

# New View Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY363712
<b>Inspection date</b>	02 May 2008
<b>Inspector</b>	Teresa Elkington
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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?

New View Nursery originally opened in 1993. It re-registered under the sole ownership of the current provider in 2007. It operates from basement rooms within North Heath Hall in Horsham, West Sussex. The nursery is open each weekday from 09.00 to 12.45, with an additional session being available from 13:30 to 16:00 on Friday afternoons, during term time only. All children share access to a secure, enclosed, outdoor play area. It is registered for 20 children aged from two to under five years of age. Children attend from the immediate and surrounding areas of Horsham.

There are currently 39 children aged from two to under five years on roll. Of these, 28 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications, with one working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are developing a awareness of the importance of taking responsibility for their own personal hygiene. Most children independently wash their hands after toilet use in readiness for snack times. Pictorial prompts in the toilet area help children to understand and learn the sequence of good hand washing regimes. However, some of the procedures adopted at snack times do not fully protect children from the spread of infection and prompt their awareness of the importance of hygiene routines. For example, staff do not always ensure that children have washed their hands in readiness for snack times; children wash their plates in a communal bowl of washing and use the same towel for the drying of their hands. Staff follow appropriate nappy changing routines, sustaining effective levels of hygiene. All staff have up to date first aid certificates and there is an easily accessible first aid box. All of the required documentation to support children's health is in place. As a result, children receive appropriate care if there is an accident.

Children enjoy a social snack time with their peers and staff. Children are able to make choices and independence is encouraged as children select what they wish to eat from the basket of fresh fruits which they have contributed to. They expertly peel bananas and satsumas and enjoy drinks of milk or water. Children have access to fresh drinking water throughout the session as staff provide individual labelled bottles of water. This ensures that they can respond to their bodily needs and remain sufficiently hydrated. Clear procedures are in place to ensure that individual dietary needs of children are fully known and met.

Well planned outdoor activities provide children with a wealth of physical enjoyment and learning experiences. Children make full use of the free flow system that is in place, which allows them to access the garden in all weathers, which helps them to understand the benefits of being in the fresh air. They enjoy using a wide range of outdoor equipment, for example, scooters, bikes, climbing frames, and spades for digging the garden, which they use with dexterity and skill. Children are able to run, climb, throw and catch balls, which helps promote their physical development and coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in surroundings which are bright and welcoming. Children are warmly greeted by staff as they arrive, which helps them to feel settled and secure. The walls are adorned with colourful posters and well presented displays of children's own work, which provides a strong sense of belonging for all who attend. Children use a good range of play materials which are safe and age appropriate. Resources are arranged to reflect the areas of learning and are rotated to ensure that children coming throughout the week have the opportunity to use a wide range of play equipment. Children have good opportunities to help themselves to what they wish to play with as some resources are stored in easily accessible trolleys. Staff ensure equipment is clean and checked for safety on a regular basis.

Safety hazards with the nursery are minimised due to the effective risk assessments that are carried out each day by staff. There are good systems in place for the safe arrival and departure of children and to protect them from people unknown to them. Clear fire evacuation procedures ensure that children's safety is fully protected. Children are developing a good understanding

of the importance of keeping themselves and others safe; they readily respond to the music being played indicating that it is tidy up time, which ensures that play areas are cleared of toys to allow them to move onto their next activity safely. Children respond when riding their bikes up and down the pathway to the Zebra Crossing that is in place. They stop when they see children waiting to cross and slow down as they approach.

Staff have a secure understanding of safeguarding children procedures and what action to take if they have concerns about a child in their care. They attend regular child protection training to update their knowledge. The manager shows a comprehensive understanding of her role in dealing with any concerns brought to her attention. All these aspects ensure that children's welfare is very well protected within the nursery.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children enjoy a stimulating, bright and welcoming child centred environment, in which they have opportunities to enjoy free flow play and focus activity. The range of good resources and planning of activities within different activity areas in the setting, provide many opportunities for children to enjoy and achieve through meaningful play activities. Children who are new to the setting are well supported by staff to ensure that they settle and become familiar with their surroundings.

Children take part in and learn from a wide range of activities that are stimulating and well balanced, suitable for all ages and which include a good balance of quiet and active games. Children are interested in the activities available and spend time concentrating on self-chosen activities. For example, children spend sustained periods of time in role play area, where they are well supported by staff to enable them to act familiar scenarios.

Children delight in being outside, through the well established free flow system that is in place. They enjoy painting, digging and exploring the garden, where they enjoy collecting a range of objects which they proudly show to staff and their friends. They enjoy sticking, creating pictures from a range of different mediums which they can select for themselves.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staffing team's sound knowledge of the Foundation Stage curriculum and a variety of planned activities which helps them progress in all areas of learning. Observations and the staff's understanding of children's individual interests enable them to plan the next stage of learning and development. However, the methods of teaching do not always provide challenge to ensure that children's differing levels of ability are fully recognised. The good quality planning shows intended areas of learning relating to the stepping stones. Plans are clearly displayed for parents to see. Staff actively support and interact with children in all aspects of their learning and play. They use open ended questioning techniques to encourage children to think for themselves and solve problems ensuring that they receive from their play and learning experiences.

