

Portsdown Nursery

Inspection report for early years provision

Unique Reference Number	EY312786
Inspection date	24 June 2008
Inspector	Coral Hales
Setting Address	Portsdown Primary School & Childrens Centre, Sundridge Close, Portsmouth, Hampshire, PO6 3JL
Telephone number	02392 378991
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Registered person	The Governing Body of Portsdown Primary School & Childrens Centre
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?

Portsmouth nursery registered in 2005. It operates from classrooms within the of Foundation Stage unit of Portsmouth Primary School and Children's Centre situated in the Cosham area of Portsmouth, Hampshire.

The nursery is registered to care for a maximum of 60 children at any one time. Currently there are 74 children on roll, of these 53 children receive funding for early education. The nursery is open each weekday from 08.45 until 15:00 in school term times only at present. From September the opening times will increase and the nursery will be open from 08:00 to 17:00 for 50 weeks per year. Children have access to two secure enclosed outdoor play areas.

The nursery currently supports a number of children with learning difficulties and/or disabilities and those for whom English is a second language. The setting has very close links with the school and are supported by the early years staff from the local authority.

The nursery employs 11 members of staff all of whom have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through discussion and by following daily routines which focus on independence skills and keeping them healthy. They know they must wash their hands before handling food and after using the toilet. Children's health is promoted because effective health and hygiene procedures are followed. For example, all areas used by the children are kept clean and staff wear disposable gloves during nappy changing. Children are protected because several staff are qualified in first aid and are available in each area, this ensures the children will receive immediate treatment in the event of an accident. Effective procedures are in place to record all accidents and the administration of medication. All required documentation is signed by parents, helping to keep children healthy and ensure the parents are well informed.

Children are appropriately nourished and are provided with nutritious snacks. They enjoy, for example, a variety of fruits. Milk and water is provided for the children as they sit together for snack. Children have limited opportunities to help to prepare and serve their own snacks. At lunch time they have packed lunches and time is limited, therefore, children's knowledge of healthy eating is not further developed. However, lunch cover staff are to attend in-house training to enable them to use lunchtime more effectively to develop children's understanding of a healthy diet. Children begin to learn about healthy living through discussion sometimes supported by activities.

Children enjoy a good range of physical exercise and have many opportunities to extend their learning into the outdoor area. They confidently use small and large equipment to support their learning. Children are happy in the garden and are continually interested and motivated in their play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well supervised and cared for in premises that are generally safe, secure and suitable for their purpose. Appropriate safety measures are in place to protect the children. For example the main doors are kept locked and exits are key coded. Suitable systems are in place for parents to drop off and collect their children at the end of the session. Children's safety is successfully maintained because management and staff show a clear understanding of children's developing abilities and ensure that appropriate measures are in place to avoid dangerous situations occurring. This enables the children to move around the rooms safely. There are good practices and procedures in places such as risk assessments which are carried out daily. Regular fire evacuations take place and any issues are recorded and fire safety procedures are displayed. Children learn about the importance of safety as they respond to clear guidelines from staff. For example, not to run indoors, to be mindful of others around them and to put equipment away when they have finished playing.

Children use a good variety of equipment that is suitable and safe and furniture, toys and resources are appropriate to the age of the children attending. Resources are clean, well maintained and stored well to enable the children free choice to develop and extend their learning.

The staff have a good understanding of the procedures to follow if they have concerns about a child in their care. However, staff are not fully secure in their knowledge of the Local Safeguarding Children Board guidance. A comprehensive child protection document is in place relating to the school and pre-school and the Foundation Stage manager has attended advanced child protection training. Most required documents are in place and are displayed for the parents to keep them informed.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages settle quickly because they are made very welcome by the staff. The environment is attractively decorated and there are colourful displays which include examples of children's art work and this allows them to feel pride in their achievements. The younger children quickly gain confidence through routines designed to meet their needs and by the warm relationships they develop with staff and other children as they get older. Children of all ages develop independence and self-esteem as they express their ideas during play using a good range of toys and resources that attract their interest.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of how children learn and have high expectations for their progress. Children learn through their participation in exciting, interesting planned and spontaneous activities. Long, medium and short term plans are agreed as a team and the key workers who are responsible for a group of children then adapt them to meet the needs of their key children. Completed activities are discussed by the team but no formal system is in place to record if the planned learning intentions have been met. Children's learning is extended by the staff who interact well with the children and are skilled at knowing when to join in and when to allow the children time to organise their own ideas. Children's educational achievements are assessed by key workers on a regular basis although systems do not yet fully support individual children's next steps in learning.

