

Lord William's School Day Nursery

Inspection report for early years provision

Unique Reference Number	133497
Inspection date	14 May 2008
Inspector	Jane Plested
Setting Address	Oxford Road, Thame, Oxfordshire, OX9 2AJ
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Registered person	Lord Williams' Day Nursery
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 good.

WHAT SORT OF SETTING IS IT?

Lord William's School Day Nursery was registered in 1992. It is a non-profit making organisation managed by a committee of parents. It operates from a purpose-built building in the grounds of Lord William's Secondary School in Thame, Oxfordshire. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.00 for 42 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 53 children, aged from three months to under five years, on roll. Of these, 14 children receive funding for early education. Children come from a wide catchment area and some of their parents work at the school. The nursery currently supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs seven members of staff, all of whom hold an appropriate early years qualification. A number of staff are working towards a further early years qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

All children have opportunities to gain fresh air, particularly in good weather when much of the curriculum takes place outside. Here children move in a range of different ways as they kick balls or clamber over and through climbing cubes. This will build and strengthen their large muscle groups. Children learn to use a range of tools, and begin to do this with control and skill, developing fine manipulative skills.

Children follow the learnt personal hygiene routines. Older children complete tasks such as hand washing competently. However, a lack of organisation means that toilet roll has run out; paper napkins are left out in its place but these provide a poor substitute, hindering children's ability to complete self-care appropriately. Children benefit from practitioners' understanding of the dangers to health from the sun. Practitioners ensure that children have sunscreen applied and wear hats when playing outside. The setting also provides shady areas in the garden to protect from burning. Practitioners talk to children about the effects the sun has, which helps children to understand how to keep themselves safe. Babies benefit from routine periods of rest and sleep in a shaded and calm environment. Nappy changing procedures are satisfactory but again a lack of organisation means that there are no aprons to protect staff's clothing. This poses a risk of the transfer of infection. At other times staff use some suitable procedures to minimise infection by wiping runny noses and caring for a child with a blocked tear duct. Systems are in place for recording accidents and for the administration of medication. However, occasionally bottles of medication are not named, which poses a risk of children receiving the incorrect medication.

The meals that the setting offer are varied. Children tuck into slices of toast for breakfast. Links with the school provide opportunities for children to eat freshly prepared hot meals at lunch time. Pre-school children eagerly eat lunches of pasta bake and salad, or meat pie with fresh vegetables. A lack of good preparation for lunch time means that a child struggles to eat his lunch with inappropriate utensils. Some parents provide lunch boxes for their children, either for lunch or tea. Some of these meals are stored safely in the fridge but practitioners are not vigilant in this practice. As a result, they sometimes fail to make sure that food such as yoghurts provided for children is stored with good food hygiene in mind and this poses a risk of contamination. Children receive plenty of opportunities to drink so they stay refreshed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety receives appropriate priority. Good procedures are in place to assess and reduce risks to children. For instance, there is a detailed documented risk assessment and a daily system for checking that the premises remain safe. Procedures are in place to manage evacuations; however, these take place too infrequently to ensure that all staff have experienced a drill. This will reduce their ability to act competently to keep children safe.

Toys and resources that children use are good quality and safe. Planning ensures the setting is safe and welcoming, and provides some opportunities for children to make decisions. Practitioners help children learn to use tools safely and intervene promptly to prevent an accident when children climb or run inappropriately. Resourcing in some areas of the nursery lacks planning and leads to shortages.

Children's welfare receives appropriate support. The premises are secure, doors are closely monitored during arrivals and departures and staff supervise children well. All current staff are vetted and they are generally secure in their knowledge of how to manage concerns regarding a child's well-being. The required records and policies are in place but staff have not always thought to record all pre-existing injuries; therefore, this information is not available for future reference.

Helping children achieve well and enjoy what they do

The provision is good.

All children can freely access a range of varied and interesting activities. They benefit from a curriculum planned for indoor and outdoor learning. Children are developing relationships with practitioners who are interested in them and know them well as individuals. Parents say that children experiencing difficulty in settling receive support to aid separation and this alleviates their worries. Children know the daily routine, and generally comply successfully with features such as group time. Familiarity with how the session is run ensures a sense of security amongst children.

