

# University Of Chester, Kingsway Buildings Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY374291
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<b>Type of setting</b>	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).

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**

University of Chester Nursery at Kingsway was registered in 2008. It is one of two nurseries owned by the University of Chester. It is situated on the Kingsway campus and is part of Kingsway Children's Centre. A maximum of 40 children may attend the nursery at any one time. Children may access a fully enclosed outdoor play area.

The setting is registered to provide care for children on the Early Years Register and the compulsory and voluntary parts of the childcare register. The nursery is open each weekday from 08.00 until 18.00 for 51 weeks of the year.

There are currently 52 children on roll. Twelve staff are employed to work with the children, of these ten staff hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are cared for in a very welcoming environment, where they participate in a range of activities which ensure they make good progress in their learning and development. They enjoy the time spent with caring staff who understand and meet their individual needs. Children themselves learn through play and available resources about the differing needs of others in their local community and also within the wider world. Partnerships with parents are good and staff involve parents in the nursery activity programme. Appropriate policies and procedures which comply with current legislation ensure children are safeguarded. A detailed self-evaluation not only identifies the strengths and weaknesses of the setting but clearly identifies plans for the future.

## **What steps need to be taken to improve provision further?**

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

- develop the planning and assessment systems for each child, to ensure that future activities will challenge them and help children make further progress
- develop partnerships with others to include any settings which deliver the Early Years Foundation Stage to children who also attend your setting.

## **The leadership and management of the early years provision**

The nursery manager and staff maintain appropriate documentation, all of which is required for the safe and efficient management of the setting. For example risk assessments which cover inside and outside the nursery are meticulously maintained, thus ensuring that identified risks are eliminated or managed by staff working in the nursery. Staff understand fully their roles and responsibilities in safeguarding children and the procedures that would be implemented should they

have concerns about a child in their care.

Robust recruitment, induction procedures and regular staff appraisals ensure the suitability of staff and that future training is highlighted. The manager and staff are committed to attending relevant training with a number of staff undertaking an Early Years Degree with others waiting to commence one.

Staff have developed a professional, working partnership with parents. They involve parents from the outset as they encourage settling in visits and discuss fully with parents the starting points for each child regarding his or her level of development. Parents are given information about the nursery via the nursery brochure and additional information regarding the activity programme and the Early Years Foundation Stage (EYFS) framework is displayed throughout the setting. Staff organise parents evenings and also arrange informal parents meetings. Parents also have the opportunity to be involved in their child's learning at home. For example the nursery staff send home the children's 'chat books', regular newsletters, questionnaires and each child has their own portfolio which parents are able to take home to show to members of the extended family.

## **The quality and standards of the early years provision**

Children are comfortable and confident in the setting. There is an appropriate balance of adult and child-led activities, and the organisation of the play space enables children to make independent choices about the activities they participate in. They develop their self-care skills as they are able to freely go and wash their hands plus they can pour their own drinks out at any time. Social skills are promoted as they chat to staff and to each other during meal and snack times. Children have many opportunities to count and engage in problem solving activities and they learn about shape, space, and measure through discussion with the staff and also in their singing rhymes and activities. Mark making and writing resources are freely available in the outdoor play area and indoors.

Staff support the play and learning of children through being actively engaged in their activities. For example, they talk to the children in the digging and growing area where the children have planted sunflowers and are waiting to see whose grows the tallest. They introduce children to other plants that they are growing for example the lettuce leaves, which when they are large enough, will be used as part of their tea time snack. Children go on outings around the campus where they collect leaves, twigs and branches and then bring them back to create a seasonal picture on their playroom wall. Children enjoy participating in outdoor activities such as learning to balance, pedalling bikes and running about in the fresh air, all of which promotes their physical strength and good health. Staff use open ended questions to encourage children's thinking and learning, for example as a child sits with a member of staff, looking through a book the children are engaged in conversation about the different pictures they are looking at. Another couple of children and a member of staff look at the tadpoles and talk about how they have developed since the frogspawn was first brought into the nursery. Parents have also participated in certain projects, for example children were talking about their own houses and participated in an activity creating their own town in pictorial

form. Children took turns to take home the nursery camera and with the help of their parents took photographs of their houses which they then proudly displayed are on their wall.

Space is very well organised enabling children to have areas in which to be active and areas for quiet times. Children develop an awareness of the benefits of an active lifestyle through discussion with the staff plus outdoor play is freely accessible to them and here they access a range of activities either on grassed or on the decked play area. Very young children have great fun as they explore the treasure basket and experience the feel of the different objects it contains. They also enjoy the sound of the rattles and shakers as they confidently wave them around to listen for the sounds they make. Children learn to move around and the very young children learn how to manoeuvre themselves as they crawl around their play room and try to pull themselves up into a standing position with an observant member of staff always on hand. Children in all the different age groups enjoy creative activities as they enjoy making their own colourful, imaginative creations with an extremely varied range of art and craft resources. Their art and craft work is attractively displayed around the different areas and rooms of the nursery.

The year long plan identifies the range of different festivals and events celebrated during the year and each room or area has their own visual timetable which they follow throughout the day. Children are making good progress towards the early learning goals and staff are knowledgeable about the EYFS framework and are able to identify the areas which the different activities link to. Observational assessments of children are completed by key workers and are then transferred to the children's portfolios where their future learning is identified. The current system of monitoring and assessing the activities undertaken, has very recently been reviewed and revised and the manager and staff have also started to look at how they can develop links with other providers to ensure children's learning needs are fully met.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
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

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