

Chantry House Nursery

Inspection report for early years provision

Unique Reference Number	EY363997
Inspection date	10 April 2008
Inspector	Michele, Karen Beasley
Setting Address	Chichester Gate, Terminus Road, Chichester, West Sussex, PO19 8EL
Telephone number	01243 788 727
E-mail	kathrynward@btconnect.com
Registered person	Kathryn Ward
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 good.

WHAT SORT OF SETTING IS IT?

Chantry House Nursery is a privately owned nursery. It opened in 2007 and operates from a purpose built building in Chichester Gate Leisure Park. The nursery serves the local community. The nursery opens five days a week, for most of the year. The setting is open from 08:00 until 17:45.

The provision is registered to provide 60 places for children up to five years of age. There are currently 56 children from three months to five years on roll. Of these, 15 children receive funding for nursery education. Children attend for a variety of sessions or for full day care. The provision welcomes children who have learning difficulties and/or disabilities and those for whom English is not their first language, presently there is one child attending.

The nursery employs 12 staff, over half of which are qualified and several are working towards furthering their childcare qualifications. The setting receives support from the Early Years Partnership and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are happy and settled in the setting. They enjoy a wide range of routines and practices that enable them to stay healthy. They are protected from infection because hygiene procedures are followed such as wiping down the snack table with anti-bacterial spray and wearing disposable gloves for nappy changing. Children know to wash their hands when they have finished messy activities such as painting, or when they have been to the toilet. Practitioners record all accidents and medication. However, these are not recorded separately for each child to maintain confidentiality. The majority of practitioners are qualified in first aid. This ensures the children will receive immediate treatment in the event of an accident.

Children enjoy a range of meals and snacks. Children are encouraged to try the cooked lunches and light teas provided by the nursery, such as fish fingers, chips and peas. A healthy snack such as carrots is provided by the nursery. However, older children do not develop their independence at these times, as staff prepare the children's snack, portion out the food and pour drinks for them. During the day individual labelled water bottles are accessible in the older children's rooms. This helps the children recognise when they are thirsty, for example after outside play.

Children have opportunities to play outdoors as well as inside moving and exercising to music. They are encouraged to put on and take off their coats and jumpers before and after going outside. Younger children are given plenty of opportunities to crawl and practise walking in the baby area. They are able to use tools independently and are becoming competent learners. All the children enjoy the use of the enclosed outside play space. Children are taken for walks around the local area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Practitioners are organised when setting up a wide range of activities in the nursery for the children to participate in. Children's work is displayed in the nursery to value their contributions to the group. Children benefit from using a range of safe resources. All furniture is child height to ensure comfort, and there are cushions, large rugs, pillows and chairs available for children who need to rest. There are appropriate fire safety procedures in place. For example, fire evacuation procedures are displayed and fire exits are clearly marked. Children practise fire drills, which are recorded in detail and evaluated. The nursery entrance is covered by close circuit television. Parents use a buzzer system to gain entry into the nursery. Systems are in place to ensure children leave with adults who are known to practitioners and details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety.

Children are protected and safe guarded from harm. They have a secure knowledge of their roles and responsibilities regarding protecting children in their care. They know how to implement safeguarding child protection procedures and ensure parents are fully informed about their role with regards to child protection issues. Systems are in place to ensure children are protected from people who have not been vetted and procedures to record practitioners and children to and from the provision are in place. Visitors are asked on arrival and departure to sign in and out from the nursery to contribute to ensuring children are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They enjoy their time at the nursery and make good relationships with staff and each other. Children are cared for by staff who create an environment where children of all ages take part in a balance of adult-led and self-chosen activities. Staff use the Birth to three matters framework adequately to plan and assess younger children's progress.

Babies and toddlers are cared for by a team of staff who respond well to their needs. Babies use their senses to explore a wide variety of objects including looking at themselves in mirrors. Toddlers delight in touching and feeling sand and shaving foam.

Nursery Education.

The quality of teaching and learning is good. All the staff have a very clear understanding of the Foundation Stage and early learning goals. Practitioners are enthusiastic and eager to enhance their knowledge and understanding in this area by attending further training.

Key workers observe the children in their own styles and collate the information as it is transferred into their individual records of achievement. The children's records contain observations, for the building of 'child' files for the parents and helping staff to track the children's progress in all areas throughout their time in the pre-school. The information gathered in the files is used to inform the curriculum, to ensure all activities are planned to meet the children's individual needs.

Practitioners extend the children's ideas and effectively question the children, making them think about what they are trying to achieve and the best way to reach their goal. Staff have a comprehensive understanding of the developmental needs of children and this enables them to differentiate the activities to cater for all ages and abilities. They extend activities effectively for some children and lower the level to meet the needs of others, building their self-esteem as they set obtainable challenges for all the children.

