



Princess Christian Nurseries - Reading, Woodley

Inspection report for early years provision

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| Unique Reference Number | EY289901 |
| Inspection date | 30 November 2005 |
| Inspector | Samantha Hunt / Joanne Graham |
| Setting Address | Loddon Vale Centre, Hurricane Way, Woodley, Reading, Berkshire, RG5 4UL |
| Telephone number | 01189 691299 |
| E-mail | woodley@leapfrogdaynurseries.co.uk |
| Registered person | Nord Anglia Nurseries Limited |
| 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 good. 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?

Princess Christian Nurseries - Woodley is part of Nord Anglia Nurseries Chain. It operates from purpose built premises and is situated in Woodley, near Reading in Berkshire. A maximum of 112 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure outdoor play area. Sessions are from 08.00 until 18:00.

There are currently 70 children aged 3 months to under 8 years on roll. Of these, 26

children receive funding for nursery education. Children attend for a variety of sessions. The nursery opens Monday to Friday all year round. Sessions are from 08.00 until 18:00.

The nursery employs 21 staff. There are 10 staff, including the manager, who hold appropriate early years qualifications. There are 3 staff who are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to become healthy through a balanced routine of activities both inside and out. They have access to outside play on a daily basis and are developing physical skills as they freely crawl, toddle and walk, around the setting. Children have access to equipment inside and out, such as ride on and push-along toys, sand pit, construction, balls and hoops to promote their physical well-being. However, staff do not actively support and extend children's physical development well in the garden, as they do not engage in the children's play.

Children begin to learn the importance of good personal hygiene through the daily routines of the setting, for example, washing hands before meals and after messy activities. They are becoming aware of their personal needs as they independently use the toilet and put on their coats to go outside. Staff follow clear procedures laid down to promote children's health and hygiene; they wear tabards and gloves when changing nappies and use individual flannels to wash children's faces after meals. Effective cleaning of changing mats between each change and regular washing of toys and resources helps to safe guard children from cross-infection. However, staff do not effectively promote good hygiene at all times. They sit on the floor to feed children at dinnertime and paper towel dispensers and tissue boxes in the main corridor are empty.

Younger children rest according to their individual needs and routine. Sleeping takes place in comfortable cots and mats. There is sound regard for children's health and hygiene as all have clearly labelled individual bedding, which is clean and well maintained. Staff follow effective guidelines when administering medication and recording accidents. They ensure parents have signed to acknowledge they have been informed.

Children have regular snacks and drinks throughout the day. Drinking water is not freely available for children to access should they feel thirsty. Meals provided are generally well balanced and take account of the individual and cultural needs of all the children. Snack and meal times are a sociable occasion and provide an opportunity for children to sit and talk together. Older children select their own snacks and pour drinks for themselves. This helps to extend their independence skills further.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious, clean and well-organised environment. This allows them to move around and play safely. They have easy and safe access to a good range of toys and resources appropriate for their age. However, in some areas, books are shabby and in need of replacing or repair. Very young children and babies can crawl and learn to walk in a child-friendly environment. There are sufficient cots and beds which allow children to rest and sleep in comfort and safety. Staff regularly check and record sleeping children to ensure their safety and well-being.

Children benefit from a good range of safety measures, for example, an effective emergency evacuation procedure and a secure outdoor play area. They begin to keep themselves safe through clear boundaries and discussion with staff. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency.

There are very effective procedures for the safe arrival and departure of children. A good deployment of staff ensures the safety of the children at all times. Regular risk assessments both indoors and out enable staff to identify and quickly address any potential hazards. The outdoor area is fully enclosed and staff supervise children closely when playing outdoors. There are clear procedures for outings that ensure children's safety.

Staff have a very sound knowledge of child protection issues and there are detailed procedures in place to support them in promoting children welfare. There are good systems in place to ensure that children are kept safe from persons not vetted. This promotes and safeguards children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settle well within the nursery. They clearly enjoy their time at the nursery. Staff greet them with care and warmth; this helps children to feel reassured. They are confident and relate well towards one another, staff and visitors. Children under three have opportunities to play together, join in with songs and rhymes and explore a variety of textures such as painting, play dough, sand and water. However, some activities for the two to three-year-olds are not always age appropriate and therefore lack stimulation for the children, for example, float and sinking activity. They are beginning to use their imagination when initiating their own play, for example, in the home corner and dressing up. Children enthusiastically take part in activities such as sound lotto game and proudly show off their artwork on the walls to visitors.

Younger children benefit from a daily routine that takes into account regular snacks, meals and individual sleep patterns. This contributes to the children being happy and relaxed in the setting. Brightly coloured mobiles on the ceiling and a sensory area

provide babies with stimulation to aid their development and enjoyment. Staff are beginning to access the Birth to Three framework to help in the planning of the curriculum for the under threes.

