

Nannas Neighbourhood Nursery

Inspection report for early years provision

Unique reference number EY288950
Inspection date 25/11/2009
Inspector Hazel Meadows

Setting address Hazelmere Infant School, Hawthorn Avenue, Colchester,
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Type of setting Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Nannas Neighbourhood Nursery is one of three nurseries run by Nannas Day Nurseries. It opened in 2004 and operates from a purpose-built building, within the grounds of Hazelmere Infants School. It is a designated Children's Centre. There is level access to the premises and accessible toilets are available. There is an enclosed, shared outside play area.

It is open each weekday, from 6.30am to 6.30pm, just closing on Bank Holidays. The group is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. A maximum of 56 children, aged under eight years, may attend the nursery at any one time. There are currently 98 children on roll who are within the Early Years Foundation Stage (EYFS) age group. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs fifteen staff. Twelve hold an appropriate early years qualification and three are working towards a qualification. Nanna's Neighbourhood Nursery is registered to accept government funding for three and four-year-olds and at present 41 receive government funding for early education. The nursery receives support from the Essex County Council Early Years Support Team and a qualified children's centre teacher. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and settled and enjoy a superb variety of play and learning experiences at this welcoming and vibrant nursery. Very positive partnerships are developed with parents and carers, ensuring children receive consistent support regarding their care, development and learning. Comprehensive and robust documentation and procedures are in place to promote children's welfare. Inclusive practice is actively promoted and each child's individuality is embraced and valued. An imaginative and enthusiastic staff team work harmoniously to care for the children and support their play and learning. A clear and effective method has been established to monitor children's individual progress through the EYFS. Excellent, ongoing self-evaluation ensures high quality in all areas and promotes continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing and enhancing the imaginative play areas and offering more opportunities and space for children to write for a purpose in their play

- reviewing the promotion of healthy lunches to ensure the children are offered nutritious and balanced meals.

The effectiveness of leadership and management of the early years provision

Staff are exceptionally caring and attentive to the children and vigilant regarding their safety. Security is excellent and thorough daily risk assessments are undertaken of the premises and for each type of outing, to minimise risks to children. The emergency evacuation routine is regularly practiced and all staff are familiar with the procedure, which operates swiftly and effectively. Rigorous recruitment and induction procedures are in place to ensure staff's suitability to work with children. All staff have attended safeguarding children training and have a secure understanding of safeguarding issues. Management regularly review the staff's knowledge with questionnaires to ensure their understanding is maintained. Staff are clear of their responsibilities to protect children and ensure procedures are correctly followed when required. The group has a robust written policy, a designated member of staff for safeguarding plus local safeguarding contact details to refer to, should they have concerns about a child.

The committed, experienced and competent staff team work cooperatively together to support the children well and to ensure the smooth running of the nursery. All the staff have an early years qualification and all required training is up-to-date. Ongoing staff development is strongly encouraged, with appraisals completed on a regular basis. Back to basics training helps to refresh and consolidate their existing training and there is an Employees Accreditation and Reward Scheme to appraise and review staff knowledge. Monthly staff meetings enable all staff to be actively involved in the group's development. Both the main leadership and the staff are constantly reflecting on practice and considering ways of improving the quality of play and learning experiences for children. The leadership utilises robust methods of self-evaluation to appraise the nursery overall and to effectively identify areas for further improvement.

The group has a very positive attitude and approach towards diversity and promotes inclusive practice. This positive approach is reflected in the resources and activities available. The nursery is implementing an inclusion development plan to further enhance staff understanding of some of the additional needs children may have. Staff work closely with parents, through the competent Special Educational Needs Coordinator, to ensure each child receives appropriate support at an early stage. Close liaison is developed with other childcare or health professionals, if required, to promote a consistent and well-informed approach. Comprehensive details are obtained about each child to support their welfare and signed, written consents are in place to ensure children are cared for according to their parent's wishes. All records are securely kept and accurately maintained.

