

Norto 5 Ltd @ The Pavilion

Inspection report for early years provision

Unique Reference Number	EY359520
Inspection date	18 July 2008
Inspector	Lisa Toole
Setting Address	The Pavilion, Hickmans Lane, Lindfield, HAYWARDS HEATH, West Sussex, RH16 2PX
Telephone number	01444 400293
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Registered person	Norto 5 Limited
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Norto5 Ltd re-registered in 2007. It has been operating under the existing management in the current premises since 2006. The nursery operates from a recreation pavilion in Lindfield, near Haywards Heath, West Sussex. The nursery is open each weekday from 08:00 to 18:00 hours for 51 weeks of the year.

There are currently 25 children aged from birth to under five years on roll. Of these, seven children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities.

The nursery employs seven members of staff. Of these, three hold appropriate early years qualifications and four are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an environment where positive steps are taken to reduce risks of cross infection and where children have opportunities to learn about their own personal hygiene and the importance of regular hand washing. Although the accident and medication records meet the required regulations, the medication record lacks detail about how much medication is given to children and when, as part of the nursery's safety measures for children. Children are able to rest and sleep according to their individual routines and needs, with the younger babies being comforted and soothed as they fall asleep, to help them feel secure. Children's emotional well-being is also positively supported by staff who are warm, tactile and friendly; this helps children feel a positive sense of belonging.

Children enjoy snack and meal times, eating nutritious food at regular intervals through the day, as part of a healthy lifestyle. Fresh fruit and carbohydrate snacks are offered, where children enjoy opportunities to spread their own butter and jam on items such as croissants, as well as selecting which fruit they would like to eat during the rolling snack bar time. Drinks are regularly offered to the children, including milk, water and fruit juices, so that they do not get thirsty. Younger children are not always fully included at meal times, as staff tend to sit their high chairs away from the group and this impacts on how they are able to socialise and feel part of the group. Staff also do not thoroughly check the expiry date of cartons of formula milk to ensure they are suitable for use, and this impacts on the children's health and safety.

The outdoor area is enjoyed by all of the children as they participate in a variety of activities to support their physical development. Staff do not purposely plan for the outdoor environment at present but do provide children with a number of play opportunities. Children enjoy practising their ball skills as they learn to throw, catch and kick; they play with sand, water and other textured resources, such as shaving foam with tomato sauce in it. Younger toddlers are supported by staff as they learn how to walk and gain control over their movements. Indoors, children's fine motor skills are developing as they use a variety of tools, such as scissors, paint brushes and pens.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Staff carry out routine risk assessments to provide an environment where children can play safely. Staff are appropriately deployed through the day to ensure that children are well supervised. Although staff endeavour to create an environment where children's work is displayed, the physical environment is not being used to its full effect, as few displays are down at children's level to truly reflect their contributions. Staff also do not make full use of the available space or resources to provide children with plenty of purposeful play and learning opportunities. The book area is not particularly cosy and inviting and no provision is being made where staff can sit comfortably to feed a baby their bottle. There is an appropriate range of toys and resources to meet the varying ages and needs of the children, some of which is freely accessible to them so they can decide for themselves what they do and play with.

Children's safety is protected because staff are aware of fire evacuation procedures and are aware of the collection procedures, so that only authorised persons are able to take a child

from the nursery. Children benefit from some opportunities to begin to learn about their own safety when using tools such as scissors and when riding outdoor play equipment. Staff's secure understanding of child protection also contribute to the children's overall safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's care, learning and play needs are, on the whole, being supported in the nursery. Children demonstrate that they are secure, happy and comfortable in the nursery environment and have established positive, friendly relationships with both their peers and nursery staff. Children, including the youngest babies, have been able to form secure attachments and contentedly plonk themselves down on a member of staff's lap when they feel the need for a cuddle. Staff respond to the children with interest, listening to what they have to say, and sometimes use open-ended questions to challenge children's thinking and develop their language skills. Babies are encouraged to verbalise sounds as part of their early communication and staff respond positively to these emerging sounds. Children are able to make connections through a variety of experiences and activities. However, staff do not currently specifically plan around the Birth to three matters framework, to help ensure children's physical, intellectual and social developmental needs are appropriately supported. Staff tend to just adapt activities which have been planned for the older children and this means that, at times, these are not wholly appropriate.

Nursery Education:-

The quality of teaching and learning is inadequate. This is, in the main, due to the staff's weak knowledge and understanding of the six areas of learning of the Foundation Stage curriculum and the lack of planned, purposeful activities. At present there is also no clear leadership for the Foundation Stage, which clearly impacts on the nursery education provision. The systems for observation and assessment are also weak, with many children's developmental profiles lacking regular maintenance to identify future steps for each child's learning.

