

The Children's Room Day Nursery Wendover

Inspection report for early years provision

Unique Reference Number	140900
Inspection date	11 June 2008
Inspector	Jane Plested
Setting Address	Bacombe Lodge, 7-9 South Street, Wendover, Aylesbury, Buckinghamshire, HP22 6EF
Telephone number	01296 624889
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Registered person	Wallington Childcare 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 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?

The Children's Room Day Nursery opened in 1998. It operates from a large extended period house with purpose built annex in the village of Wendover. The nursery serves the local area. There are five nursery rooms, office, kitchen, toilets and staff facilities. Children have access to three separate enclosed outside areas used for outside play. There are currently 134 children from three months to five years on roll. This includes 32 children in receipt of nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and English as an additional language.

The nursery is open from 08.00 to 18.30, Monday to Friday, for 50 weeks of the year, closing for two week at Christmas.

Over half of the 24 staff who work with the children have a recognised early years qualification to Level 2 or 3. There are three staff are currently working towards a recognised early years qualification at Level 2 or 3.

The nursery follows some of the Montessori teaching methods. The setting receives support from their local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Ensuring children's good health is a priority of the nursery. Staff are aware of the dangers to children from the sun. Consequently, they apply sunscreen and plan outdoor play to avoid midday heat. Older children manage their own toileting needs and toddlers are sensitively supported through self-care tasks. Children are encouraged to clean their teeth and the more able children understand why they should do this. The premises are well maintained and clean and practitioners follow good hygiene practice. Children's day-to-day care needs are established and if needed, they benefit from routine periods of rest and sleep. Systems to support children's health and safety are sound. Over half of the staff hold a current first aid certificate. The first aid resources are suitable and very well organised. Medication records and systems are clear.

Children enjoy meals that are healthy, freshly cooked, appetising and varied. Consequently, the meals aid children's growth and development. Good systems are in place to protect children with special dietary needs, to ensure they remain healthy. Children receive drinks regularly and can access drinks throughout the day in each day room. This makes sure children are well hydrated.

Children's physical development is well supported. Children and toddlers play outside daily, providing fresh air and exercise. They dig in sand, use tools and have access to developmentally appropriate larger apparatus. These activities provide good opportunities to develop physical skills and bodily control. Babies have space to crawl and toys are placed around the room to encourage movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Toys and resources that children use are of good quality and developmentally appropriate. Consequently, they are interested in and enjoy their play. Most resources are stored with children's easy access in mind, so that they make choices and selections and therefore, develop a sense of independence. Displays make the setting more interesting, but in some areas they are not set at child level. This limits children's opportunities to enjoy these.

Staff have a generally good understanding of how to keep children safe. Risk assessments, maintenance programmes and daily checks limit risks of injury to children. However, the setting's daily checking procedures occasionally miss odd items like socket covers not being replaced. Practitioners take responsibility for removing trip hazards immediately. They use reins to keep young children safe in chairs, to remove the risk of them falling. Children learn about safe handling of tools and they receive help to use large apparatus, which provides opportunities for children to take risks under controlled circumstances. Suitable fire safety equipment and information is in place. Evacuations are practised but not all staff have participated in these events, limiting their understanding of how the drills are managed.

There are effective procedures to maintain children's security, such as, an intercom to gain entry and CCTV cameras monitor all outside areas. Practitioners are familiar with their child protection responsibilities and confidently describe the signs that cause concern regarding children's wellbeing. This sound practice will contribute in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children with separation anxiety, with particular needs or who become unwell, receive sensitive care and support. Children know the daily routine and are grouped appropriately, which contributes to a sense of security. For the majority of their day in the nursery, children are busy and engaged in playful activity. They experience a varied range of activities, many of which they thoroughly enjoy. For instance, toddlers and children positively enjoy sensory play with sand and water and babies feel the texture of 'gloop'. Many resources in the baby room are of natural material. Therefore, these children engage in touching and manipulating fabric play resources or wooden activity centres.

