

Nursery Days

Inspection report for early years provision

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| Unique Reference Number | EY355428 |
| Inspection date | 24 June 2008 |
| Inspector | Janette Mary White |
| Setting Address | Nursery Days, The Street, Upchurch, Kent, ME9 7AJ |
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| Registered person | Nursery Days Ltd |
| 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?

Nursery Days re-registered in 2007 and operates from three rooms in a converted building. This group is privately owned. It is situated in the village of Upchurch, Kent. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 07.15 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from three months to under five years on roll. Of these, 26 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties. The nursery employs 19 staff. 18 of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Older children are aware of good hygiene through the daily routine, such as washing their hands and using tissues to wipe their nose. Staff consistently explain the importance of good hygiene procedures. Displays of what children need to do, when hand washing successfully, reminds them about good hygiene practices and older children know that germs on their hands can make them ill. Some staff wear disposable gloves and aprons during nappy changes. However, at times, there is a risk of cross-infection as some staff do not always follow hygiene procedures. Gloves are always disposed of after each use, but the staff use the same aprons when changing several children's nappies or pull ups. Some children are at risk of cross contamination. In addition, the younger children do not have an effective system to ensure their hands are free from germs at lunchtimes. Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Their independence is promoted throughout the setting. All children have easy access to drinking water throughout the day. Jugs of water and beakers are placed at an appropriate level and babies are offered drinks regularly. Older children are encouraged to serve their own lunch and help themselves to drinking water, which is provided on their table. Younger children are supported to serve their own vegetables, which they readily eat. However, some younger children do not have the opportunity to pour their own drinks at lunchtime.

The experienced adult support and guidance helps children gain a good understanding of hygiene and a real desire to become increasingly independent in their personal care, such as dressing themselves for outdoor play and going to the toilet. Children flourish because staff follow efficient procedures and practices which meet the children's nutritional and health needs. Children are reminded to have a drink and to rest. Some children are encouraged to play with quieter activities, to relax and to calm the very lively children. The staff are continuing to develop children's healthy eating habits through the introduction of healthy foods, for example, fresh fruit is provided each day. Children explore and are frequently encouraged to safely test their limits through stimulating daily indoor and outdoor experiences. They are able to freely flow from the indoor area to access outdoor play throughout the day. Staff have a broad range of knowledge for each child's stage of development. Their effective understanding means children are confident to try out new skills within the safe environment. For example, children are excited as they water their plants or when using the 'dirt' troughs to find bugs or objects they have hidden. Members of staff who hold a current first aid certificate are identified for each room and their name is displayed. Children are protected through the use of records. For example, accident and medication sheets are sequentially numbered and parents sign to acknowledge what has happened to their child. All parents provide prior written permission to administer medication.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are actively encouraged and enjoy the freedom to move around and play within safe boundaries. The staffing ratios meet with requirements and physical boundaries have been designed to ensure the safety of children for their age and stage of development. However, the gate in the toddler room can be opened by some children, but good levels of supervision ensure staff know where the children are. Good safety and security procedures are in place. For example, visitors are challenged and reminded to record their details. Children's safety is

promoted on outings through ongoing risk assessments and activities which promote their understanding of how to keep safe. The emergency evacuation procedure is practised and discussed, although not enough to reinforce older children's understanding of what they need to do. Most of the older children do not have a clear understanding of the emergency fire escape procedures. Children benefit from a range of safe, good quality, developmentally appropriate equipment and resources. The shade in the garden is not adequate during the hottest part of the day. However, the staff organise interesting indoor activities and the manager is proactively obtaining large sun shade canopies. Child height furniture encourages independence and staff ensure even very young children begin to understand how to keep safe when accessing resources. Sleeping babies are monitored effectively through the checking log system.

