

Halley Nursery (Frenchay)

Inspection report for early years provision

Unique Reference Number	EY348818
Inspection date	27 June 2008
Inspector	Valerie Anne Curotto
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Registered person	UWE Students Union
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?

Halley Nursery first opened in September 2007 and is located on the Frenchay campus of the University of the West of England. It is one of two nurseries managed by the students' union and involves parent representatives on the committee. While it primarily offers places to children of students and staff at the university, it also caters for children who live locally. The nursery operates all year round from self contained premises and is open Monday to Friday, from 08.00 to 17.30 hours. There are currently 51 children on roll, 25 of whom receive funding for nursery education. Children are grouped according to age in three playrooms and all have access to an enclosed outdoor area. The nursery employs a manager and 15 members of staff who work directly with children. The majority of staff have relevant early years qualifications. Registration is for a maximum of 62 children under five years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand everyday routines to promote their health as handwashing is reinforced well across the nursery. For example, low level sinks in playrooms support older children to become independent and young children learn to rub their hands while sitting in high chairs before lunch. Drinking water is readily available and two-year-olds help themselves from covered jugs put out for them each day. Balanced, seasonal menus which take into account children's individual needs are provided by outside caterers. Children's awareness of a healthy lifestyle is fostered by regular food based activities and informal discussion with staff.

All children benefit from daily access to the attractive outdoor area, where a wide range of experiences promote their health and physical development. Older children make good use of equipment such as slides, stepping stones and sit-and-ride toys as they learn to balance and take appropriate risks during free play. They enjoy activities organised outside such as bug hunts, water play and planting. Appropriate clothing is encouraged to enable children to access the outdoor area in all weathers and canopies are in place to provide shelter and shade. Indoors, children are enthusiastic about music and movement and move around in a variety of ways as they act out familiar stories.

Babies and younger children have good opportunities to use equipment indoors and outside to promote their physical development. Babies scramble through tunnels and use items around the room to support their weight as they confidently become more mobile. Clear and effective procedures are in place across the nursery to promote hygiene, including equipment cleaning rotas, bottle preparation routines and nappy changing arrangements. Appropriate medication and accident records are maintained and shared with parents, although reasons for medication are not routinely recorded to further promote children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in modern, purpose-built premises and their artwork is displayed attractively around the nursery. The child-centred environment promotes children's safety and independence. Daily checklists are effective in ensuring areas used by children are safe. Staff are vigilant and undertake risk assessments for additional activities. Input from the university's health and safety advisors provide additional safeguards and advice to promote children's safety. Children remember the rules for safe outings as they remind each other to walk, hold hands and 'don't take the sticker off' before going out for a walk to the campus duck pond. Staff are familiar with the appropriately detailed child protection policy and key staff regularly update their training to safeguard children.

Children benefit from a wide range of good quality, age appropriate resources throughout the nursery. These are organised effectively to promote children's access in low level, labelled crates and drawer units. Children are grouped effectively according to age which enables babies to safely explore their surroundings. They have their own, enclosed outdoor area in which they can be wheeled around in a pushchair or explore the tunnel or sandpit with staff.

Helping children achieve well and enjoy what they do

The provision is good.

Planning across the nursery ensures equipment is varied effectively and is flexible enough to incorporate children's interests. Focused activities are planned each day to promote children's development and provide interest throughout the year. All children benefit from a variety of sensory activities which provide new experiences and sensations. For example, babies enjoy exploring the texture and properties of cornflour paste, oats, pasta and paints. Evidence of regular creative activities are displayed around the nursery in themed displays and individual pieces by children. Three-year-olds proudly show off their pipe cleaner spiders to parents as they arrive and two-year-olds learn to experiment and mix different materials, such as coloured paints and pulses. All children are free to explore their surroundings and choose from a range of equipment. Staff support their choices well and engage in regular conversation to extend children's play and promote language development.

Children are engaged in a good balance of free play and adult-led activities. For example, two-year-olds initiate their own role play and involve staff in their tea parties. They enjoy stories and singing favourite songs at circle time. They develop a sense of self as they point to themselves and take 'my turn' with the camera. They compare the size of towers they build to see if they are bigger or smaller than themselves. Babies show interest as they shake a variety of bottles filled with different materials, such as coloured liquids and rice. They investigate books displayed on a low table and mimic sounds during interaction with each other.