Pre-school children and toddlers listen attentively to well read stories, often joining in with familiar parts from books such as 'The Gruffalo'. However, the spontaneous use of books is hampered by poor display and access in most dayrooms. Toddlers enjoy singing and signing sessions and have fun making the sounds of familiar animals. This supports developing their communication and language skills.

Children of all ages take part in art and drawing activities. They use a range of media, such as, dough, paint and collage materials. However, some of these activities are overly influenced by practitioner's ideas. Therefore, they are not truly developing children's creativity. Role play activities are available, but these sometimes lack effective use of nursery resources. This limits some children's opportunities for developing their own imaginative ideas.

Children positively benefit from and enjoy the outings the nursery provides. They learn about the local environment by visiting a local pond. A parent speaks positively of the impact a trip on the local train had for her child. She said the child spoke enthusiastically of the trip and a visit to a shop to buy cakes for the children to eat on return to nursery.

Practitioners working with younger children have a sound knowledge of the Birth to three matters framework. They use this well to plan learning and to observe and record children's progress.

Nursery Education

The quality of teaching and learning is good. Consequently, children are making sound progress towards the early learning goals. The dayrooms are generally well laid out, giving children access to most play and learning resources. Practitioners know children well. The developmental records show a clear link to the stepping stones for children's learning and identify most children's progress. However, a lack of detail in some records hinders practitioners ability to plan to move some children forward. Practitioners are good role models. They use a generally good range of teaching methods. They plan opportunities for independent investigation and support learning, for example, when teaching children how to use scissors. Practitioners are good at promoting learning from planned themes. They also use spontaneous learning opportunities. For instance, when applying sunscreen they encourage children to consider the harmful effects of the sun and to talk about animals having fur to protect them from burning.

Children are very confident. They ask many questions of the inspector, their carers and chatter with their peers. Children have many opportunities to follow instructions and they willingly help to tidy up. They have a positive approach to learning. For instance, one child concentrates when using Montessori equipment and others are engrossed when playing with water. They enthusiastically talk about past activities, such as, planting beans. Children have many

opportunities to recognise their names. More able children know and can recognise the letters and use the phonic sounds to spell their name. When directed, children use books correctly. Older children create highly detailed drawings of London buses, of which they are proud.

Children have good counting skills. More able children independently count up to 10 and back from 10, as they talk about rockets blasting off. These children can also recognise numerals below 10. Children name simple shapes and also have opportunities to make patterns and order items by size or length. They explore with their sense of touch in sand and water. For instance, children enthusiastically investigate concepts, such as, flow and capacity by filling a watermill, using watering cans and pipe work. Children show an interest in why things work and use a range of tools, such as, pencils and paint brushes.

Children follow the life cycle of a frog and the planting activities help them learn about growth. They learn about the wider world through topics, such as, London. During which they draw and colour buses and trains. Talk develops their awareness of attractions such as, Big Ben and the London Eye. Discussions about the European Football Championships aid learning of different countries. The curriculum acknowledges many festivals and celebrations and this helps children learn about different cultures. Children know primary colours and many can name secondary colours, such as, brown, orange and purple. Practitioners do not always utilise opportunities to help children to explore what happens when they mix colours or to use their own imaginative and creative ideas in their art work.

Helping children make a positive contribution

The provision is good.

The nursery has generally good strategies for welcoming children from a range of backgrounds. There are some good systems in place for identifying and supporting children's individual needs and routines. Children with learning and physical disabilities receive good levels of support. Practitioners encourage children to become independent. Children have opportunities to make choices in their play and show high levels of self-confidence. They have access to resources that show images of differences, which aids understanding of diversity.

Children behave generally well and are polite. One child spontaneously says 'sorry' and others are helpful. Children are learning social skills, such as, sharing and taking turns. Good strategies support children's behaviour, for instance, practitioners praise achievements and they remind pre-school children of the 'golden rules'. Practitioners work closely with parents of children with behavioural difficulties to ensure a consistent approach. Children's spiritual, moral, social and emotional development fostered.

