



## **Domino Nursery School**

Inspection report for early years provision

<b>Unique Reference Number</b>	221755
<b>Inspection date</b>	30 November 2005
<b>Inspector</b>	Caroline Wright
<b>Setting Address</b>	UNITED REFORM CHURCH, HOME END, FULBOURN, CAMBRIDGE, CAMBRIDGESHIRE, CB1 5BS
<b>Telephone number</b>	07885 405977
<b>E-mail</b>	(Admissions: 01223 561123)
<b>Registered person</b>	Domino Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Domino Nursery School is run by a voluntary management committee. It opened in 1990 and operates from the main hall in the United Reform Church in the centre of Fulbourn, near Cambridge. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 12:00 with an optional lunch club from 12:00 to 13:00; term times only. All children share access to a secure enclosed outdoor play area.

There are currently 17 children aged from 3 to under 5 years on roll. Of these, 16 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 5 members of staff; 3 of the staff, including the manager, hold appropriate early years qualifications; 1 member of staff is working towards a relevant qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about personal hygiene through regular routines such as washing their hands before eating and they know that washing your hands 'gets rid of germs'. Staff act as good role models, wiping down surfaces before serving food and after children have eaten, to help children to stay healthy. The toilet area, with steps to the sinks and toilets, enables children to use the lavatory when they need to so that they learn how their bodies work.

Children learn about leading a healthy lifestyle when they run around and exert themselves in the outdoor play area. They talk with adults about the importance of wearing gloves 'to keep your hands warm' and they develop new physical skills such as riding bicycles or balancing on the balancing blocks. A good range of large and small equipment inside and out enables children to develop new physical skills according to their stage of development. For example, 3-year old boys spend a long period of time fixing together a train track with bridges and make a park with the Duplo. Children use rolling pins, felt-tip pens, pastry-cutters and other tools competently, developing co-ordination and manipulative dexterity.

Children are given fresh fruit and squash or milk at snack time each day and they can help themselves to a drink of water when they want one so that they remain well-hydrated and can think effectively.

If the children become unwell or have an accident whilst they are in the care of the nursery, up to date records are in place to make sure that appropriate care is given.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move around safely under the constant supervision of the nursery staff. Children learn how to keep themselves safe, reminding each other not to throw sand 'because it gets in your eyes'. Staff make sure that children know that they are not allowed access to areas that are unsafe, such as the kitchen area, without adult supervision. Children are provided with resources that are appropriate for their age and stage of development, and these are checked regularly by the nursery staff to ensure they are in good condition and are safe.

Children's welfare is safeguarded and promoted by staff who hold current first aid certificates and have a sound understanding of child protection procedures, which are in line with those set out by the local Area Child Protection Committee.

The risk assessment of the premises addresses any potential hazard to children's safety. A wide range of written policies and appropriate procedures are in place, including regular fire drills to help children know what to do in the case of an emergency evacuation of the premises. This promotes children's ongoing safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children develop their language and communication skills when they sit at the table for snack or play together with the train track. They ask adults to read them stories and plan what they will do next when they say, 'I'm going to build a house, so I need lots of cement'. Adults enthusiastically respond to the children's discussions about what they do at home, with smiles and encouraging comments, using skilled questioning to urge children to communicate and talk about what they know. Children spend time at the dough table, discussing the 'smooth and soft' texture and talking with adults about 'pressing it flat' with the 'rolling pins'.

However, children do not have enough opportunities to be independent and make decisions; activities such as the 'office' play, which they enjoy, are cleared away during the session, leaving children without purposeful activity whilst the new activity is set up. This affects their behaviour and motivation to learn.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. Children communicate effectively, talking about familiar situations such as 'going to the sea-side' and what they do at home. They re-tell favourite stories and handle books well. They use writing for a purpose, writing letters to mummy, and write recognisable letters and familiar words on their own. Children have a very good understanding of numbers and count on 'one more' or 'two more' when they play snakes and ladders. They use mathematical language such as 'biggest' and 'smallest' competently as they sort out teddies to make a 'straight line' pattern and expertly identify shapes in their local environment.

