



## Wimblebury Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY279257
<b>Inspection date</b>	29 November 2005
<b>Inspector</b>	Ann Winifred Harrison
<b>Setting Address</b>	Wimblebury Community Centre, John Street, Wimblebury, Cannock, Staffordshire, WS12 0RN
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<b>Registered person</b>	Julie Ottey
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Wimblebury Nursery opened in 2003. It operates from the main hall in Wimblebury Community Centre. The nursery serves the local and surrounding areas. The nursery is open each weekday from 08.00 to 17.30 during school term time. All children share access to a secure outdoor play area.

There are currently 73 children from 0 to 8 years on roll. Of these, 18 children receive funding for nursery education. The nursery currently supports a number of children

with special needs.

The nursery employs ten staff. Six of the staff, including the manager, hold appropriate early years qualifications. Four staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children benefit from a healthy diet. Drinks are offered regularly throughout the session and children can access water when they need a drink. They enjoy a varied menu of freshly prepared balanced meals and all snacks and meals comply with any special dietary requirements to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs and are attentive to the needs of the young babies, implementing their individual routines. There is a daily diary which is used to inform parents about the quantity and type of food consumed. Children are learning about healthy living through discussion with staff and planned topics such as 'Healthy Eating'.

Children learn the importance of good personal hygiene through planned routines such as hand washing and being encouraged to use tissues when they need them. Policies such as 'no-shoe' policy in the baby area and hygiene procedures throughout the nursery ensure that children are cared for in a hygienic environment. Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Records of the administration of medication are completed but are not always confidential, this compromises children's welfare.

Staff are beginning to use 'Birth to three matters' guidance to provide a range of play experiences for babies and children to age three. All are able to rest and be active according to their needs. Children and babies enjoy some opportunities for physical exercise. They join in well with action songs and enjoy taking part in musical games. However, planned physical play, indoors and outdoors does not include how older or more able children will be challenged and therefore, limits children's physical development.

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

The provision is good.

Children are cared for in an environment where risks to children are limited through good safety and security procedures. Staff monitor access to the group at all times through an intercom system and precautions are taken by staff to ensure all areas are safe and secure. Risk assessments are completed and daily checks on the premises and equipment are made to ensure children are kept safe. Children are well supervised and staff ensure that adult to child ratios are maintained at all times. Fire evacuation procedures are fully understood by staff and are practised regularly, consequently children's safety is well promoted.

Children learn how to keep themselves safe, for example, they understand why they must not run in the nursery and they know how to respond to the emergency evacuation drill. They know that when going on outings they must stay together and hold hands with staff. Children have access to a range of safe toys and equipment, which are well maintained by the setting.

Children are well protected from possible abuse because staff have a clear understanding of relevant child protection procedures and appropriate responses. All staff are suitably qualified in first aid, which ensures injuries to children are effectively managed.

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

The provision is satisfactory.

Children enter the group confidently and enjoy their time in the setting. Babies receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies enjoy the textures of natural materials in 'treasure baskets' and the colours and sounds of manufactured toys, which they explore with interest. Staff plan a range of experiences and activities to help children learn through their play, however these do not always offer challenge to children and sometimes result in children not being stimulated.

Children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, role play equipment and making models. Story time is not always well managed and does not keep children's interest, which results in poor concentration. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough, sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a comfortable environment in which they are happy, content and cared for.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. Staff have some knowledge of how children learn but do not always extend children's learning during activities. Planning links to the stepping stones and covers a range of activities and experiences to help children learn. However, learning intentions are not always understood by staff and plans do not show how more able children will be challenged. Observations and assessments are used to inform planning for children's next steps in learning which ensures children are making progress through the stepping stones.

Children form good relationships with staff and their peers which promotes their sense of well-being. They are confident speakers and initiate and continue conversations with others. Children enjoy singing their favourite songs and rhymes. They are beginning to learn that print carries meaning, they recognise their names on

name cards and are able to recognise some letters in the days of the week. They are beginning to link sound to letters, for example, sounding out the first letter of the month during registration time. There are limited opportunities for children to see print in the environment or to make marks and practise their emergent writing skills. Children are beginning to understand and use numbers. They count reliably to 10, but they have few opportunities to count beyond 10 or to develop simple calculation skills. Children are able to recognise different shapes.

Children are knowledgeable and interested in the environment and are provided with a variety of activities which enable them to explore their surroundings, for example, looking at worms in a wormery and learning how caterpillars turn into butterflies. They develop exploration and investigation skills as they learn about change when planting seeds and watching them grow. They look at maps and discuss other countries and their cultures. Children have regular opportunities to use information and communication technology (ICT) through the use of a computer and playing in the role play area with a cash register and fax machine.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. However, older and more able children are not sufficiently challenged in their physical play. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water and collage. They enjoy making models with play dough and recycled materials. Children's imagination is well developed as they play in the role play area and play musical instruments.

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

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Babies receive individual attention and are given lots of cuddles. Good use of praise and encouragement by staff helps build children's confidence and self-esteem. Children access the bathroom independently and are encouraged to help tidy away the toys. They make limited choices about their play as they do not have opportunities to self select their own resources and initiate their own play. This limits children's independence.