The partnership with parents of children who receive nursery education is good. Children's parents receive a helpful prospectus on admission to the setting and on-going information is disseminated via notices and newsletters. Parents comment on the supportive settling-in procedures, good on-going care and regular feedback. For children of all ages, the practitioners share developmental concerns and records are available for parents to examine. However, parents lack opportunity to contribute to progress records or to receive information on the next stage for learning. Parents can access information on the planned areas for learning and receive regular verbal feedback about their child's activities. Parents consider their children are making sound progress.

Organisation

The organisation is satisfactory.

The procedures for ensuring Ofsted is notified of changes to the manager, lacks sufficient rigour. Therefore, the regulator is unaware of changes in managerial responsibility for children's care. This is a breach in regulation.

Children benefit from the generally good systems for making sure the setting is safe and secure. They are familiar with the daily routine, grouped appropriately and many resources are accessible. Practitioners work well together to create a friendly and welcoming environment in which children can relax. The day-to-day care and learning experiences for children are generally sound. However, there are short periods when a lack of organisation results in, lower ratios and a lack of direction for children. Staff communicate continually with their colleagues, which ensures they all understand what is happening.

There are clear systems in place for ensuring the suitability of staff, but those in place for induction and appraisal of staff, are less effective. Consequently, new practitioners lack familiarity with some of the policies and procedures and the staff appraisals for the year have not taken place. However, practitioners and room leaders say they receive ample informal support from managers.

Leadership and management of the nursery education are good. There are high levels of qualified staff working with children and personal development through training is encouraged. Managers ensure that staff are familiar with both frameworks to support children's learning and development. Children are interested in and engaged by the planned activities. Systems are in place for recording children's development and for partnership with parents and other professionals.

The required records and agreements relating to children's care are in place, these follow confidential practice and generally well-maintained. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection of the care, the nursery agreed to provide opportunities for children to practise manipulative skills. Pre-school children use Montessori and art resources which include a range of tools such as scissors, and all ages use pencils and paint brushes. All children have access to jigsaws and building blocks. Children use cutting and rolling tools with the dough. This will develop small muscle groups and enhance manipulative skills.

At the last inspection of the nursery education, the setting agreed to provide materials for children to initiate writing in their imaginative play. Children have access to appropriate writing materials in pre-school room. Although these resources are not directly supplied in the role-play area children can freely select these from the shelves. The setting follows the Montessori philosophy which encourages children to collect resources from shelves and put them away after use.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 1 - Suitable person, National Standard 2 - Organisation, National Standard 3 - Care learning and

play, National Standard 5 - Equipment, National Standard 6 - Safety, National Standard 7 - Hygiene, National Standard 8 - Food and drink, National Standard 10 - Equal opportunities, National Standard 11 - Behaviour, National Standard 12 - Working in partnership with parents and carers. Concerns were raised in relation to staff suitability, adult:child ratios not being met, staff qualification ratios not being met, children's individual developmental needs not being met, there not being enough resources available for children, the safety of the garden, staff not promoting good hygiene practices, accidents not being recorded properly, adequate drinks not being available, children with learning difficulties and/or disabilities not getting adequate care, inappropriate behaviour management techniques being used and that this setting was not working in partnership with parents. Ofsted conducted an unannounced visit to this provider. This visit identified that this setting was not meeting all of the National Standards and three actions were set under National Standard 2, National Standard 6 and National Standard 7. A response to these actions was received which identified that the National Standards were now being met. In view of this Ofsted took no further action and 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 knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters such as a change to managerial responsibility
- improve organisation so that the recommended ratios are maintained and periods of change during the day are managed to ensure children remain engaged in meaningful activity
- improve the implementation of the induction and appraisal procedures.

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):

- review practice to involve parents more fully in record keeping processes relating to children's progress and planning for their child's future learning (this also applies to care inspection)

- further develop the activities to allow more opportunities for children to develop their creativity and improve children's access to books (this also applies to care inspection)

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