



Childbase Ltd, Swindon Windmill Hill

Inspection report for early years provision

Unique Reference Number	EY290845
Inspection date	06 September 2005
Inspector	Rachel Edwards / Rosemary Davies
Setting Address	Windmill Hill Business Park, Whitehill Way, Swindon, Wiltshire, SN5 6NX
Telephone number	01793 877646
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Registered person	Childbase Ltd
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 good.

WHAT SORT OF SETTING IS IT?

Windmill Hill Day Nursery was registered in June 2004. It was previously registered as Jigsaw Nursery on the same premises. It serves the local community.

It is registered to care for 94 children from 3 months to 5 years. It is not registered to provide over night care. There are currently 76 children on roll, of whom 26 are 3 and 4-year-olds in receipt of funded nursery education. The nursery supports children with special needs and those for whom English is a second language.

There are 19 staff that work with the children, of whom 12 have early years qualifications and 6 are on training programmes.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children are cared for in a warm, clean and very welcoming environment. There are thorough nursery procedures in place to help protect children from cross infection and illness. However, these are not consistently followed throughout the nursery, as the younger children do not always wash their hands before meals and they are not always reminded of why this is important. Older children manage independent self care skills very well. A Health Visitor comes regularly to the nursery to weigh the babies and she is always available to advise staff or parents.

Children of all ages enjoy exercise and develop physical control in stimulating daily indoor and outdoor activities. Soft play equipment is used imaginatively to help the babies and youngest children develop strength and co-ordination. The older children enjoy three planned outdoor sessions daily. The outside space is well organised to allow children room to run, pedal and climb, with quieter areas where they can explore and delight in finding a range of mini-beasts and other natural objects. However the climbing equipment is not sufficiently challenging for the older and more agile children. The babies and youngest children also go out each day, but they use the outdoor area less frequently and so do not fully benefit from the many advantages of playing outside.

Children benefit from and enjoy a varied and very nutritious diet. Meals take account of the individual and cultural needs of all the children. Older children help to lay the table and serve themselves and all the children enjoy the social aspect of mealtimes as they chat to the staff and their friends. Older children are able to pour themselves water throughout the day, into their clearly labelled cups; younger children and babies are regularly offered drinks.

Most children are happy and very settled in the nursery. It has a friendly and welcoming atmosphere, where all parents and children are greeted warmly by the staff. The children often beam with pleasure as they come in and see familiar faces, with the rooms attractively laid out, ready for play. The nursery tries to keep consistent teams of staff within rooms so that children feel secure and build trusting relationships with the adults who care for them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally well protected from hazards and accidents in a mostly safe and closely supervised environment. The premises are secure so that children

cannot leave unnoticed by staff. However, procedures for recording children's arrival and departure are not consistently followed so there is not an accurate record of children's attendance. This puts children at risk, for example, if the building had to be evacuated in an emergency. Children begin to learn some sense of danger and how to keep themselves safe, for example, they know not to run indoors and older children carefully blow on hot food before eating.

Children generally use high quality equipment that is appropriate to their age and stage of development. It is very attractively displayed so that children can safely discover and select resources for themselves. A baby who had only recently joined the nursery was totally engrossed whilst exploring willow balls hanging within her reach. Whilst generally, equipment is clean and very well maintained, some of the soft play equipment has worn corners so that children could pull out foam, on which they could choke.

Children are very well protected by staff who have a clear understanding of child protection issues and give top priority to children's welfare. Good information is given to parents about child protection issues, which also helps to safeguard children's safety and welfare outside the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. They arrive happily and most settle very quickly in the nursery's welcoming environment. Staff nurture children's confidence and self esteem and help them to make good progress in all areas of their development. Staff are experienced and knowledgeable and use their understanding of early years guidance to provide a stimulating and enjoyable range of activities and good quality nursery education.

Staff demonstrate a real pride in their rooms, which are enticingly presented and well maintained, with many different areas and resources for children to explore. Resources are changed around each week to maintain interest. Babies are initially apprehensive but with excellent staff support they are soon delighted as they spread paint with their hands and feet; toddlers laugh together as they try on different hats. Children's early communication skills are well supported as staff talk clearly to children, chatting about what they are doing and asking questions to encourage children to think. Rhymes, singing and moving to music form part of the daily routine for all the children.

Staff carefully monitor and record children's development and then effectively use this information to plan activities that will help each child progress at their own pace.