Staff do plan some activities, though there is an over-reliance on simple art and craft activities. Staff do not always evaluate how the activities have gone, to again identify individual children's future learning needs. This is to ensure they are supported so that they make appropriate progress towards the early learning goals of the Foundation Stage curriculum.

Staff act as positive role models; are enthusiastic with the children and show interest in what the children are doing. Children enjoy fun, messy activities, such as mixing paints, tearing up newspaper for a paper Mache activity and engaging in role play with their peers. Children are fostering positive relationships with each other, listen to what each other has to say and play well together as they build models and play games such as sound lotto. Limited opportunities are offered to children regarding mark making in order to develop their emergent writing skills and there is a lack of examples of the written word around the nursery to support their developing language and literacy skills. Children show some understanding of size, shape and space and can count up to at least 10, and the cooking activities provide children with worthwhile opportunities to learn about weight and measure. Too few opportunities are provided for children to learn about information technology, even though there is a laptop available in the nursery, as part of their developing knowledge and understanding of the world. Children do enjoy opportunities to talk about their own experiences and their home life; for example, during a discussion about floating and sinking, one child chats about his own personal experiences regarding a boat.

Helping children make a positive contribution

The provision is satisfactory.

Children's social, moral, spiritual and cultural development is fostered. Children are sociable, have formed meaningful relationships with their peers and the nursery staff, creating, on the whole, a harmonious environment where each child is included and treated with respect. Children are encouraged to use good manners, treat each other with due consideration and feel secure enough to express their feelings and ideas in a comfortable environment.

Children have a few opportunities to help them embrace the differences in the world regarding culture, religion, gender and disability and celebrate some cultural festivals to extend their understanding of the wider world. Children with learning difficulties and disabilities are supported, through a positive partnership with external agencies, to ensure each child's needs are clearly identified and appropriately supported.

Children benefit from praise and encouragement to foster their self-esteem and feelings of self-worth. Staff use clear, consistent and appropriate behaviour management strategies to help children learn about right and wrong and to become a considerate member of the nursery. Children are also encouraged to negotiate and resolve little squabbles so they begin to learn to manage their own behaviour.

The partnership with parents and carers is inadequate. They receive too little information about the Foundation Stage and what topics and activities the nursery is working on. This has a negative impact on the children's development and learning. As a consequence, this significantly limits how they can be more actively involved in their children's learning. Staff do invite parents to consultation events. However, staff do not effectively use the children's developmental profiles to assess what each child's next steps are, in order for them to be used to discuss each child's progress in detail with their parents.

Organisation

The organisation is satisfactory.

All of the records, policies and procedures which are required for the efficient and safe management of the nursery and to promote the welfare, care and learning of children, are maintained. There is a weakness with some of the record keeping, namely the medication record, fire drill record and staff records as these are not being well maintained and lack detail.

The leadership and management of the nursery is inadequate. The required adult to child ratios are being maintained and staff work generally well as a team to help ensure the nursery runs as smoothly as possible. However, the nursery is currently going through some senior staff changes and this is significantly affecting how well the nursery runs and what level of learning and education is being provided. The nursery is lacking clear leadership and management, in relation to the nursery education provision. Planning, observation and assessment are all weak and staff lack a secure enough knowledge and understanding of their role as facilitators for the children's learning and development based around the six areas of learning of the Foundation Stage. Staff also fail to thoroughly and routinely evaluate the curriculum provision, which impacts on the learning potential for children as their next steps are not being fully considered.

Staff organise the space and resources to a satisfactory standard and spend a lot of time with the children, showing interest in what they are doing and have to say. The nursery recruitment procedures help ensure staff are suitable for their role and children are appropriately protected

from any unvetted persons. The nursery does not meet 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 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):

- review the systems for monitoring the expiry dates of perishable food items for children
- continue to develop the physical environment, including the book area and make provision for staff to be able to sit and feed babies their bottles in a cosy and comfortable way
- improve the maintenance and organisation of documentation, particularly relating to the medication record, fire drill and staff records
- develop the curriculum for the younger children to ensure that activities are appropriate and tailored to their differing developmental needs.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge and understanding of how to plan, based around the six areas of learning of the Foundation Stage
- improve the systems for observation and assessment to clearly show how children are making progress in their learning and to identify their targets for future development

- ensure the planning arises from the needs, wants and interests of the children, focuses on all six areas of learning equally, is effectively evaluated and that children are appropriately challenged and supported with their learning
- improve opportunities for parents to be more actively involved in their children's learning and that they receive good information about the children's curriculum
- improve the leadership and management of the nursery regarding the monitoring and evaluation of the Foundation Stage curriculum.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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