All children enjoy and concentrate well during sensory and creative activities. Toddlers dig in and use different vessels to capture and explore sand and they paint in a variety of ways. For example, many children use the sand pits, toddlers concentrate well whilst painting at a table and a baby enjoys the sensory experience of having paint applied to her toes for foot painting. Children of all ages are learning to enjoy books, as staff read to them on a daily basis and introduce letter sounds. They also benefit from planned opportunities to speak and to sing, which helps develop their speech and language skills.

Practitioners have a good knowledge of the frameworks for supporting children's learning and development and they use these to plan learning and record children's achievements. However, the setting has not thought to include parental knowledge of what their children can do into their assessment procedures, which reduces their wider knowledge of each child.

Nursery Education

The quality of teaching and learning is good. Children are making sound progress because practitioners have a clear understanding of each child's needs and plan for the next stage for learning through a broad range of activities. Practitioners use a range of teaching, including the provision of first hand experiences, and use questions to encourage children to think. Practitioners regularly make observations of children's progress but the parents of children receiving nursery education have little opportunity to contribute to this process. This hinders the planning and assessment systems. Support for and the recording of progress for children with learning disabilities is clear and well maintained. The room leader has a clear plan for development demonstrating good evaluation systems and is developing links with the local school, particularly over the use of phonics in the curriculum.

Children confidently enter the setting and contribute to 'group time' which practitioners use well to help children to think about issues such as feelings and the experience of visiting the doctor. Children are developing relationships as they play in small groups during role play and with dolls. Practitioners manage children well and, as a consequence, they are developing an awareness of rules. Children come together quickly when called and sit well to listen to stories and benefit from opportunities to take responsibility. Children speak clearly during circle time and enjoy listening attentively to stories such as 'No Room for Baby Roo'. Familiarity with this

story means that they can join in with familiar sentences. It also allows the practitioners to help children to learn that animals such as kangaroos come from Australia. Singing familiar songs also aids the development of language skills. Children have good opportunities to develop very early reading skills from labelling in the setting and routines such as learning the sound of the 'letter of the week'.

Children have routine opportunities to count beyond 10 and many can recognise numerals on a computer screen. They have some opportunities for first hand learning and mathematical experimentation. A practitioner praises a child for successfully completing a sequencing activity to ensure that she gains a sense of achievement. Children learn about weight through planned activities with scales and when practitioners ask children to find something 'heavy' to use as a weight, to stop their paintings blowing away. They explore with their senses whilst digging in sand, picking up pulses during collage activities and experimenting with water play resources. Practitioners support younger children in learning the use of scissors so they become confident, independent and safe when cutting pictures from a catalogue page.

Children become absorbed when constructing with waffle bricks and practitioners encourage thinking and ideas through questioning. For example, they ask, 'what can you use this for?' Occasionally the timetable means children cannot complete their playful ideas, which can be frustrating. For instance, a child becomes upset when her construction is tidied away for lunch. Children develop a sense of time by recalling what they did over the weekend and routines help them learn the day of the week. Children have opportunities to explore the natural world. For example, children remember observing birds and squirrels during walks. Children of all ages know their primary colours and a four-year-old can confidently name some secondary colours, such as pink and brown. They have opportunities to express themselves during painting, drawing and chalking and sometimes these marks have meaning. Children have fun as they join in with music and movement, moving expressively, for example, when galloping like ponies.

Helping children make a positive contribution

The provision is good.

The setting welcomes children and families from a range of backgrounds. Practitioners establish individual children's needs at admission and through ongoing discussions with parents. Children are encouraged to begin to develop independence by being 'helpers', and through opportunities to make choices. Practitioners help all children feel welcome by providing an increasing range of toys and images. Practitioners take opportunities to celebrate some world festivals with children. This will help children learn about the world in which they live, as will the local outings, for example, to the library.

