



## **Princess Christian Day Nursery - Swindon, Broome**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY289477  |
| <b>Inspection date</b>         | 03 October 2005                                 |
| <b>Inspector</b>               | Nikki Whinton                                   |
| <b>Setting Address</b>         | Pipers Way, Broome, Swindon, Wiltshire, SN3 1RG |
| <b>Telephone number</b>        | 01793 422202                                    |
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| <b>Registered person</b>       | Nord Anglia Nurseries Limited                   |
| <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 good.

### WHAT SORT OF SETTING IS IT?

Princess Christian Day Nursery opened in Broome in 2004. It operates from purposely built premises at Pipers Way, in East Swindon. It serves a wide catchment area within and outside Swindon.

A maximum of 72 children may attend the nursery at any one time. The setting is open each weekday from 08.00 until 18.00. All children share access to a secure and enclosed outdoor play area.

There are currently 65 children on roll, aged from birth to under 8 years. Of these, 18 children receive funding for nursery education. Children attend for a variety of sessions.

The nursery employs 24 staff members, 15 of whom, including the manager, hold appropriate Early Years qualifications. There are 6 staff members are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

A varied menu of nutritious snacks and freshly cooked meals, which they enjoy as part of the daily routine, helps the children develop their understanding of healthy eating. Staff members discuss with parents the children's individual dietary requirements prior to their first day at the setting. These are carefully recorded and accommodated. However, children are not able to freely access drinking water at all times. As a result, their differing needs may not always be met.

The premises are clean and suitably maintained. Practices, such as washing one's hands after using the toilet and before meals, help children learn about the importance of personal hygiene. Required documentation, such as that relating to emergency treatment, is in place. Children are appropriately looked after, should they become ill, and are protected through the staff's good knowledge of First Aid, and of the procedures to follow if a child has an accident or requires medication. However, the nappy-changing routine does not consistently follow good practice. The children's health may therefore be adversely effected.

Daily exercise, and the opportunity to get some fresh air in the nursery's enclosed garden, helps the children develop a healthy lifestyle. However, babies do not have the chance for regular outdoor experiences, as these do not form part of their planned setting routine.

Children move freely and negotiate space well. They improve their large-muscle skills through the frequent use of a variety of age-appropriate equipment and resources. In addition, children have the chance to move in a range of imaginative ways during stimulating weekly music and movement sessions with a peripatetic specialist. They demonstrate good small-muscle control and co-ordination. Interesting activities, such as threading binker, and the daily use of tools such as scissors, pencils and the computer mouse, support their development.

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

The provision is satisfactory.

Children play, and rest, within a clean, warm and welcoming environment. Their safety is a priority. Staff members ensure that all required documentation, such as emergency contact details and parental permission to go on outings, is maintained

and easily accessible. This ensures that the children are well protected.

The children's safety is supported further by appropriate safety measures, which are in place within the provision. The premises, for example, are secure. Children cannot access the kitchen, and staff are appropriately deployed to prevent accidents. Routines, including emergency evacuation drills, encourage the children to begin sharing responsibility for their own safety. Children are also able to move around freely and safely, according to their stage of development.

The management team has a clear understanding of child protection procedures. There is an effective system in place for advising parents of the provider's responsibilities. However, not all staff members have a secure knowledge of child protection issues. As a result, the children's well-being may not always be fully supported.

Staff members have a good understanding of safety issues regarding the purchase and maintenance of equipment. The resources available to children are limited. Nevertheless, children are able to play with toys that are safe and suitable for them.

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

The provision is satisfactory.

Children enter the provision happily and willingly. They develop good levels of confidence and self-worth as they quickly start to make decisions for themselves regarding the activities and resources they wish to explore, such as puzzles and small world toys. Older children speak confidently within a familiar group. They participate in role play and learn how to listen to others.

Children are able to concentrate for extended periods, for example, when junk modelling, persevering well to complete their creations to their own satisfaction. Children develop good social skills and are able to share resources. They take turns, for example, when choosing their snack-time fruit or when sharing sand-play tools.

Children demonstrate good self-control and form positive relationships with their peers. Staff members are aware of the children's home circumstances, which is beneficial for them. Meaningful activities, such as using the toilet by themselves, wiping their noses, disposing of tissues in the right manner and taking their shoes off in preparation for music and movement sessions, encourage the children to develop independence and self-care skills.

Newcomers to the setting receive individual support to help them settle. The Birth to Three Matters framework is used to plan separate activities for the youngest children. However, children throughout the nursery have limited access to good quality equipment and resources. In addition, planned activities for babies and toddlers do not consistently offer sufficient stimulation and challenge to support their development.

### **Nursery Education**

The quality of teaching and learning is good. The lead practitioner has a very secure knowledge of the Foundation Stage. She supports her staff well in developing their professional knowledge.

Staff members plan and provide a wide variety of stimulating, exciting and practical activities to support the children's early-learning goals. There are currently a limited number of children, within the Foundation Stage room, who are cared for by a small, consistent staffing team. The staff members have high expectations of behaviour, act as positive role models and skilfully support children in developing their independence, confidence and self-esteem. They know the children very well and have a clear understanding of their stages of development. They ask good indirect questions, to make children think and to reinforce, and extend, their learning. They undertake regular written observations of the children. However, assessments are not completed and information from observations is not used in planning for individual children's future learning.