Children are highly motivated and willing to learn. They are interested in their activities and show good levels of concentration when working independently and as apart of a group. Children play well together and develop very good relationships with staff and their peers. They cooperate with each other, sharing equipment, listening to and valuing each other's ideas. Children have many opportunities to enjoy books within the book corner and in the garden. They show pleasure

as they share books that they have made and enjoy listening to stories read to them by staff. Children talk with confidence to staff and their friends throughout the day, as they recall events of their own lives and talk about they are doing. For example, children sit and show the treasures they have found within the garden. Children enjoy making marks on paper, which they do spontaneously, with some writing their names on their work, using clear letter formation. Children sound out the letters that are familiar to them as they write.

Children have the opportunity to count simple number operations and undertake simple calculation during planned activities. However, these opportunities are not fully extended during their everyday routines and activities to help children understand number formations and the use of mathematical language. Children enjoy activities where they can sort according to pattern or numbers. Children are regularly involved in purposeful activities to promote their awareness of measuring and weighing. Children have a range of opportunities to develop their designing skills as they use a range of constructional resources and sticking mediums. Children are developing their mouse and keyboard skills as they regularly use the computer. Children observe the movement of worms as they dig the garden area in readiness for sowing seeds. Their experimental skills are encouraged as they position the 'Shute' to see how fast or slow balls can be rolled down.

Good provision is provided, both indoors and out, to allow children to spontaneously paint and draw, which encourages their individual creative flairs. They explore texture through a range of manmade and natural materials. For example, they feel shells, pebbles, conkers, plastic letters and pine cones within their sensory garden. Children use their imagination and express their ideas in a variety of planned role play activities, with staff supporting children's ideas to enable them to act familiar scenarios. Children receive regular opportunities to sing, dance, listen to and play musical instruments.

### **Helping children make a positive contribution**

The provision is good.

Staff plan and provide a meaningful range of activities and resources to promote a positive view to children of their wider world. Staff confidently follow children's interest in activities and ensure that all children are included and valued. They show a strong sense of belonging, developing their self-esteem as achievements are celebrated and their work is displayed around the nursery. Children are well supported by a designated key worker, which ensures that their individual needs are fully recognised and met. As a result children's spiritual, moral, social and cultural development is fully fostered.

There is good provision to support children's individual needs. A designated Special Educational Needs Co-ordinator is in place who has a very good understanding of Code of Practice and how to support children and parents, through the use of individual education programmes. The premises offer an inclusive environment for children and adults due to the well thought through layout and amenities.

Children behave well. Staff help them to understand why some behaviour is not acceptable and are well deployed to ensure that any incidents are diffused before they arise. Children know what is expected of them and good behaviour is praised and rewarded. All children cooperate and negotiate with one another extremely well in their play and throughout their daily routines. This enables children to play happily together and results in a calm, happy and harmonious environment.

The partnership with parents is outstanding. Children's well-being and development is significantly enhanced by the excellent partnership with parents and carers. They receive very clear and comprehensive information about the care and educational provision through a welcome pack, notice boards, policies, profiles, planning, newsletters and daily verbal feedback from the staff. Parents have excellent opportunities to share what they know about their children. For example; they complete an 'All about Me' booklet for their child; benefit from home visits before starting at nursery and have opportunities to engage in regular discussion with their designated key worker. Parents have ample opportunity to discuss both formally and informally their children's needs, progress and development. Staff involve parents in their child's learning by inviting help in the providing of artefacts and resources for interest tables and activities, which promotes parents as active partners in their children's care and learning. Parents are full of praise for the staff, who are approachable and friendly and who provide a high level of care and stimulation for all children that attend.

### **Organisation**

The organisation is good.

Children are cared for by a well established, qualified staffing team who have been appropriately vetted to ensure that they are suitable to work with young children. Staff retention is good, providing consistent care for children and parents. Consequently, staff work well as a team and contribute their ideas to enable them to offer a diverse range of activities. Staff organise space and resources well and this allows the children to move around freely and safely.

There is a robust recruitment procedure. This includes ensuring that all relevant checks are carried out on staff members. Training needs are identified through ongoing discussion and annual appraisals. Staff are encouraged to update and extend their knowledge. For example, the manager ensures that staff regularly update their first aid and child protection training and new staff receive induction training to ensure they are familiar with the nursery's policies and procedures. The nursery has a comprehensive range of policies and procedures, which are used to support the work of the staff in caring for the children. All required documentation is in place and completed accurately to underpin the care of the children in the setting.

Leadership and management of the nursery education is good. The effective leadership and management of the provision and the educational programme enables children to progress through the stepping stones towards the early learning goals. Ongoing evaluation of the educational programme ensures that strengths and weaknesses are fully identified and addressed. All staff have a good understanding of the Foundation Stage and stepping stones because they are motivated, supported and well trained by the manager. There is a strong commitment to creating a rich learning environment for children in which every child matters. The setting meets the needs of the range of children for whom it provides.

### **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 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.

## **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 hygiene procedures at snack times

#### **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 opportunities for children to explore simple calculation during their daily routines
- ensure activities are adapted for children's differing levels of ability

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