Older children have safety and hygiene in mind and can recall incidents, such as bumping into others or running indoors. Children extend this awareness through role play opportunities where they use language, such as 'put your 'chef's' hat on when you are cooking in our café'. Staff consistently develop children's understanding of safe practices, for example, by reminding children not to run inside and to have their shoes on when they go outdoors. Children learn about taking responsibility for their own safety because staff plan appropriate activities. Visits by professionals, such as police officers, help to teach the children strategies to keep themselves safe. Children's welfare is supported through developing child protection policies, based on those of the Local Safeguarding Children Board. Child protection training has been attended by the designated member of staff and cascaded to all staff through in-house training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very secure with the staff and are developing good self-esteem. Older children are motivated to help others as they are chosen to be a 'special helper'. They are confident in initiating their own learning and are excited by the interesting activities. They are polite and considerate to each other and are learning to share favourite resources. Children enjoy being independent as they help themselves to drinks and healthy snack options. However, there is no system in place to ensure that all older children have a drink or a snack. Children enter the nursery enthusiastically and behave very well. They are confident and happy during the time they spend there. They are learning to take turns and cooperate with each other to achieve a common goal, for example, when watering the vegetables they have planted. Children describe how they have eaten strawberries which they grew in their planting troughs. They are keen to participate in all activities and select tasks independently. They talk freely about their home life at circle time and are developing a sense of humour. Babies enjoy the benefits of lots of cuddles and close contact with staff and have secure relationships with their key workers, because staff spend much of their time playing and talking with them. Babies enjoy the colours, sounds and feel of interactive toys, which they explore with interest and concentrate when taking part in new experiences, such as playing with dry rice and learning to pour from one container to another. They develop early communication skills, because staff use routines, including nappy changes and mealtimes, to engage in warm verbal contact with them.

Children of all ages and stages of development enjoy their time at the group and are stimulated by the activities they are offered. They are interested and enthusiastic in their play. Staff capture their interest by asking them questions and encouraging them to participate in activities which appeal to them. However, some staff tell children not to 'waste' all the resources as they comment on their lovely rainbow artwork, which the children have drawn on the ground. Children have good relationships with staff and are not afraid to ask for help, support or a cuddle. They

participate in a balanced range of activities that include quiet and active play, such as reading stories, drawing and sorting the teddy bears into colours and sizes. Some are adult initiated, such as planned craft activities or making egg sandwiches, and some offer free choice, such as sand and water play. This balance helps children to make progress in all areas of learning. The staff have an effective understanding of the range of experience required to enable children to make progress using their senses and creative activities. Easily accessible books and resources help to develop children's imaginations and communication skills. Investigation through resources includes 'dirt' troughs for discovering bugs or hidden objects, cooking and drawing. This encourages children to represent their experiences and ideas, and make connections as they play. A variety of equipment is provided each day, offering children differing challenges. For example, children play with large climbing equipment, ride on toys and balls. This develops appropriate physical skills and confidence in their abilities.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the stepping stones and early learning goals. Staff have a effective knowledge of the Foundation Stage. The stepping stones are used to chart children's progress and observations are made by the staff when the children participate in the activities. They take note of their individual responses and this helps to build an accurate picture of each child's progress. Children show a sense of belonging as they learn and play together. They respond well to challenges and are engaged in meaningful activities which effectively build on their growing independence. Children are friendly and their confidence is growing as they share their ideas and experiences. They are keen to participate in some types of play. For example, they use props to become 'chefs' and a waiter from the café takes the orders. This is imaginatively extended by staff asking questions or offering suggestions of what they can add to the role play area. Children are gaining confidence with numbers and counting, for example, as they count the number of children at circle time or in the playground. Children use a variety of resources to make marks and some are able to write their names using correctly formed letters. They are developing a sense of time and begin to differentiate between past and present experiences. For example, they talk about what they did last week or yesterday. Children count confidently and enjoy number rhymes and songs. They are beginning to use mathematical terms, such as one more or less. Children's understanding of space, shape and measure is developing. They use language, such as 'bigger' to describe the size of the watering containers. Children are developing hand/eye coordination and some are able to click and drag the mouse as they follow simple instructions on the computer. Use of the outdoor area ensures children's developing physical skills are regularly promoted. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

