

Loxley Nursery

Inspection report for early years provision

Unique Reference Number	EY350743
Inspection date	14 May 2008
Inspector	Yvonne Victoria Facey
Setting Address	Loxley Primary School, Rodney Hill, Loxley, SHEFFIELD, S6 6SG
Telephone number	07795 087017
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Registered person	Kay Elizabeth Haywood
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 inadequate – notice of action to improve. The registered person does not meet 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?

Loxley Nursery was registered in 2007. It is situated in a building within the grounds of Loxley Junior and Infant School. Children have use of one main play room and have access to a secure enclosed area for outdoor play. The nursery may care for a maximum of 32 children. There are currently 42 children on roll of which 32 receive funding for nursery education. The nursery operates from 8.30 to 16.00 each weekday, throughout the year. Children attend for a variety of sessions and full and half day places are offered to children from two years to school age. There are five staff working with the children. All staff hold appropriate childcare qualifications and the manager has Early Years Practitioner status. The setting receives support from a qualified teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and hygienically maintained environment. Consistent routines are in place so that children are learning simple hygiene practices, such as washing their hands before snack time. However, staff miss opportunities to extend children's understanding of a healthy life style. Children's accident and medication records contain all of the required details, and sufficient staff are qualified in first aid and first aid equipment is available to deal with minor accidents. However, parents have not given written permission to seek emergency treatment or advice. A policy for the exclusion of children who are ill and guidelines regarding infectious illnesses ensures that children are protected from infections.

Children are provided with sufficient fluids throughout the day, which includes a choice of milk or water at snack times. In addition, fresh drinking water is available to children throughout the day. Parents supply their children's lunches and meal times are sociable. Children sit in small groups with a member of staff talking easily to each other, their independence is sufficiently supported as they enjoy pouring their own drinks. Although children sometimes find it difficult to pour because the jugs are too large for them to handle. Children are provided with a range of fruit at snack times, such as strawberries, pineapple and blueberries.

Children in all areas of the setting use sufficient and appropriate resources, which promotes their physical development. They enjoy playing outside because the outdoor play space is well equipped and they also have access to the school's adventure play ground. They are developing their coordination and balance as they ride bikes and confidently use climbing apparatus. Children's fine manipulative skills are promoted well. For example, they use scissors accurately and different sizes of paintbrushes, crayons and pencils to mark make.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Good safety precautions are in place throughout the nursery to ensure the children are safe at all times. Displays of children's work help to create a child centred environment throughout the nursery. The premises are suitably organised so children have adequate space to play safely both inside and outside. Children flow easily between indoor and outdoor play areas giving them a wider range of activities to take part in. Children understand that rules are in place to keep them safe because staff explain this to them. For example, they are reminded not to run indoors and use equipment safely. To develop children's awareness of fire safety and ensure that they are all able to evacuate the premises quickly and safely, staff practise the fire drill regularly with all of the children.

Children are unable to leave the premises unsupervised and visitors cannot gain access without staff being aware. The securely fenced outdoor area enables all of the children to play outdoors freely. Suitable risk assessments are in place to ensure furniture, toys, and the building are safe for children. There is a wide range of toys and equipment which is in good condition. Children can access some toys freely. However, the layout of the room and storage of some equipment do not allow children to get items they wish to add to their play. For example, children decide they want sponges in the water play and have to ask a member of staff for them because they are not visible.

Adequate procedures are in place to support children who may be at risk of harm and to protect staff from allegations of abuse. Staff are confident to report potential child abuse and neglect in line with the Local Safeguarding Children Board. Consequently, children's welfare is maintained.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and play confidently, they readily engage in activities and are free to explore their environment making their own choices from the resources available. A key worker system is being introduced to ensure children's individual progress is suitably monitored. Children show interest in the activities available to them. All children generally show interest in what they are doing as they develop their skills of concentration. They confidently move between the different areas identified for a range of play activities. There are good relationships between the staff and children. Children seek out staff for support and enjoy their company.

Nursery Education

The quality of teaching and learning is satisfactory. Through planning some staff demonstrate that they have some knowledge of the 'Curriculum guidance for the foundation stage'. They plan activities which have the potential to progress children's learning towards the early learning goals. Observation and assessment of children's learning does take place. However, these are not used effectively or consistently to influence planning for all children. This means that staff have limited information to plan for children's next steps in their learning.

Children are happy and settled, and show a sense of belonging. They are confident with both their peers and adults. They have frequent opportunities to use a range of art materials to express themselves, they use paint and model make. Clear labelling in the nursery helps children to understand that print carries meaning. They are beginning to mark make using a variety of equipment such as crayons, pencils and paint. More able children can write their name and some are able to copy other print. Children do make independent use of the books, and they visit the book corner regularly and sit outside reading. Children are given few opportunities to develop their mathematical skills and have limited opportunities to use technology in every day situations. They have frequent opportunities to play outside and this area is used as an extension to the indoor area. For example, children take dressing up clothes from indoors and peg them on the washing line outside. They develop their imagination very effectively using small world activities and have regular opportunities to listen to stories, sing songs and use musical instruments.

Helping children make a positive contribution

The provision is inadequate.

Children develop a sound understanding about right and wrong and are learning the importance of taking turns and sharing. Staff talk to children in a quiet and relaxed manner, reminding them how to behave nicely and how to show care and consideration for each other. There is a complaints procedure in place, this is inaccurate. For example, it does not reflect the current regulations. This is a breach of regulation.

Children are beginning to learn about cultures and beliefs through discussion and the celebration of festivals. However, they have access to a limited range of activities and resources to promote a positive view of the wider world. Staff do discuss children's personal details with parents such

as, likes and dislikes and any allergies. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers is satisfactory. Parents have a welcome leaflet that provides them with basic information about the setting and planning is displayed. However, there is limited information sharing with parents regarding the early learning goals and children's records of achievements are out of date and lack detail. There are attempts to involve parents in their children's learning. For example, they take the teddy bears home and on holiday and parents bring the photos back to nursery. However, staff do not use this information effectively to influence children's learning.

Organisation

The organisation is inadequate.

The children are comfortable and at ease within the familiar environment. The environment is bright and organised in a way that allows children to access designated areas of play. The staff enjoy their work and support each other well to make the day run smoothly and ensure children feel secure. The staff team meetings are developing to enable staff to evaluate their practice, planning and assessment of children's development. Most documentation is in place, for example, the recording of accidents and medication are up to date. There is no policy in place for the safe collection of children and the complaints policy is not correct. This is a breach of regulations. All staff hold relevant childcare qualifications, which provides children with a satisfactory range of experiences.

Leadership and management of the nursery education is satisfactory. The systems in place to monitor and evaluate the quality of the nursery education is basic. As a result, the nursery are not sufficiently ensuring that children are covering all areas of learning over time. Staff do attend some training courses that are relevant to the needs of the children. However, there are no formal procedures for supervising and appraising staff to identify overall training needs of the nursery as a whole and for those providing the nursery education.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

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 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 satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure parents are made fully aware of the complaints procedure
- ensure there is a procedure in place for safe collection of children

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- develop the staff's knowledge and understanding of observation and assessment, and use it to influence planning
- develop monitoring system to evaluate the effectiveness of nursery education
- develop an action plan to ensure that parents and carers are kept regularly informed of their children's progress in learning. (also applies to care)

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