

Newlands Nursery

Inspection report for early years provision

Unique Reference Number	EY361733
Inspection date	17 June 2008
Inspector	Lisa Patterson
Setting Address	6-8 Winchester Avenue, Lancaster, LA1 4HX
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Registered person	Joanne Reed, Eileen Reed, Malcolm Reed & Lynesey Hunter
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?

Newlands Nursery is a privately owned day nursery. It was opened in 2007 under the current management and operates from the ground floor of a two storey property in Lancaster. Children have access to a main playroom, rear playroom, outdoor play area and associated toilets. The kitchen and office are accessible to children. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

There are currently 34 children aged from 12 months to under five years on roll. Of these, 16 children receive funding for early education. The nursery currently supports one child for whom English is an additional language.

The nursery employs four members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygienic practices through daily routine activities. They wash their hands at appropriate times and staff replace cutlery which has been dropped on the floor, explaining the importance of cleanliness and how germs can make us sick. Children rest and sleep according to their needs and staff work in close consultation with parents where there are any changes to sleep patterns. Staff in the baby room have a clear understanding of the routines of their children and information is fed back to parents each evening. This provides continuity between home and nursery.

Children benefit from fresh air and physical exercise on a daily basis. They thoroughly enjoy the outdoor area, running, jumping, throwing, sliding and riding trikes and scooters. On occasions where the weather is far too wet to go out, staff involve the children in dancing and active games inside, using children's activity tapes and CDs as a focus. This promotes a healthy lifestyle.

Children are well nourished. They enjoy a wide range of nutritious and balanced, freshly prepared meals and snacks, including toast, fruit, jacket potatoes, salads and cheese, and are heard asking for more tomatoes and fruit. This develops an understanding of maintaining a healthy body. Menus are created with full consideration of the requirements of the children, and staff work closely with parents in providing appropriate foods for their individual needs. Meal times are social occasions. Staff sit with the children eating the same meals and encourage discussion about their day and other areas of interest to them. This makes meal times pleasant occasions and something to look forward to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a warm, welcoming environment. Examples of their creations adorn the walls and the baby room offers snug areas and stimulating ceiling hangings. The play space is well organised, offering areas for messy and creative play, construction, role play and snuggling up with a book in the cosy book area. Children self-select from a wide range of very well organised resources stored in see-through boxes, labelled with words and pictures. This promotes their independence and encourages children to help when tidying up.

Children's safety is well maintained through rigorous risk assessments of the physical environment and trips in which they are to be involved. Children learn to keep themselves safe through impromptu discussions with staff about going slowly on the scooter when near other children and safety near railways during an activity with the train set. This promotes an awareness of their own safety both within the nursery and the wider community.

Children are safeguarded because staff have a secure understanding of the indicators of abuse and their role within the nursery. There is a clear policy, which is in line with the Local Safeguarding Children Board's guidelines. This maintains children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled in the nursery. They speak with excitement and confidence about their favourite activities and staff interactions motivate, stimulate and inspire their young minds. They are involved in a broad selection of planned activities and spontaneous events which promote learning in all areas. There is a good balance of natural and man-made materials and toys. Babies are inspired by the basket of lights, watching them flashing, seeing them reflected in the mirror and watching the light from the torch dancing on the ceiling. Children throughout the nursery are given the freedom to explore their play spaces, investigating and discussing the properties of play dough and gloop, and making a tunnel with one of the adult chairs. Staff are genuinely interested in what children do and say and stimulate their imaginations during whole group stories and independent play. This promotes a love of learning.

Nursery education

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage guidance and how children learn. They work together in creating planning which relates directly to observations of the children and their preferred methods of learning. The learning environment is well organised to provide space for a range of activities and staff are thoroughly motivated and enthusiastic. They stimulate children through their questioning and exciting activities, such as making honey sandwiches as part of a topic about bees. Staff monitor the activities in which the children involve themselves and encourage them to access all areas, hence providing a broad and balanced experience. Staff have worked hard in developing planning and assessment systems. Although they have identified areas for improvement and assessment is well used in helping children to progress further, progression is not always clear and next steps for children are not always clearly identified.

