

New Century Nursery

Inspection report for early years provision

Unique reference number

EY299023

Inspection date

25/06/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

New Century Nursery Ltd was registered in 2005, and is situated in the seaside town of Deal, Kent. It operates from three rooms in a purpose-built building. Children have access to an enclosed area for outside play. There is a toilet for people with disabilities, and this is a single storey building. The nursery serves families from the local community and wider towns.

The nursery is registered to care for 45 children in the early years age range. There are currently 113 children on roll, which includes 59 children in receipt of funding for nursery education. Children can attend a variety of sessions. The nursery staff have experience of working with children who have learning difficulties and disabilities and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08.00 to 18.00.

The setting is privately owned. There are 14 members of staff, including the manager, working with the children. Of these, 10 staff have early years qualifications and all attend short courses. Five members of staff are currently undertaking qualifications. There are also three supply members of staff. The nursery receives support from a local authority advisor.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children in the Early Years Foundation Stage (EYFS) make good progress in their learning and development due to the exciting and stimulating environment, and the skilled interaction of staff, who know them well and are lead by their individual interests. The nursery maintains continuous improvement by making effective use of self-evaluation in order to appropriately target areas for development. Parents are generally well informed about their children's care and learning, and their views are sought and respected.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the effective use of systematic observations and assessments of children's achievements to plan relevant and motivating play experiences for each child is consistent throughout the setting
- update policies and procedures, and share all of these with parents, and ensure that all parents see their children's personal observation folders
- review risk assessments to ensure all are up to date

The leadership and management of the early years provision

The nursery is well organised. Required records of attendance, accidents and medication and children's registration forms are all well maintained. Adults have suitable qualifications, and keep their skills up to date by attending regular training such as first aid, music and singing, and positive behaviour management. Adults are professional and enthusiastic, and committed to providing a good service to parents and their children.

The setting makes good use of self-evaluation to make changes and improvements which benefit children and their carers. Planning is evaluated to ensure that all areas of learning are planned for, so children enjoy a balanced curriculum. Reflection resulted in an action plan which identified the need to clear and use the 'natural garden', and to re-do the risk assessments, which is now in progress. Nursery advisors' comments and recommendations are welcomed and acted upon promptly, and, as a result, there are now more labelling and mark making opportunities around the setting. The safety and variety of toys is continually assessed, and recent purchases include soft mirrors for the babies and books in different languages.

Parents are involved to a satisfactory extent in their children's care and learning. When children join the nursery, parents are asked to contribute information about their child's interests, achievements and routines, which are used to provide continuity of care. Parents receive useful information about their child's progress via report sheets. They are welcome to see their children's folders, but not all have taken this opportunity. Some important policies and procedures, for example, regarding safe sleeping for babies, are included in the parents' pack or displayed on the wall, but others are included in an operational plan which is not shared with parents. Parents are generally happy with their daily contact with friendly staff. If children attend other settings, staff liaise appropriately to help ensure continuity of care.

A high priority is given to safeguarding children. Staff have attended child protection training, and can describe appropriate action to take should they have concerns about a child's welfare. Procedures for collection of children are safe and effective. When babies receive personal care, their privacy and dignity is protected, but adults stay within sight of others.

The quality and standards of the early years provision

The learning and development of children in the EYFS is well promoted. The children's environment is thoughtfully planned, and arranged in clear areas where each area of learning is promoted. For example, children pretend to style each other's hair in the well equipped role play area, and enjoy listening to stories read by staff on the soft seating in the book areas. The babies' room is very welcoming, with low displays of photographs of their families, which they point out and chat about, helping them to feel secure and have a sense of belonging. The garden is especially well planned and equipped: here, children can experiment with pipes

and water, explore under paving stones and find tunnels made by ants, and dig, plant, water and watch their plants grow into vegetables.

Activities for all the children are well planned and interesting, so they are motivated and keen to take part, concentrate well, and develop their own activities. A good balance between self-chosen activities from the readily accessible range of resources and adult-led activities enables children to take charge of their own learning, and benefit from adult support and input to extend their skills and learning. Staff throughout the setting carry out observations and record these in children's folders, but the use made of observations to ascertain what children can do and what they need to learn next is inconsistent across the three rooms. However, children make good progress towards the early learning goals because adults are skilled at using their secure knowledge of how children learn, and knowledge of individual children's abilities and interests to extend each child's learning as they play.

Babies benefit from close attention from caring adults. Their routines are respected, for example, they sleep at times requested by parents. They are treated as individuals. Staff find out about their needs from their parents and treat them accordingly, for example, some children are able to attempt to feed themselves, while others need more support. The varied range of activities provided enable children to learn using all their senses. They listen to music and sing with staff, explore natural objects such as fir cones, get messy feeling paints and wet cornflour, and look at colours, mirrors and lights in the welcoming room.

In the toddlers' room children use their imaginations in the role play area, supported by staff who understand how to encourage and extend their play. These children are starting to count, and cuddle up to enjoy stories. Pre-school children's personal, social and emotional development is well promoted. They concentrate well, for example, persevering when attempting to cut string to make pasta necklaces, and are interested in investigating their surroundings, for example, when searching for bugs outside.

An appropriate emphasis is placed on helping children to settle and gain confidence within the setting, so that they are then enthusiastic, interested and ready to learn. Effective behaviour management strategies are used consistently by staff to encourage good behaviour; for example, squabbles over toys in the toddler room are quickly diffused by the use of distraction. Children are learning about fairness and taking turns. When listening to stories they know that they will all get a turn to choose a book. Children are proud of their work, for example, asking to take their painted pasta necklaces home, and therefore feel confident and valued, and have good self-esteem.

The welfare of children in the EYFS is generally well promoted. Healthy snacks contribute to their good health, and drinks are always available. They are protected from germs and the spread of infection by the staff's consistent use of disposable gloves and aprons at appropriate times. Children see pictures of hand washing around the toilet area to help them understand its importance. Play in the fresh air is a regular feature of the day. Staff chat about increasing heart rates and feeling out of breath, to help children understand the benefits of exercise. Children

develop coordination and spatial awareness on trikes, climb and balance, and dig in the soil. They can move around safely and freely, both indoors and to the outside area, because the rooms are well organised, and adults are vigilant, and the number of staff is generally above the required minimum. Checks are carried out frequently on sleeping babies, and their food is carefully labelled. The safety of the premises has been risk assessed, but these assessments are being reviewed, as they are more than a year old.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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