Children's assessment records throughout the nursery include written observations and link to appropriate developmental frameworks, such as Birth to three matters. These also include photographs and examples of children's creative activities. While there are some inconsistencies in the frequency and content of individual children's observations records, informal discussion between staff ensures that links to children's learning are regularly included in weekly planning. Staff continue to discuss and monitor the effectiveness of the current assessment formats and take appropriate steps to develop them.

Nursery Education

The quality of teaching and learning is good. Children benefit from a relaxed and friendly environment where they are confident and become increasingly independent in self care. They are involved in planning and are able to influence activities, such as turning the outdoor playhouse into a bat cave. They are encouraged to make choices and take responsibility for serving up their own lunches and snacks under supervision. Planning is based on monthly topics and systematically covers all six areas of the Foundation Stage. This ensures that children receive a balanced curriculum which is further supported by an appropriate, adult-led activity each session. Children's interests are noted and incorporated into planning and they receive good support as staff are familiar with their individual needs.

Everyday routines reinforce children's mathematical development as they recognise prompts to count how many pieces of fruit they can have at snack time or recognise which colour cups match at lunch. Children show an interest in books and understand that labels around the room provide information. They learn to engage with the natural world as they observe the weather with interest, make bird feeders and identify bugs they have found in books. Children become familiar with their local environment as they visit the campus book shop and post letters. Lunchtime is a sociable time with staff where children confidently exchange news and comment on previous activities.

Helping children make a positive contribution

The provision is good.

Children separate confidently from their parents as they are welcomed by staff on arrival. Transitions within the nursery are managed well to promote children's sense of security and confidence as they move rooms. Staff willingly give hugs when approached by younger children, who form positive attachments to key staff. The key worker system extends to nappy changing routines to promote consistency of care for younger children. Children behave well as an appropriate behaviour management policy is consistently applied across the nursery. This promotes positive behaviour and provides children with clear expectations. All children are valued and positive images of diversity are displayed throughout the nursery. Children develop an appreciation of difference as they regularly access multicultural resources, such as puzzles and play figures. Children have opportunities to learn French and staff are able to offer a variety of European languages which reflect children's backgrounds. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Initial care plans detailing individual routines are discussed and updated regularly with parents to meet children's needs. Daily diaries are maintained for young children reflecting their day to day care, while this is discussed informally each day with parents of older children. All parents are invited to access children's assessment records on a regular basis and attend a parents' evening. Parents comment positively on the care their children receive and the approachability of staff. Many take advantage of the 'open door' policy to discuss their children's progress and to be occasionally involved in children's activities and meals. Useful information is attractively displayed in the entrance hall, including meaningful links to what children are learning in the Foundation Stage. These include photographs and examples of children's activities.

Organisation

The organisation is good.

Appropriate recruitment and appraisal systems are in place to ensure the suitability of staff. Thorough induction procedures familiarise all staff with the setting's policies and procedures. Motivated staff in all areas of the nursery are appropriately qualified and are able to discuss how activities impact on individual children's development. Staff breaks are covered effectively and arrangements for additional staff cover work well when required. Regular team meetings and informal discussion between staff promote good communication and an understanding of individual children's needs. Record keeping is well organised and accessible, although some aspects of the operational plan are not yet fully developed. For example, procedures for recording accidents occurring at home are not comprehensive.

Leadership and management is good. The senior management team work effectively together to ensure the smooth running of the nursery. There is a strong commitment to developing the setting further and appropriate systems are in place to monitor the provision, including nursery education. For example, the advisory teacher is currently offering support with the transition to the new Early Years Foundation Stage. While there are some inconsistencies in the formal assessment systems, these continue to be reviewed and regular staff discussion ensures children make good progress. 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):

- continue to review the operational plan to further enhance children's care
- consolidate planning and assessments for children under three to further support individual children's development

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):

- consolidate planning and assessment systems to further support individual children's 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