Children with learning difficulties receive sound support from the Special Educational Needs Coordinator (SENCO). She has an appropriate understanding of her role and responsibilities and has partly completed the required SENCO training course.

Practitioners are respectful when talking to children and use a good range of strategies to support children's behaviour. As a result, children respond to staff requests for help or to line up, and the setting is harmonious and calm. Practitioners help children understand when they have done well. For example, they praise sharing and encourage babies to be gentle with their peers with words like 'yes, good boy be gentle'. Overall, the children's spiritual, moral, social and cultural development is fostered.

The setting provides a wealth of helpful written information about the nursery and curriculum for parents. Practitioners mainly share information about children's care verbally. However, for babies this is also supported by a daily diary. There are some other records on display, including information about nappy changes, planned learning and the activities that have taken place. This helps parents to know about their children's time in the setting. The partnership with parents of children receiving nursery education is good. The setting values parents' views and, as a result, has acted to improve information sharing systems. The parents spoken to are very happy with the quality of care and education.

Organisation

The organisation is satisfactory.

There are some good systems for making sure the setting is safe and secure but at times children's care experiences vary because of a lack of organisation. However, the planning for children's learning is good. There are clear systems in place to ensure staff suitability, induction, supervision and appraisal. Practitioners communicate with their colleagues during the day, which ensures they all understand what is happening and are aware of most of the detail within the policies and procedures. All staff contribute to the nursery's self-evaluation/reflective practice, which will help them gain a sense of ownership for improvement within the setting.

Children benefit from good levels of attention from their carers, and overall the routine aids a sense of security. Staff work closely with parents and know children well. Adult-to-child ratios are generally good but during staff breaks a lack of planning and preparation means that lower ratios have a negative impact on children's experiences, for example, leaving some children unoccupied for a short period.

Leadership and management of nursery education is good. All staff have early years qualifications and five hold current first aid certificates which exceeds the requirements of the National Standards. Staff training is encouraged and valued by the setting managers and several practitioners are training toward higher qualifications. This ensures staff have a good understanding of how to support children's learning and provide an interesting curriculum. The setting is interesting and welcoming. Children are grouped so they learn at an appropriate pace/develop relationships with peers and staff. Many play resources are accessible to children, which helps to develop their sense of independence. Occasionally, however, the timetable means children cannot complete their playful ideas, which can be frustrating for them.

The required records relating to children's care are in place. Staff record most relevant information, such as attendance, medication and accidents. A complaint log is in place but the format does not comply with that recommended in the guidance to the Addendum to the National Standards. Records are shown to parents so they are fully aware of the care their child has received. The recommended agreements between the setting and parents are in place. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the nursery were asked to ensure that attendance records are accurate and to comply with the conditions of registration. They were also asked to ensure the regulator is informed of any changes to the person in charge.

A new methodology has been implemented to record attendance and, as a result, each room records the times of arrival and departure of the children in their care. The nursery have now

increased their registered numbers and ensure that they keep within these agreed numbers. They have sent updated information regarding changes to the leader to Ofsted. As a consequence, the regulatory authority is fully aware of the individuals with managerial responsibility for caring for children in the setting.

At the last inspection of nursery education, the setting was asked to improve children's access to everyday technology.

As a result of this recommendation, children now competently use a computer mouse to open, move and highlight objects in order to complete early learning programmes. They enjoy using a camera to take digital photographs of their peers and carers. One child says with smile on her face, 'I've taken your picture', demonstrating a sense of fun and achievement. Other resources provide opportunities for children to handle real equipment.

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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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):

- make sure resources such as toilet roll and cutlery for children and aprons for staff changing nappies are always available
- make sure meals provided from home are stored safely and medication is labelled
- increase the frequency of evacuation drills
- make sure all staff know the nominated child protection officer and systems ensure that all pre-existing injuries noted on children are recorded
- make sure the SENCO completes the relevant training courses
- continue to develop systems for sharing information relating to starting points in learning and on individual children's progress (This also applies to nursery education)
- review organisation linked to staff deployment and the systems for recording complaints.

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):

- make sure children who become involved in playful learning have opportunities to return to this if routines interrupt their 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