop further away. At other times children are not sufficiently challenged. For example, a child mixes blue and yellow paint together and they observe the colour changing. However, staff do not talk with the child about what is happening and why. Staff generally manage children's behaviour appropriately.

Children separate from their parents with confidence. They wait by the door when they arrive at nursery and rush in to find their friends. A child runs over and gives their friend a hug and asks them to play with them. When several children gather around the circus activity one of the children says to another, 'You're my friend, we're going to go to school together'. Children are developing a sense of right from wrong and are beginning to resolve conflicts. For example, when a child knocks down another child's sand castle, they tell them this is not fair and tell

them to play at the other side of the tray. The children then go on to play harmoniously together. Children show consideration for each other and help each other when they are in difficulty. For example, when a child cannot reach a book on the shelf, they ask, 'Shall I get it for you?'. The child does so and their friends smiles and says, 'Thank you'.

Children show an interest in shapes as they use the construction resources. They carefully fit the pieces together examining the changing shapes they are creating. For example, one child holds up a piece and says, 'This is a triangle', they add another piece and then call out, 'now it's a rectangle'. Children use mathematical language as they play with the sand, as a child transfers the sand from one container to the other they comment, 'This is full and this is empty'. Children enjoy playing with the water tray and explore and investigate. A four year old becomes excited as she puts stones and corks into the water and watches them float and sink. Children recognise numerals up to 10 as they look at the number cards displayed on the wall. They calculate as they sing 'five current buns in the baker's shop', deducting one until there are no buns left.

Children use a range of materials during craft activities, this includes paint, salt dough and play dough. A child settles at the painting activity and uses brushes and their fingers to form patterns on the paper. They mix the paints together and observe the colour changing. Some children have good imagination and become absorbed in their play. A group of children use spades, spoons and trowels to move and mould the sand. A child calls out, 'I've made a strawberry and melon pie'. The children pretend to eat the pie saying, 'It tastes yummy'. Children enjoy singing familiar songs and action rhymes.

Children use phonic knowledge to form simple words. For example, they select magnetic letters and line them up in the correct order to form 'mummy' and their own names. Children speak confidently to each other and adults, using language to communicate their needs and express themselves. Children enjoy visiting the language and literacy centre. They go in the cosy, well resourced area and help themselves to the books. A child finds their favourite book and says, 'This is called 'Saturday Night at the Dinosaur Stomp'. They sit down and recall the well known story. Children know how to handle books and they start at the beginning and carefully turn the pages as they 'read'. Children have opportunities to mark make inside and outside. They chalk on the floor and brush water on the fence.

Children confidently use the computer. They have control of the mouse and know this links to the arrow on the monitor. Children learn about nature as they observe Giant African snails, stick insects and the life cycle of frogs. As they try to find a stick insect a child comments, 'They look just like the leaf'. Some children have an interest in dinosaurs and as they play with the plastic models they name the triceratops and brachiosaurus. A child differentiates between past and present as they say, 'They lived a long, long time ago. They are all dead now'. Children show an interest in the world they live in and the changes that occur. They tell the inspector that flowers come up in the Spring, that it is hot in the Summer and that all the leaves fall off in the Autumn.

Helping children make a positive contribution

The provision is good.

Children's individual needs are generally met. Parents are provided with settling in questionnaires to ensure that any specific requirements are clearly identified. Children are supported by their key worker to ensure consistency. Children are beginning to gain a sense of belonging because they are provided with place mats and cups with a photograph of themselves. In addition,

photographs are placed on their creative works to show they are valued. Children learn about differences because staff provide a range of resources that promote positive images of other cultures and abilities. Children with English as an additional language are well supported. Staff work closely with parents and learn key words in the child's first language. Children's spiritual, moral, social and cultural development is fostered. Children with specific learning disabilities are well supported within the group. Staff work closely with parents and relevant agencies to ensure their needs are met.

Children's behaviour is appropriate given their age and stage of development. They respond to the clear boundaries and expectations. For example, staff gently remind children, 'Be nice, don't push'. Children are praised and encouraged by staff for their achievements. For example, a member of staff says 'Thank you lovely girl' as the baby passes a crayon. Stickers are used to reinforce good behaviour.

Partnership with parents and carers is satisfactory. Parents report that they have discussions with key workers when their children start the Foundation Stage and that this sharing of information helps to determine children's starting points. Parents receive information about the 'Bright Horizons' framework. However, parents are unclear about how this links with the Foundation Stage Curriculum. Parents have planned six monthly meetings with key workers to view children's conference reports. Parents state that they have daily chats with their children's key workers and that staff are always welcoming and available to discuss matters. Daily diaries are used as an additional system to share information with all parents throughout the nursery. Parents are able to use electronic systems to communicate with the manager and return completed questionnaires.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children benefit from being cared for by appropriate adults. Robust recruitment and vetting procedures ensure that they are suitable. Staff are committed to training to enhance their skills and knowledge. The manager is currently completing a Bachelor of Arts in Early Years degree.

The setting has devised a range of policies and procedures to support staff in providing positive outcomes for children. However, some of the procedures are less effective, such as risk assessments and hygiene practices. Staff provide a range of play opportunities and learning experiences. However, at times, particularly during out door play, children are not fully catered for.

All required documentation is in place to support children's care and welfare. Records are stored appropriately to maintain confidentiality of the children and their families.

The leadership and management of the nursery education is satisfactory. The manager of the nursery has been in post for five months and she has worked hard to evaluate practices and further improve the nursery. She has good relationships with staff and acknowledges their findings. For example, she employed bank staff to enable key workers to spend more time completing documentation relating to the Foundation Stage. However, there continues to be gaps in observations, children's profiles of development records and planning the next steps in children's learning. The manager has highlighted that the outdoor play area is a weakness and has an action plan in place to make sure the educational needs of children are met and their learning is maximised. The manager is working hard in preparation for the introduction

of the Early Years Foundation Stage. Training has been arranged for staff to ensure they are confident with the new framework. Liaison with the Early Years Advisory team supports their practice and procedures in monitoring and evaluating the provision.

Improvements since the last inspection

At the previous care inspection the provider agreed to improve the organisation prior to outdoor play and lunchtime to limit the disruption to children. Staff now give children a gentle warning to prepare them that activities will be changing. This allows children time to finish activities to their own satisfaction.

At the previous nursery education inspection the provider agreed to improve the organisation of group story time to enhance children's learning and enjoyment. The nursery have improved the organisation of story time by dividing children into small manageable groups for the activity. This maximises children's learning and enjoyment as the activity is calm and uninterrupted.

Complaints since the last inspection

Since the last inspection there has been one complaint that required Ofsted and the provider to take action. The complaint related to National Standard 2 (Organisation) and National Standard 3 (Care, learning and play). The complaint raised concerns regarding adult:child ratios not being met at all times and whether children's individual needs were being met effectively in the mornings.

Ofsted conducted an unannounced visit on 19th July 2007. As a result three actions in relation to National Standard 2 were raised. The provider responded to Ofsted with an action plan in order to meet the actions. Ofsted was satisfied with the response and took no further action. The provider remains qualified for registration.

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):

- improve children's health by ensuring that resources and support are in place
- ensure that risk assessments are used to identify and effectively minimise risks to the children

- develop outdoor play provision to provide greater play opportunities and experiences for children

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 that regular observations are made on children and that these are used to inform planning
- improve the information parents receive about the Foundation Stage curriculum

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