Staff and management develop extremely trusting partnerships with parents. A well presented, comprehensive parent information pack is available, which offers parents an excellent overview of the nursery. Parents are encouraged to share valuable information about their child's likes, dislikes, family background, routines

and starting points in their learning and each child is allocated a key person. This helps them to settle quickly and establishes a foundation for their future learning and development. Comments received from parents during the inspection are extremely positive. They have confidence in the staff, who they find friendly and approachable. Parents are very pleased with their children's overall care and excellent progress. Most state they have regular conversations or meetings with their child's key person, when their child's profile records are shared with them and their contributions are welcomed. Parents are kept very well informed, through regular discussions with the staff, informative notice boards and frequent, attractive newsletters. Written policies are comprehensive and were written by the staff, supported by the management, which ensures that they are clearly understood and work in practice. The nursery has close links with the local children's centre and the primary school and is developing links with other settings that children attend.

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

Children are extremely happy and relaxed at the nursery. They form positive and trusting relationships with staff and one another and interaction is fun and spontaneous. They are developing positive self-esteem and are extremely confident, freely approaching and talking to staff and visitors and trying out their own ideas. A superb range of clean, high quality toys and resources are freely available to the children and are supplemented and enhanced by a wealth of imaginative crafts and activities. Most are readily accessible, enabling children to make their own selections and choices and they enthusiastically and keenly explore. Staff play with the children at their level, supporting their play and learning. They get to know the children very well and are attentive to their individual needs. The stable staff team work consistently with the same age group, helping children to settle well and feel secure.

Children's awareness and appreciation of diversity is very well-promoted through the positive attitudes of the staff plus specific activities, such as recognising different festivals through stories, pictures, foods and crafts. Children are treated with kindness and respect by the staff which helps children feel valued and safe. Their behaviour is generally very good as they are content and well occupied and are clear of the reasonable boundaries. Children are offered clear explanations and helped to understand how their actions impact upon others. Staff recognise the impact the environment can have on young children and have introduced more calming colour schemes in the playrooms and are reviewing other resources.

Staff have an excellent grasp of the EYFS and use their knowledge and skills to support individual children and help them make very good progress. Children's Individual Learning Journeys are attractively displayed on the playroom walls. Relevant observations are clearly recorded in individual Child Profiles and used effectively to identify children's next steps. These are noted on a weekly planning sheet, to ensure additional resources are provided to support individual children. Staff recognise the importance of children learning through play and first hand experiences. Children benefit from a dynamic range of play and learning

experiences promoting their all round development, provided by the innovative and creative staff. Activities covering all areas of learning are available at each session and are varied to provide ongoing interest and challenge for the children.

Children of all ages experience an abundant and imaginative range of creative activities. They have free access to paint, play dough and crafts and explore a rich variety of media and textures, for example, play gel, shredded paper, flour and pasta. Babies and toddlers are offered many alternatives to plastic in their daily routine. For example, baskets containing natural materials such as pine cones, wicker balls, wooden items, a loofa and paintbrushes. The abundant variety encourages children to explore and investigate, for example, colourful shakers and streamers. The imaginative play area and writing areas in the pre-school room are somewhat cramped and this sometimes restricts children's ideas. All children have periods of free access to the outdoor area enabling them to choose their preferred play and learning environment. They delight in playing outside, part of which has been inspired by Forest Schools. Children learn about the natural world as they experience different weathers, visit a local forest, go digging and explore the garden for mini beasts and note the changing seasons. Children also go on outings around the local community, babies in a large six-seater buggy, offering them a stimulating variety of experiences.

Rigorous hygiene procedures minimise the risk of cross-infection. Staff are vigilant regarding hygiene, practising strict food handling and nappy changing procedures. Individual bedding is supplied for babies and toddlers and washed regularly. Children are learning good hygiene practice through regular routines and explanations. They wash their hands, some with support, after using the toilet and prior to eating and older children brush their teeth after lunch. Children's independence is well-promoted as they competently pour their own drinks of milk or water and babies and toddlers learn how to feed themselves. Healthy snacks, such as fruit, vegetables and breadsticks, are offered, promoting children's understanding of healthy eating and the nursery endeavours to encourage healthy lunches. Water is always available, ensuring the children are well hydrated. Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. Babies are encouraged to move freely and toddlers are gaining competence and confidence with pulling themselves up. Children delight in developing their physical skills, balance and coordination and learn their capabilities and limitations and how to assess risks. Children learn to keep themselves safe through discussions and reminders from the staff. Outings are also used as opportunities to help children understand about road safety and to stay with known adults.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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