

Plus Three Nurseries/Newell Green

Inspection report for early years provision

Unique Reference Number	EY357469
Inspection date	09 June 2008
Inspector	Glenda Pownall
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Registered person	Suzanne Michelle Butler
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?

Plus Three Nurseries/Newell Green is one of three nurseries privately owned by the Plus Three Group. It opened in 1997 and came under the current management in 2007. It operates from three rooms in Brownlow Memorial Hall. It is situated in Newell Green on the outskirts of Bracknell. A maximum of 60 children may attend the nursery at any one time. The nursery is open on Monday, Wednesday and Thursday from 09:30 until 13:30 and incorporates a lunch club. On Tuesday and Friday sessions are from 09:30 until 15:00. All children share access to an outdoor play area.

There are currently 82 children aged from two to under five years on roll. Of these, 57 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 10 staff. The manager and seven staff hold appropriate early years qualifications. There are three staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with access to indoor physical activities during their group's session time in the hall. They crawl through an extended tunnel and are encouraged by staff to jump along the hopscotch mat. All children experience daily outdoor activities. They climb up and slide down the large climbing frame and staff are effectively deployed to support children who want the challenge of climbing up the frame using the rope chain. Most children are able to use the sit and ride toys and tricycles with ease. Currently physical activities are not specifically planned for or evaluated to ensure they are providing sufficient challenge for each child.

Children develop good personal hygiene routines through effective routines and staff practice. Staff remind children to wash their hands before snack and mealtimes and after visiting the toilet. Staff follow the efficient systems in place for the recording of accidents, which includes sharing this information with parents. This ensures parents are informed of the care their children receive.

The setting works in partnership with parents to promote healthy eating. Parents are encouraged to provide healthy packed lunches for their children and the excellent policy extends to request that any food provided to celebrate children's birthdays and any gifts for staff reflect healthy eating. Snack time for the older Butterfly and Caterpillar children operates throughout the first half of the session and enables them to make decisions about when they are hungry. They develop independence skills as they use a knife to spread cream cheese onto their pitta bread and a spoon to serve themselves grapes. The younger children in the Busy Bee and Ladybird groups sit in small groups for snack time and are encouraged to help themselves and pass the food to their neighbour. Children can request a drink of water at any time encouraging them to think about their own needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff follow the excellent risk assessment procedures in place which cover all aspects of the setting including outings. This minimises potential hazards to children's safety. However, occasionally as they are being cleared away, resource boxes are stacked up high creating a potential risk to both children and staff. Children play safely outside due to effective staff deployment and the car park gate being locked. Regular fire drills are undertaken to ensure that staff and children know what to do in the event of an emergency evacuation.

Staff have a good understanding of the signs and symptoms of child abuse and are generally confident in their knowledge of the procedures to follow if concerned a child is at risk from abuse. The setting's procedures follow those of the Local Safeguarding Children Board. This protects children whilst in the care of the setting.

The setting provides a welcoming environment for children and parents. Notice boards display useful information to parents and friendly staff greet parents and children with a smile. The premises are clean and well maintained and the environment is effectively organised to allow children to move around and play freely and safely. Children have access to a good range of resources which are appropriate for their age and stage of development. There are appropriate procedures in place to ensure the resources are safe and suitable for children to use.

Helping children achieve well and enjoy what they do

The provision is good.

Children leave their parents and carers with ease and readily become involved in the activities laid out for their arrival. All children participate in the self registration scheme by finding their photograph and name cards with the support of their parents. Children know the routines of the setting well and confidently move between the small rooms, outside area and large hall at designated times during the session. Children say what they like best about nursery is “playing with friends”.

Children freely choose which activities they wish to participate in, developing independence skills. They develop a strong sense of self as staff form warm and caring relationships with them. Young children enjoy using musical instruments and spontaneously sing ‘Twinkle twinkle’ as they beat the triangle. They enjoy manipulating play dough, prodding and pulling it before squeezing it back together. However, the height of the furniture used for this activity means that some young children’s necks are level with the edge of the tray containing the play dough making it difficult for them to participate fully in the activity. Children’s imaginative play is stimulated by the role-play resources as they ask, “Does anybody want a cup of tea?” Children develop an interest in simple technology as they push magnetic blocks together and join wooden blocks with wooden screws.

All staff have a good understanding of how children learn and the small classroom activities are evaluated and children’s achievements recorded. However, the activities undertaken in the hall are not evaluated and the same assessment record is used for children of all ages. This does not enable staff working with two-year-olds to easily record their development.