Children are making good progress towards the stepping stones in all areas. They are polite and courteous and are able to dress and undress for going outside, some without help. They are beginning to recognise familiar words, such as their names, through the self-registration board and table mats at snack time. They join in with stories with excitement and are able to recount and make predictions. Children access the mark making area and some are able to write their names, though there is insufficient print in the environment to promote an understanding that print carries meaning. Children measure using bricks, sort objects and learn about patterns, though there is limited counting and calculation during everyday activities.

Children competently use the computer and learn to look after CDs through discussions with staff about ensuring they do not become scratched. They solve their own problems, for example, how to build a bridge over the train track using blocks, and learn about other cultures through planned activities. Children are proficient in the use of cutters and other implements in the play dough and confidently use paintbrushes to create recognisable pictures. They develop their larger muscles through using the apparatus outside and dancing inside, they use scooters and trikes with precision, climb up, over and through, and throw and catch balls. Children have many opportunities to be creative, both during free play and directed activities. They learn about artists and use their imaginations in the role play area. Inconsistent use of the physical environment and everyday routine activities, however, does not fully promote learning in all areas, particularly counting and calculation, print in the environment and information technology.

Helping children make a positive contribution

The provision is satisfactory.

Children's social, moral, cultural and spiritual development is fostered. Children are valued as individuals and have a strong sense of belonging. They talk about 'my nursery' with excitement, listing the activities they like best. Staff celebrate their home lives and daily diaries keep them informed of any significant events. Children learn to value diversity through learning sign language and saying hello in different languages. There are some resources portraying positive images, such as books, jigsaws and dolls, however these are limited and do not sufficiently promote an awareness of equality.

Children are very well behaved and respond positively to realistic expectations of behaviour. There is a relaxed but clear routine and an atmosphere of mutual respect, in which staff and children have fun together. Good behaviour is praised, manners are encouraged at all times, and children are heard to say please and thank you in their independent play. They have many opportunities for choice and are involved in decisions within the nursery, such as which book to read. This gives children responsibility and a sense of ownership.

Partnership with parents and carers is good. They receive a wealth of information at the beginning of the placement, and the flexible settling-in process ensures all parties are comfortable prior to the child attending alone. A daily diary for all children keeps parents informed about the activities in which they have been involved, meals and significant achievements, and forms a beneficial part of the home to nursery link. Monthly newsletters keep parents informed about topics, links to relevant children's websites and activities they can do at home to enhance the learning in nursery. Children and parents thoroughly enjoy the home link bears, and this values their life at home which can then be incorporated into planning within the nursery. Parents are invited into the setting on an informal basis to look at their child's file and discuss development with the keyworker. This maintains strong links and keeps them fully informed of their child's progress.

Organisation

The organisation is satisfactory.

Children are cared for by staff who have a high regard for their wellbeing. Staff are committed to continual professional development, participate fully in the induction and appraisal systems and regularly attend training to ensure their knowledge base is current. Staff to child ratios effectively support the needs of the children and offer children opportunities for working in small groups or benefiting from one-to-one attention. The well organised play space offers children freedom of movement, and staff are well deployed with clearly defined roles to enhance the smooth running of the routine.

All required documentation is in place and in order, with the exception of the accident record in which dates are missing on some occasions. A comprehensive policy document is in place outlining the procedures, however the Special Educational Needs policy does not make reference to the Code of Practice 2001, the behaviour policy does not mention bullying and the complaints policy is not in line with current guidelines. There are, occasionally, inconsistencies in following procedures, which compromises children's welfare.

Leadership and management of the nursery education are good. There is a strong management team that strives for continual improvement through constant monitoring of the physical environment and educational programme, making changes where they feel it is necessary. They

act as good role models to the rest of the staff team and are very often present, working alongside other staff, offering advice about extension activities or their deployment. Staff's knowledge and understanding are monitored through induction and appraisal systems and they are encouraged to attend training. This supports them in offering the best education for the children.

Overall, the provision meets the needs of the range of the 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.

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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 the range of resources and activities which promote an awareness of diversity (also applies to Nursery Education).
- review the complaints, behaviour and Special Educational Needs policies to ensure all relevant information is included, complete accident records in full and ensure all procedures are consistently followed.

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 planning and assessment to show clear progression and identify next steps for learning
- make consistent use of everyday activities and the learning environment both indoors and out to develop skills in all areas of learning

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