



Sallywags Day Nursery (Girton)

Inspection report for early years provision

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| Unique Reference Number | EY297989 |
| Inspection date | 09 November 2005 |
| Inspector | Veronica Sharpe |
| Setting Address | Sallywags Nursery, 48 Cambridge Road, Girton, Cambridge, Cambridgeshire, CB3 0PJ |
| Telephone number | 01223 277400 |
| E-mail | |
| Registered person | Countryside Day Nurseries |
| 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

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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?

Sallywags Day Nursery (Girton) is one of two nurseries owned by Countryside Day Nurseries. It is located in the village of Girton, near Cambridge. Children are housed in 3 units according to age on 2 floors of a converted house. There is an enclosed outdoor play area. The nursery is open all year round from 08:00 to 18:00, Monday to Friday, with the exception of some public holidays.

The nursery is registered to accept up to 37 children aged under 5 years, of these no

more than 21 may be aged under 2 years. There are 58 children on roll, 8 of whom are eligible for nursery education funding. A small number of children attend who have English as an additional language. Children attend for a variety of sessions.

The nursery employs 9 members of staff who work directly with the children. Most of these have appropriate child care qualifications with 5 staff members currently on training courses.

The nursery is working towards the quality assurance scheme 'Quality Counts'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they learn the value of good hygiene practice from consistent nursery routines. Staff provide good role models, for example by washing their own hands thoroughly before preparing food or after nappy changing. Children learn that hand washing after visiting the toilet or before meals is important to keep away germs. So that children's medical needs are known and met any special requirements are recorded so staff are fully aware. To safeguard children's welfare accidents or incidents are recorded and shared with parents or carers and any medication administered is witnessed and countersigned.

Children benefit from healthy and nutritious meals that are attractively presented so they are appetising and interesting. They learn why certain foods are good for them through topics and themes, such as smelling various fruits and vegetables to identify differences and similarities, or likes and dislikes. Children learn to make healthy choices at snack times because they are offered a selection of fruits and breads, which they eat with enthusiasm. Children with special dietary requirements are offered suitable alternatives. Younger children are offered water frequently throughout the day so they are well hydrated. Older children independently use a water cooler, which enables them to develop their own self-care.

Children in all areas enjoy fresh air every day. Babies and younger children visit the outdoor area developing their physical skills on age-appropriate equipment, such as a slide and small climbing frame. They go for walks round the village or visit the local recreation ground. Older children enthusiastically make use of the nursery equipment to pedal, scoot, balance or climb in the garden and they manoeuvre around each other with eager self-confidence. They join in active games with staff, such as 'What's the time Mr Wolf' and develop positive attitudes towards physical exercise. Indoors children enjoy action songs and games, such as 'wind the bobbin up'.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe in the nursery because security is given high priority, for example doors have coded locks and all visitors ring for entry. Although space in the

nursery is limited, the rooms are cheerfully decorated and kept free from clutter, so they are warm and attractive, welcoming parents and children into the nursery. Children learn to keep themselves safe as there is clear guidance on how to respond in an emergency, for example, they have a pictorial fire drill which shows escape routes and simple procedures.

Children use a wide range of safe and developmentally appropriate resources. These are well organised in accessible shelving so children can choose them safely and easily, which enables them to make independent decisions and follow their own interests. For both hygiene and safety toys and equipment are checked and cleaned regularly. So that children learn to maintain their own safe play areas they are encouraged to help tidy away resources, using the clearly labelled boxes and containers.

To protect children from harm senior staff have the necessary training and skills to support staff in the prevention of child abuse. The policies and procedures cover the necessary elements and are shared with parents. However not all staff are fully aware of the systems for reporting concerns and this could put children at risk.

Helping children achieve well and enjoy what they do

The provision is good.

Babies enjoy a peaceful and soothing atmosphere and rooms are well-organised so mobile babies can crawl and toddle safely and explore their environment. They benefit from flexible routines that enable them to rest or play according to their own needs and parents' wishes. The 'Birth to three matters' framework enables babies and toddlers to benefit from an wide range of age appropriate activities that enable them to progress and staff are kind and attentive to their needs.

Children arrive happily at nursery, they enter with confidence and greet staff with warmth and pleasure. Most wave off parents and carers happily and settle quickly to their activities. Children benefit from good relationships with staff and each other, they play together as appropriate for their age and stage of development and enjoy each other's company.

Children in all areas enjoy lively singing sessions, they join in enthusiastically with action songs such as 'Happy Bunnies' and happily choose their favourite songs or rhymes. A very good range of sensory experiences, such as messy play with jelly, gloop or play-dough helps children make sense of their world through touch, texture and smell in fun and exciting ways.

NURSERY EDUCATION

The quality of teaching and learning is good. Children benefit from a good range of practical activities because staff are aware of how children learn and have a sound knowledge of the Foundation Stage. Staff listen to children, answer their questions and respond to their comments, which ensures children feel valued and secure. Resources are well-organised so children are able to self-select and make independent decisions in the free-flow environment. There is a good balance of free

choice and adult directed activities, although some activities do not always provide enough challenge for active and more able children and this sometimes results in those children becoming bored and distracted.