Children have many opportunities throughout the day to play with and without support from staff both inside and out. They receive lots of praise and encouragement from the staff, which helps to extend their self-esteem and confidence further.

Nursery education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and the early learning goals. This ensures that children are making good progress towards the stepping-stones and the early learning goals.

Children are enthusiastic and interested in activities. They concentrate well when taking part and staff interact positively during play, actively asking questions that extends their play and learning. Children confidently engage in conversation with staff. They express their feelings and talk about their family and experiences both in nursery and outside with comfort and ease. Children have opportunities to make choices, for example, self-select toys and which activities to take part in. Children count confidently to ten with many counting beyond. They recognise numbers and write numerals as part of planned activities. Behaviour is very good; children show care and warmth towards one another and respond positively to clear guidance from staff. Children listen well to stories and participate well at group times such as registration, sharing news and doing the weather/date board. Children freely access books, share familiar stories with one another and know print carries meaning.

Children freely access paper and pens daily and have opportunities to practise simple writing for a purpose. Many children identify letters and sounds and can write their names confidently on artwork.

All children enjoy physical play through regular use of the garden. They confidently scoot, run and skip around the garden. Children handle small tools such as knives, forks, rolling pins, paintbrushes, glue sticks and scissors competently. However, children have limited opportunities to extend and develop gross motor skills such as balancing and climbing. Staff do not currently include garden time in curriculum planning or effectively involve themselves in children's play outside to extend physical development. All staff are involved in planning of the curriculum. They demonstrate a good understanding of children's abilities; they record children's progress regularly but do not use it effectively to inform future planning for children's individual needs. They maintain records of children's progress, share them with parents at regular intervals to keep them up-to-date, and informed about their child's progress. Overall, children make good progress in all areas.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. Staff encourage all children to

participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. Children show concern for one another, play together harmoniously and greet friends as they arrive. They feel a good sense of belonging because of the close relationship they are forming with one another and the staff.

Children have access to a wide range of toys and resources, which help them to become aware of the wider community in which they live. Planned activities help children to learn about themselves, each other and the world around them. Staff extend children's awareness through positive discussion and celebrating of festivals and visits to local shops and the library, this helps them to learn to have respect for others.

Staff treat children with equal concern and respond well to their needs. There are clear systems in place to support children with special needs although none currently attend the nursery.

Children's behaviour is good because of the consistent boundaries and positive praise and encouragement given by all staff. Staff relate well towards one another and ensure that they set the children good examples. For example, they use please and thank you when responding to a child's request. Children are aware they must share, and happily take turns with one another when playing games, using pens and pencils and sharing news at group time. The setting fosters children's' spiritual, moral, social and cultural development.

Partnership with parents is good. Staff greet parents in a friendly manner and relate well towards them. They receive lots of information about the setting, including policies and procedures, Foundation Stage, newsletters and notice boards. Settling in procedures are good, staff liaise with parents prior to them starting and are pro-active in discussing concerns with parents ensuring children's well-being. Parents receive information, both written and verbal, on a daily basis to keep them informed. They have opportunities to discuss children's progress through daily chats and parent's evenings. This contributes to promoting the children's well being.

Organisation

The organisation is good.

Organisation and use of the available space is good and enables children to move around effectively. Children have space to explore, play and rest which helps them to feel comfortable and settled in the setting. They are able to access toys and resources provided with ease. This helps them to become confident in initiating their own play. Children are grouped well and the key worker system ensures appropriate support and care throughout the session.

Leadership and management are good. Staff work well together and understand their role and responsibilities. They have the opportunity for professional development and the management actively encourages staff to attend training. Staff hold regular meetings to discuss planning and contribute to in-house training sessions. Effective systems are in place for the continual assessment and development of staff. Staff

demonstrate a clear understanding of their own strengths and weaknesses and take effective measures to address them, for example, attending training.

All staff hold current first aid certificates, this enables them to act in the children's best interest in the event of an emergency. All regulatory documentation is in place and stored appropriately, to ensure children's welfare and care is promoted. Staff share information with parents on a regular basis to keep them informed about the provision and their child, for example, daily sheets and newsletters. This supports and contributes to the continuity of care for the children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provider has carried out and recorded regular fire evacuation procedures. This ensures all staff are competent and confident and therefore children's safety is promoted.

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.

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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):

- review procedures to promote children's awareness of good health/ hygiene procedures.
- increase staff awareness of Birth to Three Framework and ensure younger children are engaged in meaningful activities at all times

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):

- develop opportunities for children to effectively access the curriculum outdoor to further extend their physical development
- review planning and assessment systems to ensure children's individual needs are met and inform future planning.

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