Children are developing good self-care skills during the daily routines. They independently change their outdoor shoes for slippers, put on and take off their coats and jumpers for outdoor play and wash their hands at appropriate times. Children work well together and are learning to co-operate effectively during their play and they negotiate roles. Children's spoken language and listening skills are developing exceptionally well, staff talk quietly and calmly throughout the sessions and at certain times they stand and put their hands above their heads, this signals to the children that something is changing, such as tidy-up time. Children speak very openly and confidently in group situations, expressing their feelings, sharing experiences. They talk about 'going on holiday to America and Canada in a big aeroplane'. Children have access to pens and pencils during every session for emergent writing. Children can freely express themselves or make recognisable letters in their books about their weekend.

Children use mathematical language to describe quantity, shape and size during everyday activities. They count confidently and recognise numerals during floor games such as snakes and ladders. Children investigate the life cycle of a chick and explore different textures such as jelly and pasta talking about how they feel and looking at the patterns on the inside of fruit when they are sliced open. They are developing a good understanding of other cultures as they cover festivals from around the world. They enthusiastically try new foods, listen to music from other countries and learn about the stories and legends behind the celebrations. Children are

able to sing a wide range of songs from memory and confidently match actions to rhymes. Staff incorporate other learning experiences such as growing cress for part of their spring topic. Children have ample opportunities to express themselves freely during chalking, painting, junk modelling, art and craft and role-play during the sessions.

Helping children make a positive contribution

The provision is good.

Children develop a very good sense of responsibility and belonging to the group. They all involve themselves in helping to pack away and this is enhanced as children are encouraged to take on roles within the pre-school, for example being a book monitor and teachers helper for the day. Discussion about the pre-school rules help children to think about why it is kind to share and take turns. Children's behaviour and manners are exceptionally good because they have a very clear understanding of what is expected from them. For example, without being prompted older children push their chairs underneath the table when they have finished their meal or activity. Children display very high levels of confidence and self-esteem because practitioners value all positive behaviour and re-enforce this through continual praise to celebrate achievements. Practitioners are effective in the way they manage children's behaviour helping them to think about why their actions are not kind and the impact this has on others.

Children are very aware of the similarities and differences between themselves and other people as this is enhanced through stories and discussion with practitioners in their play using a range of resources promoting diversity and planned activities. They gain an understanding of their local community benefiting from people visiting the nursery, such as the librarian. Their understanding of the wider world is extended as they explore different countries such as Africa. Children learn about a range of cultures and beliefs through activities linked to special events and festivals. For example, they make Easter nests, celebrate their birthdays with their friends and try Chinese foods for Chinese New Year. Children's spiritual, moral, social and cultural development is fostered.

All children thrive because they are highly valued as individuals by practitioners who work with them. They are fully included in all aspects of the nursery and effective systems are in place to support children with learning difficulties and or disabilities. Practitioners have a good knowledge and understanding of children's individual home and family circumstances, and relationships are enhanced because of the implementation of the key worker system for the pre-school children. Children benefit greatly from the strong relationships between practitioners and parents securing the links between home and the nursery. For example, through the use of daily dairies for babies. Effective and flexible induction and settling in procedures enable parents to share information about their child and to feel at ease in the setting. Parents are well informed about the setting through a variety of ways, including information in the settings welcome pack, details displayed for parents on the parents notice board and newsletters.

Partnerships with parents of children receiving nursery education is good. Parents receive information about topics and activities through regular letters and details about what their child is involved in on a daily basis are discussed informally. Parents are welcome to look at their child's records at any time, however not all parents are aware that these are accessible to them. Systems to ensure parents are kept fully informed about their child's ongoing progress towards the early learning goals are fully developed. Practitioners identify children's individual next steps in their learning and this information is shared with parents, enabling them to help to support this in the home, which gives them the opportunity to fully contribute to their child's learning.

Organisation

The organisation is good.

Children benefit because the nursery is well organised and practitioners work well as a team. The good deployment of staff enables all children to feel settled, develop a sense of self assurance and belonging to the setting and build secure and trusting relationships with practitioners and their peers. Communication between the manager and practitioners is good, for example through regular meetings and informal daily discussions, ensuring the nursery rooms run smoothly and operational issues are addressed. Practitioners are clear about their roles and responsibilities and a recruitment and appointment procedure ensures all those working in the nursery are suitable to do so.

Importance is placed on monitoring and evaluating staff performance and development through the implementation of staff reviews. Individual training plans are developed for each practitioner ensuring they regularly update and enhance their skills and knowledge, which impacts on the learning opportunities they provide for children. Practitioners have an understanding of the policies and procedures within the nursery, which are updated on a regular basis. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. All practitioners have a secure knowledge of how to successfully promote children's learning. Sound systems are in place to plan and evaluate the educational programme, and how this is delivered; procedures to monitor the curriculum ensuring all aspects are sufficiently included and the recording of children's individual achievements are fully developed. Practitioner's enthusiasm and belief in their role as early educators enhances the good opportunities children receive and the individual progress they make during their time at the setting.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action 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 good. 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 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 opportunities for children to develop their independence by preparing and portioning out their own snacks and pouring their own drinks
- ensure accidents and medication are recorded separately for each child

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):

- continue to develop knowledge and understanding of childcare issues and related regulations
- ensure parents have access to their children's developmental records.

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