To further improve children's learning experiences a new system of planning has just been introduced, which uses the stepping stones from the six areas of learning. Planning is decided by the staff team and reflects children's interests and stage of development, although ways to extend learning for active and more able children is not always included. Observations that assess children's progress are detailed and effective, using information from both practitioners and parents to provide a complete picture of children's attainments.

Children socialise happily, chatting to each other as they play, they listen well and speak confidently in a group, taking turns as they share their experiences, such as showing a birthday cake made from play dough. They celebrate festivals together, such as birthdays or Easter and learn about festivals from other cultures, such as Divali in practical activities. All the children enjoy story time, they make connections with the characters and excitedly predict what might happen next if "Jack" doesn't "put the snake back". They eagerly practise their writing, spontaneously making their marks on their craft work, using the wide range of writing tools provided.

Children use mathematical language in their play, such as half or a quarter when dividing up the fruit for snack time and most count the pieces up to five with confidence. They can cut out and name simple shapes when making their models and know that a triangle resembles a nose of a rocket. Children learn about the local environment on walks to the park to kick leaves about and use a digital camera to record their activities, both indoors and out. They see themselves in the photographs they have taken, which promotes their self-esteem. Their knowledge of the natural world is developing well, they know that apples have pips and that if a pip is planted an apple tree may grow.

Children express themselves in a variety of art and craft activities and are particularly adept at model making, using 'junk' to create three-dimensional representations of monsters or rockets. They paint enthusiastically and play imaginatively together, pretending to be monsters in the garden. They listen to music, joining in with lively songs about rockets and have planned sessions with musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children in all areas of the nursery have their individual needs met because parents and staff exchange good quality information about the children's health, safety and welfare. Children develop a sense of belonging, they have a named place for their possessions and learn about each other's lives when they share news about the adventures of the nursery doll, who goes home with the children at weekends. Children and staff in all areas of the nursery benefit from warm and affectionate relationships, they exchange hugs and cuddles and play together, comfortable in each other's company. Children's spiritual, moral, social and emotional welfare is fostered.

Children go for walks or invite visitors, such as the digger driver to learn about their local environment and develop knowledge of the wider world through daily use of resources that show positive images of diversity, such as poster, puzzles and dolls.

Children in most areas behave well and are beginning to understand responsible behaviour, they help tidy away and play alongside each other harmoniously. To help children learn good patterns of behaviour and promote their self-esteem staff offer positive praise and offer special treats, such as a sticker for children who behave especially well. Active and more able children are not always challenged by the planned activities and this means they occasionally become bored and therefore restless or disruptive. Staff do not always respond with appropriate consistent strategies that help modify the children's behaviour.

The partnership with the parents and carers of children who receive nursery education is good. Parents receive good feedback from key workers about their children's progress and have planned opportunities to share what they know at open evenings each term. Staff provide a full written report twice-yearly and parents are invited to comment and contribute.

Good relationships with parents ensure children are secure and confident. Verbal feedback is given daily and parents and carers of younger children receive written daily information. A well written newsletter keeps parents informed about events and changes and other information is passed on using the prominent notice board.

Organisation

The organisation is good.

Children are kept safe because the setting has sound strategies in place that ensure staff are suitable and have the appropriate skills to support the children in their care. Care is taken to check references and complete a vetting process, including a criminal records bureau check. Sufficient staff have the required first aid training so children receive appropriate medical treatment in an accident.

Staff work together very well organising the play spaces safely and effectively and managing necessary domestic tasks whilst still providing good quality care and support for the children. Staff caring for younger children are booked to attend training in the 'Birth to three matters' framework, which means children will benefit from further improvements to the range of experiences they currently enjoy. High priority is given to staff training and staff are encouraged to seek out areas for development that interest them. Currently over half the staff are currently working towards improving their qualifications, which will further enhance the good practice already evident in the setting.

The leadership and management of the provision of nursery education is good. Children benefit from a stable and motivated staff team who are committed to the education and welfare of the children. To improve the range of activities and the monitoring of children's progress through the Foundation Stage the management team has recently implemented radical changes in the way they plan and assess the nursery education. Staff appraisals and regular team meetings help staff to identify

strengths and areas for development so that they continue to improve the outcomes for children.

Policies and procedures are complete and up to date and contribute to children's health, safety and welfare. These are shared with parents and a comprehensive induction process ensures most staff have a good knowledge and understanding and implement them consistently. Personal information on children is stored safely with regard to confidentiality and is available so appropriate information, such as emergency contact details can be obtained as necessary. The provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints 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.

There have been no complaints since registration.

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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):

- further improve staff knowledge and understanding of the child protection procedures that help keep children safe from harm
- further improve staff knowledge and understanding of consistent and appropriate behaviour management strategies.

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):

- further improve the range of activities that interest and challenge active and more able children to enable them to reach their full potential.

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