Children behave well in response to clear boundaries set by staff. Children are learning to share and take turns with equipment, for example, they share the train track and construction toys. Children sit together at meal times and snack times, they are encouraged to help each other and to use their manners well. This positive approach fosters children's spiritual, moral, social and cultural development. Practitioners ensure that the resources positively represent individuals from the wider community, this helps children develop a positive attitude to others.

Children with special needs are welcomed into the setting, where they can play alongside their peers. The staff are familiar with how to include children in the routine. There is also a written policy. Staff are familiar with the Code of Practice for the Identification of Special Educational Needs and work well with other agencies to meet children's individual needs.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive good written information on how the setting operates in a welcome pack. They are invited to give their views on a regular basis through ongoing discussion and completion of a questionnaire. Staff then address any issues raised in regular newsletters. The partnership with parents who receive nursery education funding is good. They receive detailed information on the educational programme provided for their children, who benefit from a two way sharing of information between parents and staff to enhance their learning. Parents are invited to parents meetings to discuss their child's progress. The consistency is further advanced by daily verbal and written feedback to ensure parents are informed about what their children have been doing whilst attending.

## **Organisation**

The organisation is satisfactory.

Children benefit from a familiar routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Appropriate adult to child ratios are maintained to support children's care and play. A key worker system is in operation which helps to promote consistency and continuity of care.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a high ratio of staff to children to offer good support to children. Clear systems are in place for recording accidents, medication and attendance records. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare.

Staff have knowledge of the 'Curriculum Guidance for the foundation stage' and 'Birth to three matters' which helps to deliver the educational programme satisfactorily. A system of observation and assessment is in place, which is used to inform the planning for the next steps of children's learning. Staff work efficiently together as a team and there is a supportive management structure in place. Staff are supported with regular meetings, ongoing training and appraisals. The manager takes an active part in the setting, however there is not a system in place to monitor and evaluate the educational provision to identify strengths and weakness and how they will be addressed. This means children's progress is limited. Consequently, the leadership and management of the setting are satisfactory. Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last inspection actions were raised regarding the floor and painted surfaces, staff's awareness of health and safety requirements regarding sleeping babies and young children and the procedure to be followed in the event of a child being lost.

To address these the setting have repaired and painted the floor and painted

surfaces. Staff have received health and safety training with regard to sleeping babies and young children and unsuitable cushions have been removed. A procedure has been devised to follow in the event of a child being lost.

A recommendation was made to improve routines and activities to ensure that younger children are grouped appropriately taking into account their age and stage of development. To address this children are now separated into groups at different times of the day to ensure activities undertaken are suitable for their age and stage of development.

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

Since the last inspection there have been two complaints to report. These concerns relate to National Standard 6-Safety, National Standard 7-Health, National Standard 2-Organisation, National Standard 11-Behaviour, National Standard 4-Physical Environment and National Standard 12-Working in Partnership with Parents and Carers.

In the first complaint the complainant raised concerns regarding the behaviour management and correct adult ratios not being maintained. In order to investigate the concerns, a Childcare Inspector visited the setting unannounced. During the visit, the Inspector reviewed policies and procedures interviewed staff and made observations. As a result Ofsted set a number of actions for the Registered person to address within a set timescale in relation to maintaining ratios and attendance registers. These actions have been addressed and confirmed in writing by the Registered Person and Ofsted is satisfied that the National Standards are now met.

In the second complaint the complainant raised concerns regarding nappy changing, the individual needs of children not being met, correct adult to child ratios not being maintained, information regarding accidents not being shared with parents and staff suitability. The complainant was also concerned that the premises seemed dirty and unhygienic and that although the issues had been raised with staff, appropriate action had not been taken. In order to investigate the concerns, a Childcare Inspector visited the setting unannounced. During the visit, the Inspector reviewed policies and procedures, interviewed staff and made observations. As a result of the enquiries made and evidence gathered, Ofsted set a number of actions for the Registered Person to address within a set timescale in relation to the operational plan, deployment of staff, safety and cleanliness of the premises. These actions have been addressed and confirmed in writing by the Registered Person. Ofsted also set a number of recommendations in relation to the accident records, babies safety and the complaints policy. These recommendations have been acknowledged in writing by the Registered person and have been addressed. Babies and young children are now restrained by the use of safety harnesses, accident records have been reviewed and parents are informed, and now sign to acknowledge, the incident. A suitable complaints policy is now in place and is shared with parents. Ofsted is satisfied that the National Standards are now met. Ofsted can confirm that the Registered Person remains qualified for registration.

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):

- ensure recording of medication procedure is confidential
- develop further the organisation of activities and routines to ensure all children are stimulated and challenged
- increase opportunities for children to self select resources and initiate their own play.

### **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):

- increase staff's knowledge and understanding of how children learn to improve the quality of the teaching and children's learning
- ensure the curriculum planning identifies how all children will be adequately challenged, including provision for physical play
- develop a rigorous system to monitor and evaluate the educational provision to ensure that areas for improvement are identified and addressed.

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