The policy on equality promotes anti-discriminatory practice for all children. There are resources to promote children's knowledge and understanding of the wider world. The staff have a wish list to ensure this is developed further. Positive images portrayed in posters are displayed in all the rooms. This successfully provides children with daily opportunities to develop a balanced view of society and enables them to play a full part in the group. The registration form provides staff with information regarding children's background, such as their religion and language at home. Children have extensive opportunities to learn about the world around them, each other and themselves, through planned activities and visitors to the nursery. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good and all staff effectively support children in taking turns and sharing. Staff have high expectations and set consistent boundaries for the three- to five-year-olds, which helps them learn to negotiate with others and take responsibility for their own behaviour. For example, children independently share the resources when others ask to have a turn with the watering containers. The group rules are displayed with pictures and words for the three- to five-year-olds, and used to reinforce the children's understanding of acceptable behaviour. For example, they use a 'frog' chart system to gauge the behaviour of the group. Babies and young children show a sense of belonging because they are regularly acknowledged and affirmed by staff. They develop self assurance and confidence when making choices and seeking comfort or help. Older children have good relationships with other children and members of staff. All children are beginning to understand right and wrong and this is increased as they respond to gentle reminders to care for their environment, the resources and each other. Children benefit greatly from the involvement of their parents in projects which contribute to their good health, safety, development and learning. The provider has an effective understanding of the policy for parents to make a complaint. There is a system in place to log any concerns and to provide a summary for parents.

The partnership with parents is good. This contributes significantly to the well-being of the children while at nursery. Parents are offered a good variety of information on the curriculum, including planned activities and examples of the children's work, which can be taken home or is on display. Parents of younger children are given information relating to the Birth to three matters framework. Effective information is shared through meetings and parents are able to verbally communicate with their children's key worker. Children with learning difficulties are recognised and supported in the setting. Children receive individual attention and all staff are aware of their needs. Staff use the information they gather on babies' home routines to settle them effectively. However, parents of children aged two years upwards are not asked to provide information on their child's starting points. In addition, some parents are not consulted regarding their child's particular needs and individual play plans are not up-to-date. All key staff carry out observations and these are effectively used to encourage children to become involved in play and learning as well as encouraging them to develop relationships with other children. Staff complete a transfer form for the next room; although parents are consulted, this does not include information on what the child does at home. Parents feel their children are included in all aspects of the nursery and they are pleased with the service they receive.

Organisation

The organisation is good.

Most staff, including the manager, are appropriately qualified and all staff are vetted. Children are never left alone with unvetted persons. Staff are inducted and their professional development is addressed during yearly appraisals. Records identify future planned training events. This means children's care and learning, safety and well-being are promoted. The providers have effective procedures for the recruitment and vetting of staff. They undertake the relevant checks and the retention of staff's Criminal Records Bureau information meets data protection procedures. The registration certificate is displayed for parents. The registration system shows the precise hours of attendance for children and staff. Staffing ratios meet with requirements and children have space to move around and make choices in their play. Toys and resources are well organised to encourage safe, easy access for all children. Policies and procedures contribute to the efficient and safe management of the provision and help to promote children's welfare, care and learning. Even new members of staff know and understand the procedures

for lost and uncollected children, as well as what to do if allegations of abuse are made against them. Records about individual children are shared with their parents.

Leadership and management are good. Staff's knowledge of the Foundation Stage is sound and leaders have clear aims for the personal development and achievements of all children. All staff work well as a team in order to ensure children's safety and welfare. Some information relating to the children's particular needs is not up-to-date and some parents are not consulted on what their child can already do when they start at the nursery. However, children's records have all the required written permissions in order for the provider to take action of their behalf. Staff are committed to the care and nursery education in order to encourage children's learning. They have developed an effective system to ensure that all children have good quality experiences in the outside environment as well as the inside area. They continue to review and work towards the improvement of the provision. Staff influence the planning of activities to ensure they meet the individual needs of the children. They effectively record children's next steps and clearly differentiate activities for more able and less able children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

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):

- ensure staff follow good hygiene practices in order to prevent the risk of cross infection.
- continue to improve the children's understanding of fire safety precautions.

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):

- ensure staff consult with all parents regarding the child's individual needs and provide opportunities for them to contribute towards their child's starting points. (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