However, children do not have enough opportunities to select additional resources or initiate their own activities. Limited resources are set out by adults at the start of the session and art and craft activities, such as making rainbow cards, are highly influenced by adults, who are over-concerned with the end result. Children have insufficient opportunities to experiment with paints, pencils, scissors and glue to develop early writing skills and explore a range of materials. In addition, opportunities for children to extend their ideas and tell their own stories in the role play area or to experiment with music and movement are limited. This compromises children's imagination and creativity.

All of the staff working with funded children are well qualified and have a sound knowledge and understanding of the Foundation Stage curriculum. Key-workers observe children each day and use their observations to assess children's progress towards the early learning goals. They gather information, linked to the stepping stones, from parents of new children to enable them to build on what children already know and can do. However, planned activities are not effectively organised to enable children to extend their learning across all areas of the curriculum, pursue their own interests or become independent. In addition, adults spend a good deal of the time tidying up activities and setting out new ones throughout the session instead of teaching children; this impacts on learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children show a good sense of belonging as they greet staff and each other upon arrival. Adults encourage children to work together co-operatively during group activities and give careful explanations that young children can understand when they behave inappropriately. For example, when children throw, sand adults remind them not to, 'or it will get in somebody's eyes'.

Children have opportunities to learn about the world they live in and all members of society. They play with small world figures, look at books and take part in a wide range of cultural and religious celebrations.

However, children have limited opportunities to help themselves to equipment and resources freely or pursue their own interests. Adults do not promote children's decision making and fail to recognise the value of children's self chosen activities. Equipment that children are using is cleared away in the middle of the session and they are kept waiting without purposeful occupation for the next activity to commence; children become bored and display challenging behaviour. This impacts on children's motivation and compromises learning.

The partnership with parents and carers is good. Key workers share information informally with parents on a daily basis. Parents benefit from having regular opportunities to look at and add to their child's records of achievement, which indicate the progress they are making towards the early learning goals. Parents receive good information about the Foundation Stage as well as information in newsletters about planned topics so that they can support their child's learning at home.

The provision fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

All areas of the nursery environment are attractive and provide plenty of space for children to move around safely and independently. The management committee

implements effective recruitment procedures, which ensure that each member of staff has suitable experience and qualifications to work with children. The induction programme for new staff ensures that everyone is aware of procedures for child protection and knows about keeping children safe. Staff engage in a wide range of ongoing training, which enables them to develop their knowledge and skills further. All legally required documents, including a procedure to record complaints or concerns, which contribute to children's health, safety and well-being, are in place and regularly reviewed.

Leadership and management of nursery education are satisfactory. The managers and staff work together to plan a curriculum to help children make steady progress towards the early learning goals. They have regular opportunities to meet as a team and share good practice. In addition, the nursery team access support from the advisory teacher in the local authority to further enhance the provision. A questionnaire to parents helps the nursery staff to identify any areas for further development and continue to reflect upon their practice.

However, the organisation of activities during the session is not effective in promoting children's independence or developing positive attitudes towards learning. Adults do not use their time effectively working with children, instead they are engaged in setting up and tidying away activities for much of the time; this impacts on behaviour and compromises learning.

Overall, the provision meets the needs of the range of children who attend.

### **Improvements since the last inspection**

Since the last inspection the nursery have improved the safety of children by devising a procedure to be followed in the event of a child being lost or uncollected and making sure they have written permission from parents to seek treatment for children in an emergency. In addition, the nursery have improved the partnership with parents and carers by providing clear information, to enable complaints or concerns to be dealt with effectively and to enable parents to contact the regulator if issues they raise are not dealt with satisfactorily.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 satisfactory.

## 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):

- improve the organisation of activities in the session overall, so that children do not become bored and disruptive between activities and adults' time is effectively used in working with the children all of the time (this also applies to nursery education).

### **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 be independent, choose resources and initiate activities for themselves so that they can extend their learning across all areas of the curriculum in meaningful contexts, make decisions and learn through their play (this also applies to care)
- improve the programme for creative development, providing children with more opportunities to engage in role play, music and free-style art activities, so that they can learn about media and materials, explore their creativity and develop their imagination (this also applies to care).

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