Children count confidently and accurately. They show an interest in numbers, use mathematical language correctly and start to gain an awareness of numbers through the use of labels. Children enjoy solving simple problems, such as calculating the total number of children present, and take part in varied stimulating activities, which develop their understanding of shape, space and measure.

Children express their thoughts and ideas clearly. They ask, for example, "Do you know, ladies are bigger than men when they grow up?". They listen attentively to stories and have varied, meaningful opportunities to practice and develop their early writing skills. However, children do not regularly take part in activities which link sounds and letters or which make them recognise familiar words in print. Due to the limited range of good quality material, and poor positioning of the book corner, children rarely explore books spontaneously.

Children have frequent and wide-ranging chances to explore media and materials. They use their imagination very well when developing storylines with their peers, like having a car and a baby. Children also gain an understanding of time. They eagerly discuss significant past, present and future events in their lives. They have very well developed designing and building skills, and can use tools and materials imaginatively to initiate and refine their ideas.

Children increase their awareness of a range of cultures and beliefs through meaningful activities, such as celebrating birthdays or welcoming a parent to the setting to tell them about Diwali. They enjoy exploring the natural world through planting and tending squash plants, or through spontaneously investigating slugs when playing in the garden.

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

The provision is satisfactory.

Children behave extremely well. The staff's good role modelling, and their effective use of praise and encouragement to promote positive behaviour, are beneficial for the them. Therefore, they learn to relate appropriately to each other whilst developing

their awareness of what is right and what is wrong.

The staff acknowledge the children and value them as individuals. The staff's understanding is also beneficial for the children. They meet the children's differing needs. They provide, for example, a suitable, balanced diet for a child with multiple food-allergies.

Children access a limited variety of resources, such as books and dolls, to help them increase their awareness of diversity.

The children's spiritual, moral, social and cultural development is fostered. Children demonstrate confidence, independence and self-esteem. They spontaneously share news about their home lives and learn how to listen to others. They begin to understand and express their emotions through imaginative play and through the use of puppets at news-time. They start to learn more about other cultures through activities, which include craft and role play. Children welcome meaningful visitors to the setting, such as the emergency services, to increase their understanding of the wider world.

The partnership with parents is satisfactory. Children benefit from the warm welcome they receive and from the variety of information given to parents. They are given, for example, a detailed prospectus, monthly newsletters, and information on policies and procedures. They can access base room notice boards containing details on activity planning and weekly menus, and they receive a daily sheet highlighting activities undertaken during the day.

There are informal opportunities at the beginning and end of sessions to discuss care issues. Parents are kept advised of their children's progress through quarterly reports and parents' evenings. However, parents of children within the Foundation Stage are given very limited information about the early learning goals. They have few opportunities to become involved in their children's learning, either within the group or at home.

Parents are not encouraged to share with staff what they know about their children's academic achievements, either initially or on an ongoing basis, to aid assessment. As a result, the children's individual stages of development across all aspects of learning cannot always be identified. Also, the information cannot be used in the planning of activities, to promote individual children's future learning.

## **Organisation**

The organisation is satisfactory.

The staff, who are suitable and appropriately qualified, or experienced, to care for young children, support the children's welfare and learning. There is an effective operational plan in place, which helps to ensure that sessions run smoothly and that all children benefit from stable routines. Staff store the children's personal information securely and are able to access it easily in the case of an emergency. However, the daily recording of children's attendance is not always accurate and up to date. As a result, there is no permanent true record available of when children are actually in the

care of the provider.

The leadership and management is satisfactory. The setting manager is appropriately qualified and experienced for her role. Staff work together as a team, meeting regularly to discuss planning and children's progress. The group is aware of its strengths, which include the purposely built facility, and of the areas needing development. However, the provision has not been pro-active in addressing the lack of Foundation Stage assessment, which has been an on-going problem for some considerable time.

Due to the competence of the lead practitioner, and to the small number of children in the foundation stage, this omission is not currently affecting the children's progress. There is a genuine commitment to improve and the group is starting to put some strategies in place to further develop the quality of the care and education offered. The staff, for example, are undertaking professional development training, and the setting is forging links with the local Early Years network.

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

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

Not applicable.

#### **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.

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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):

- ensure good hygiene practices are in place with regard to nappy changing
- develop staff's knowledge and understanding of child protection issues, in order to ensure children's welfare is effectively supported
- ensure the daily arrival and departure times of children are accurately recorded, to ensure there is a permanent true record available of when children are actually present
- develop the range of resources available to children throughout the provision. Improve the range of activities available to babies and toddlers, to support their development and learning

### **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):

- improve the partnership with parents, to ensure parents are encouraged to share with staff what they know about their child to aid initial and ongoing assessment. Provide parents with detailed information about the early learning goals and increase opportunities for them to become actively involved in their child's learning, both within the setting and at home
- improve the programme for assessment, to ensure observations of children's achievements are used to complete initial and ongoing assessments. Use the information to plan appropriately challenging activities to promote individual children's future learning.

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