Nursery education

The quality of teaching and learning is good with three and four-year-old children making very good progress towards the early learning goals in all areas. Children are enthusiastic and eager to participate in a wide range of stimulating and relevant activities. Staff manage the children very well. They are good role models and

children are polite, considerate and well aware of how they are expected to behave. Staff have a thorough understanding of how children learn and there is much spontaneous learning through practical, real learning experiences. For example, children are excited when they find a woodlouse "look it's got hundreds of legs", staff quickly provide a magnifying pot and explain why the bug now looks so big.

Children love listening to the well presented story time and begin to gain an awareness of the sounds within words and the letters these are linked to. They snuggle up in the comfortable book corner and enjoy a range of books, including some they have helped to make. However books are not clearly displayed, although there are plans to improve this area. Children's confidence and language skills are effectively developed during the well organised 'sound time'. Children are reminded they must use eyes and ears to 'listen' to others. They patiently wait to hold the teddy before clearly telling their news. Children who are less confident are gently encouraged by the staff. They have many opportunities to make marks, for example, chalking on the floor outside and using chunky roll on paints which help develop strength and control of their hands and is essential as they begin to learn to write.

Children play imaginatively and creatively in a wonderfully resourced role play area, whose theme is changed each week. This week they loved visiting 'the beach', where they put on sun cream and armbands and 'swam' around the nursery before returning to unpack the picnic hamper! Children are given freedom, encouragement and a variety of resources to help them create imaginative and individual art work. They discuss what they are doing and there is much lively conversation, for example a child recounts looking out her bedroom window and seeing the sun, "it was red" she tells the others, as they make sun collages. Children develop good hand eye co-ordination using a range of equipment such as threading beads, paintbrushes and scissors. However, overall, they have few opportunities to use real tools and learn to handle them safely.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play an active role in the nursery. There is a strong emphasis on valuing children's individuality and raising their self-esteem. To this end, staff work closely with parents to make sure that children's needs and interests are known before the child starts and that there are on-going discussions between staff and parents throughout the child's time at nursery. Families' contributions are valued, for example, parents from a variety of cultural backgrounds share some of their home traditions with all the children. Parents are invited to supply photographs to make 'pleasant reminders from home' books for the children, for example, "enjoying a cup of tea with Nana and Grandpa". Staff use these to help settle children, discover more about their home lives and build children's sense of self worth. Parents value the 'stay and play' days, when they are able to play alongside staff with their children and see how they are progressing. Records of children's progress and achievements are well presented and illustrated with photographs and examples of children's work. These are freely available for parents to discuss with their child's key worker at any time, or on one of the twice yearly open evenings. This excellent partnership with

parents has a significant impact on children's progress and well being.

Children behave very well. Staff are sensitive to children's level of understanding and consistently use positive methods to encourage good behaviour. Staff are excellent role models as they treat each other and the children with kindness and respect. Even the youngest children respond enthusiastically to requests for help to tidy up. They learn to be aware of others needs, for example, as they help care for the nursery guinea pigs.

Children have regular opportunities to learn about each other and the wider world through planned activities, visitors to the nursery and occasional outings to places of local interest. They enjoy finding out about other cultures through stories, food, music and art. This fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

The nursery effectively recruits and retains highly suitable staff. They are encouraged and supported in further training to enhance their skills and so continually improve the care and education for all the children. Policies and procedures are part of staff induction, which help contribute to children's good health, safety and welfare. However, not all nursery procedures are effectively followed in practice, which puts children at risk. For example, staff and children's arrival and departure is not accurately recorded, children's hands are not always washed before meals and the condition of some equipment is not thoroughly checked before use. All other required paperwork is in place and kept with due regard for confidentiality. The manager and her deputy, regularly work with the children, throughout the nursery, which ensures they are in touch with staff, children and parents and are able to closely monitor the standard of care and education, however, they had not identified the weaknesses highlighted above.

Staff are well deployed so that children receive appropriate levels of adult support at all times. Children are grouped effectively and are cared for by key workers within their rooms so there is consistency in care and staff get to know children well, who in turn, feel secure and relaxed with their carers.

The leadership and management of the nursery education is good. The staff work well as a team, planning a balanced and stimulating curriculum and meeting regularly to discuss children's progress. They effectively monitor, evaluate and improve the quality of the education.

The nursery meets the needs of the range of children who attend well.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Ofsted received a concern on the 29 June 2004 regarding an allegation of a staff member inappropriately handling a child. An internal disciplinary investigation was completed and a staff member was given a verbal warning. Recommendations were made to working practices of the whole nursery. The nursery was found to comply with National Standard 11 (Behaviour).

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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):

- ensure that the daily hours of attendance for staff and children are promptly and accurately recorded
- ensure all equipment is in good repair and not a hazard to children

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):

- provide children with more opportunities to develop their climbing skills and to use real tools safely

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk