

Glebe House Nursery

Inspection report for early years provision

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Inspector Stephanie Graves

Setting address 226 New Hythe Lane, Larkfield, Aylesford, Kent, ME20 6PT

Telephone number 01732 844982
Email info@glebehousedaynursery.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Glebe House Nursery opened in 1995. The setting is registered by Ofsted on the Early Years Register. It operates from eight rooms within a large converted house in Larkfield, Kent. The setting is accessible with facilities for babies and younger children on the first floor. All children share equal access to three enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

A maximum of 65 children may attend the nursery at any one time. There are currently 99 children on roll aged from three months to under five years. The group supports children with special educational needs. Children come from the local and wider community.

The nursery employs 15 staff who work directly with children. Of these, 14 including the manager hold appropriate early years qualifications. There is currently one member of staff working towards a qualification and several other staff working towards further qualifications. The nursery provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each key person understands the unique needs of the children they are responsible for. Children can explore and learn within safe boundaries and enjoy their time together. The partnerships with parents, other settings and professionals effectively support the care and learning needs of each child. The group's capacity to maintain continuous improvement is good. The strengths and weaknesses of the provision are clearly identified and addressed. This helps to ensure that clear priorities and forward planning promotes effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- support children's personal care needs by using the suitable hygienic changing facilities provided for checking nappies
- Promote and extend children's development and learning, for example, by making some role play and book areas more appealing and interesting for children to promote their curiosity and interest.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the setting's policies, strategies and procedures that help to promote their welfare at all times. Staff have an up-to-date understanding of child protection issues, know where to access important information and know exactly what to do in the event of a concern. Practises are regularly reviewed to ensure they remain effective and continue to put children's welfare first. Systems for recruitment and vetting are good and help to ensure that all adults working with the children are suitable and practitioners know their individual roles and responsibilities. Ongoing monitoring of staff performance helps to promote children's welfare effectively. Risk assessment is clear, covers all areas of the setting and daily checks help to identify and minimise the risk of accidental injury to children.

The group has an ongoing commitment towards continuous improvement and uses a range of evaluation measures. The previous recommendations from the last inspection have been fully addressed, helping to improve practice for the children attending. The provision of toys, resources and experiences are good and enable children to make independent choices as well as learn through effective adult support.

Equality and diversity is embedded into every day practice. For example, some staff have attended training and a designated member of staff oversees practice to ensure the needs of all children are supported. Children have plenty of opportunities to learn about diversity in society and the needs and wishes of all children, including those with special educational needs and speaking English as an additional language, and their families are fully addressed. All experiences are available to all children, helping them to have the same opportunities to learn and develop.

Self-evaluation methods are focussed and involve management, staff, parents and children. The systems in place highlight the setting's strengths and any areas for improvement effectively and several points raised have already been addressed. For example, a digital photo frame has been placed in the hall so that parents can see what their child has been doing at nursery each day. Future plans include compiling a book about routines and activities for each room to prepare children for returning to nursery after illness. The group is also committed to staff training and aims to evaluate and improve some play areas within rooms to maximise children's learning and enjoyment. Overall, improvements have had a very effective impact on the outcomes for children.

Good partnership working supports the needs of individual children and their families. For example, the setting works with local children's centres, specialists and early years professionals to ensure children get the help and support they need. Effective liaison with pre-schools and schools helps to offer children continuity of care and learning.

Children benefit from effective partnership working between the nursery and their

parents. A good range of information is shared and parents feel their children are well cared for by staff who know them well. They are happy with their children's progress and feel that any concerns are dealt with swiftly. Children's progress records and contact notes are shared and parents and grandparents visit the setting to share time with the children. This helps to promote consistency and enjoyment for the children attending.

The quality and standards of the early years provision and outcomes for children

Adults support children's learning well. For example, staff engage babies in meaningful interactions as they play or look at photographs of one another or their families. They talk about the different babies who are attending to help them begin to recognise one another. They use language, such as, 'ta' and 'are you talking on the phone?' as they play and learn together. This promotes babies' early communication skills and helps them make effective connections in their play. Slightly older children also show warm contact with the key people who care for them. They enjoy snuggling up with their carers to look at a book and offer answers to plenty of meaningful questions.

Children enjoy books, role play and small world activities, although some areas are not fully inviting and children are unable to easily see what is on offer. This means their curiosity and interest is not fully promoted. Children in pre-school are confident, independent and friendly. They learn to problem-solve, for example, during block play as they work out whether blocks are the same size or a different shape. They explore construction and are heard to make comments, such as, 'this has two antennae for feeling' as they create their own creatures. Children talk about their favourite activities, which currently include the 'marble run' and 'cars'. All children have access to a range of interactive toys and resources, some of which are programmable and help them to discover how things operate.

A good range of toys and resources are available inside and out and help children make good progress across all the areas of learning. Methods of observational assessment are effective and commence with children's starting points and periodical assessments to demonstrate their progress. Planning includes the next steps identified for individual children and an 'ideas page' helps to ensure these are based on children's current interests.

Children develop a good awareness of safety. Some use scissors carefully, while others know that they must not run inside because they 'might fall over and hurt someone.' Babies and younger children demonstrate close relationships with the staff who care for them. For example, babies getting up from a sleep gravitate towards a member of staff and put their arms out for a cuddle. Warm interactions help children to feel secure and promotes their well-being at all times.

Children enjoy eating healthy meal options. Menus are rotated for variety and choice and include vegetarian options and some cultural variations. Children eat fresh fruit and vegetables daily and become involved in helping to prepare some snacks. Several staff have food safety certificates and the group has received a

healthy eating award. Good use of environmental print and images helps to teach children about the different food types and to adopt good table manners. Good hygiene routines are encouraged throughout the nursery. However, the well-resourced nappy changing areas are not always used to check whether children's nappies need changing. Simple wall illustrations help children to follow hand washing and drying procedures properly and any children with infectious conditions do not attend. These measures help to prevent cross infection.

Children are well-behaved and play well together. Staff are good role models and encourage and set realistic boundaries to encourage children's good behaviour. Even babies are encouraged to 'be nice' as they play and slightly older children learn not to throw hard toys to help them learn that this might hurt others. All children respond well to plenty of praise and encouragement, which promotes their confidence and self-esteem.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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