Children are totally absorbed, engaged and happy as they take part in the good variety of planned and free time activities. They show a sense of belonging as they greet each other and seek out friends to share play with. Children share and play cooperatively together and help each other, for example, when changing shoes for a gym session. They work in small groups. For example, they collect water in containers and then enjoy making patterns on the playground using a selection of paint brushes and pads. Children have a positive attitude to learning and are settled and purposefully engaged throughout the day. They have lots of opportunities to make decisions and choices at work time (free play). During this time they mix together with the children from the reception class. Children behave well and are starting to accept some responsibility for their actions. They show a good awareness of right from wrong and this is very effectively promoted by the staff who offer regular praise for children's achievements.

At all times children show high levels of interest and enthusiasm and sustain good levels of concentration as they create for example, models, play games, listen to stories and take part in mathematical and language activities. For example, a small group sit together, count how many boys and girls and then find out how many more boys than girls. Children show a good understanding of number and use their developing mathematical vocabulary well to describe and discuss size and quantity. The environment is print rich with equipment picture labelled and a good selection of books are used well to stimulate children's interest in language. For

example, they all enjoy the story of the Bear Hunt and join in with the actions and well known and familiar text. Children are articulate, speak confidently and contribute to discussions with enthusiasm. They show good recall skills as they discuss an earlier activity and are eager to share their news and one describes in great detail about how poorly they had been at home. Mark making is well promoted and children have many opportunities to write for a purpose as they for example, make lists, note skittle scores, write their names and make labels to hang on the equipment trolleys.

Children frequently explore and investigate such as when mixing paints, using sand and water, growing plants or when painting observational pictures of teddies and flowers or when junk modelling. They use information technology to support their learning, using computers and an interactive white board with skill and confidence. Children delight in the good range of activities that promote their physical development. For example, they are enthusiastic and delight in using the equipment in the hall during a physical education session. These sessions enable them to practise a variety of skills such as balancing, climbing, going under and over objects, and best of all having time to swing on the ropes.

Helping children make a positive contribution

The provision is good.

Children behave well, staff are consistent, calm and sensitive and use positive strategies to help children understand how to behave. Children are kind and caring, and begin to show concern for each other and share resources and play well together. Children share warm, relaxed relationships with consistent staff who know them well and their individual needs are met because staff work effectively with their parents. Useful information is obtained from parents about their children and this enables staff to be aware of the child's starting point in their learning. Parents comment on the approachability of the staff and are comfortable to discuss their child. They are provided with information about the nursery when they join and receive newsletters that keep them updated. A written complaints policy is in place and documents are displayed to inform parents should they have any concerns.

Effective arrangements are made to ensure all children are included and all children with learning difficulties and/or disabilities receive good support. The school special educational needs coordinator liaises closely with nursery staff to ensure individual children's additional needs are met. There are suitable and sufficient resources to help children learn about a diverse society through their play. Some activities support their learning and staff have identified this as an area for further development. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive useful information about the Foundation Stage, photographs and displays help them to understand what and how their children learn, and about the educational provision provided. They receive newsletters and verbal information is shared on a daily basis when children are collected. The staff organise regular parent meetings to allow key staff and parents to discuss and share information relating to children's progress towards the early learning goals.

Organisation

The organisation is good.

Leadership and management is good. The head of the Foundation Stage unit plays an effective role ensuring staff have suitable qualifications and experience. She regularly meets with the

nursery manager and her staff to ensure all the children's learning needs are met. An appraisal system has been created and is due to be implemented and staff have meetings to discuss their practice. They are encouraged to attend relevant training both with outside trainers and in-house at the setting to ensure their personal development needs are met. An induction system for new staff ensures staff are clear about policies, procedures and practice issues.

The task of assessing the strengths and weaknesses of the nursery, and monitoring and evaluating the provision for nursery education is undertaken by the school head teacher, the Foundation Stage manager and external advisors. Staff are deployed effectively ensuring that children receive good support and guidance, and are enabled to have their learning extended.

The good organisation of the nursery ensures that children of all ages receive appropriate care by suitable staff. Effective and comprehensive recruitment procedures are in place and inductions ensure staff are clear about their roles and responsibilities. Sessions are organised to provide children with a good mix of free play and directed activities. The nursery is bright, attractive, very well resourced and the premises both inside and outside are used very effectively to support and extend children's learning.

The nursery staff maintain all required documentation and permissions to ensure the safe running of the group and this underpins the good level of care provided and promotes children's care and welfare. Overall, the nursery 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 written 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):

- develop staffs knowledge and understanding of the Local Safeguarding Children Board guidance

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 assessment systems used to ensure that children's progress is effectively recorded and used to inform future planning. Develop a system to show if planned activities meet the desired learning intentions.

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