Nursery Education

The quality of teaching and learning is good. Children are provided with an interesting range of activities and when in the main hall can freely choose activities for themselves. Staff have a secure knowledge of the early learning goals. They understand the aim of activities and are generally confident in being able to link these to the different areas of learning. Good explanation of how to carry out activities is given to children although occasionally they become frustrated as they do not know how to complete a computer programme. Children’s progress along the stepping stones is regularly assessed and recorded by the room leader and their next steps in learning are used to inform future planning.

Children develop independence skills as they take themselves to toilet and wash their hands after messy play. They are considerate of each other asking, “Do you want to play with us?” Children are confident to speak in group situations and show interest in why visitors are in the nursery. They have daily opportunities to make marks and some children can write their names using clearly recognisable letters. Staff are observant of children’s needs reading stories to children during the session. Children enjoy books for pleasure and retell the stories to themselves and their friends. They thoroughly enjoy the rhyming story ‘In my boat’ sitting attentively as a group and ask questions and make suggestions of what might come next.

Children have daily opportunities to increase their mathematical skills. They sing number songs and rhymes and understand that nine comes after eight when doing the weather board activity. Children developing understanding of the natural world around them through activities connected to the theme of growing and they know that beans need water and light to grow. They cooperate and work together negotiating which piece to place where as they build and

design towers of blocks and complex train tracks across the floor. Most children are competent in using the computer, clicking and dragging the mouse to complete simple fun programmes, such as colour and letter recognition.

Children's small muscle skills are developing well. They manipulate tools, such as pencils, paint brushes and scissors, with increasing dexterity, cutting along lines to cut out shapes. Children enjoy a range of creative activities. They use their imagination in the 'DIY' shop as they work together to develop roles in their story and set about 'rebuilding' the kitchen in the role-play area. Children enthusiastically use musical instruments and most can beat in time to the song that they sing.

Helping children make a positive contribution

The provision is outstanding.

Staff have an excellent understanding of children's individual needs. Children with learning difficulties and disabilities benefit from the close liaison which the setting fosters with parents and outside agencies. This ensures children's individual needs are planned for and met.

Staff use the information recorded about children before they start at the setting very effectively and parents are able to stay as long as they need to ensure their child is settled in the nursery environment. Where necessary documentation is translated to ensure information is fully shared with parents. Support workers not only speak with individual children in their home language but also undertake activities with all of the children, such as telling stories using story sacks. This develops self-esteem for individual children and increases all children's knowledge of the wider community.

Children see significant people in their lives welcomed into the setting. For example, in the week leading up to Father's Day there is an open invitation for children to invite anyone who is a father figure to attend a session with them. Parents, grandparents and people in the local community are invited to share their knowledge and skills with the children. A range of activities are planned to increase children's awareness of different festivals and customs. As a result, children develop understanding of their own and others' backgrounds and beliefs. Children's spiritual, moral, social and cultural development is fostered.

Staff manage children's behaviour very effectively through meaningful praise and positive role modelling. They are polite and courteous to each other, children and visitors and are consistent in their response to children. Any disputes are sensitively dealt with and staff give children time and support to develop negotiation skills with other children. Consequently, children use please and thank you appropriately, learn to share, take turns and help others, such as clearing away resources.

Partnership with parents is outstanding. Staff value parents' knowledge of their children and children benefit from effective relationships being established from the outset. Frequent newsletters provide parents with information about the setting and staff are available each session to discuss children's activities and routines. Parents are provided with observation sheets to record children's interests and activities outside of the setting and the 'My Words' book enables parents to continue children's learning at home. Consultation meetings are held each term providing a regular opportunity for parents to discuss their child's progress along the stepping stones with the key worker. Parents are very happy with the care and education their children receive.

Organisation

The organisation is good.

The owner and manager have a clear understanding of their roles and responsibilities in promoting the welfare of all children. The recruitment and vetting procedures are efficiently implemented ensuring staff are suitable to work with children and unvetted adults are supervised at all times. All required documentation and written parental consents are in place to support the smooth running of the setting and the assessment records for younger children have been identified as an area for improvement. Sessions are well organised and staff effectively deployed to support children in the activities they choose for themselves. Children are happy and settled in the nursery environment because of the warm relationships with staff. The setting meets the needs of the range of children for whom it provides.

The leadership and management of nursery education is good. The owner is actively involved in the setting, providing effective leadership for the nursery and support for the manager. This benefits children's learning and development. There is a strong commitment to providing a curriculum that supports child-led activities. The effectiveness of the education programme and quality of teaching is monitored by observing staff practice and children's achievements, the staff appraisal system and team meetings. As a result, the leadership and management has identified the planning and evaluation of outside play for further improvement.

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 assessment system to ensure it incorporates appropriate steps for younger children and evaluate the activities undertaken in the main hall to ensure that resources are easily accessible to all children.

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 the planning and evaluation systems to ensure that physical play activities are monitored to ensure they provide sufficient challenge for each child (also refers 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