



College Day Nursery

Inspection report for early years provision

Unique Reference Number	EY305851
Inspection date	17 October 2005
Inspector	Susan Cox
Setting Address	Great Yarmouth College, Southtown, Lichfield Road, Great Yarmouth, Norfolk, NR31 0ED
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Registered person	Great Yarmouth College
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 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?

College Day Nursery is an established nursery that was registered to the College authorities in 2005. It operates from a purpose built portable building in the grounds of Great Yarmouth College. The nursery is self-contained and there is easy access to the enclosed outside play area for all children. A maximum of 28 children may attend the nursery at any one time. It is open from 08.30 to 17.00 for 50 weeks of the year.

There are currently 64 children aged from 3 months to under 5 years on roll. Of these

17 children receive funding for nursery education. Children come from a wide catchment area due to priority for places being given to the children of the college students and staff.

The nursery currently supports a number of children with special needs, and also supports children who speak English as an additional language.

The nursery employs ten staff, seven of whom hold appropriate early years qualifications. The manager is continuing her professional development.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as they are learning to manage their personal hygiene by understanding the need to wash their hands to keep themselves well. Effective procedures to gather and exchange information with parents to ensure medical needs are met and accidents are dealt with appropriately. Children who become unwell are cared for with sensitivity until they can be collected by their parents.

Fresh fruit and a range of healthy snacks are enjoyed and the children learn about foods that are good for them through projects and during cookery sessions. Lunch is cooked on the premises with a menu adapted to meet individual needs and featuring some fresh foods. Children enjoy their meals. Babies are held comfortably to be bottle fed and toddlers practise feeding themselves with appropriate support.

Children love playing in the fresh air. They run, jump, climb, balance, ride bikes and play with a range of small equipment practising physical skills and learning how their bodies work effectively and safely.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are welcoming and child centred with children's work attractively displayed. Clearly labelled storage and information posters make this a stimulating environment where children settle quickly. Limited space is generally well used with the children enjoying using the middle room for small group work where they concentrate without the distractions of the other children. Some babies sleep in cots in the sleep room but many rest in buggies within the playroom. This does not always give children the opportunity to sleep comfortably without distraction and restricts play for the other children as space is reduced. The outside play area is regularly used by all the children who enthusiastically use a range of equipment in the fresh air. Staff check the area prior to use and monitor children effectively on physical play equipment to minimise risks.

Children of all ages freely and confidently access a comprehensive and

well-organised range of resources. Low-level storage enables them to make many of their own choices from boxes, trolleys and trays encouraging their independence. Staff check that resources are suitable, appropriate to the age of the child and give support as required to maintain safety.

Children's safety is promoted as risk assessments are conducted and staff know how to minimise risks on the premises and during outings. Fire drills are regularly held but, over the lunch period, there are sometimes insufficient staff available to be able to safely evacuate all the children from the baby room. A flood evacuation plan has been drafted involving moving the children to another area on the college site but it is not certain that this would be sufficient action for their safety. Staff and students have a clear understanding of child protection issues and their duty to refer concerns to ensure the safety and welfare of the children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

In the baby room children are generally happy and confident. They enjoy a warm welcome from the staff who quickly help them become involved in a range of interesting activities. Staff are kind, caring and know the children well. They are starting to use 'Birth to three matters' to plan for and assess what the children can do to further meet their individual needs. At lunch time there are insufficient staff available to the children for effective care. Consequently, a child falls asleep in a high chair and another is put into a buggy to rest before being tired and so does not settle. Children enjoy first hand experiences, such as, playing in the water with the toddlers confidently using water pumps and watching the action with intrigue whilst the younger ones enjoy splashing, pouring and feeling the bubbles. They are developing creative skills, for example, using stubby chinks that are easy to hold to make marks and pictures which staff annotate and sensitively display. Singing is an important part of their play and they love pretending to hang the washing on the line using coloured squares of fabric or playing with puppets as they join in enthusiastically with songs. Children explain that they grew tomatoes and then ate them and show a photo of a sunflower that grew very tall. Becoming excited about a noise outside, staff open the rear door and hold the children up to see the 'bin men' who usually stop to wave to the children as they call 'bye-bye' to the rubbish.

In the pre-school room, children arrive happily, greet friends and staff and settle quickly to play making their own choices. They are supported by staff who work well as a team and have a clear understanding of the 'Curriculum guidance for the foundation stage'. They enjoy a balanced range of activities each day which helps them make good progress in all areas of development.

Nursery Education

The quality of teaching and learning is good. Children are eager to learn and staff use their enthusiasm as starting points for planning topics ensuring all areas of the curriculum are covered effectively. Staff work as a team to evaluate and assess what the children have learnt to plan the next steps in their learning. Children enjoy working together and respond positively to the staff who realise the benefits of free

play and the use of focussed activities to promote their education. For example, a small group of children work in the middle room looking at their teddy bears with a member of staff. They consider their size, shape, colour, texture and features then draw them. They record their findings in pictures that are appropriate to their stage of development showing pride in their work and responding to the praise that is freely given. They happily go back to the main playroom to find the next children for this exercise. Occasionally at snack time the children have to wait for all in the group to sound out their name and choose their fruit. This takes too long and some children become unsettled as they wait. Many of the children help tidy up at change over time but some find this a difficult part of the day, they lack focus and start to march around the room distracting those that are helping and needing staff to intervene to restore order.

Children greet staff and friends with enthusiasm and enjoy their company. They generally share, take turns and help tidy up and are inquisitive about visitors wanting to know who they are and what they do. They are learning to become independent in their personal care, such as, finding their aprons, managing their coats and shoes and serving their own drinks. They work confidently with the staff and value differences for example, knowing that all children do not speak the same language. Most talk confidently and are able to describe events and feelings, as in a child saying, "I heard a loud noise that made a funny feeling in my tummy" when explaining about going to the dinosaur park. They enjoy books and stories with some able to predict rhyming words and a child finding a book to read to his 'monster', a cuddly toy.

Children count the days of the week, to find the date, how many children are in the group and some are able to count well above 10 being proud of using such big numbers. Playing in the water helps them consider how much will fill the large and small containers. They feel how heavy the water jug is when full then after they have poured some drinks and measure out ingredients for cookery learning the basis for a variety of mathematical concepts. Children study worms, snails, mini beasts and zoo animals and think about the seasons and the weather as they find out about the living world. They learn about people who help us as the policeman visits and they listen to him and find out he is their friend. They thrill to the visit of the fire engine and discover, with delight, how the water hose works as they make friends with the fire fighters and learn about safety in practical ways. Increasing understanding of helping others comes from harvest celebrations and collections that are gratefully received by the Salvation Army officer who explains about others less fortunate than themselves.

Children enjoy using their bodies in a range of physical activities. They think about getting hot and tired, appropriate clothes to wear and how to be safe when playing on equipment. Creative skills are developing as they paint, mix colours to make the correct shade for their teddy bears and help make the play dough when needed. Spontaneous play sees them acting out real life situations such as going on an aeroplane and putting their dolls to bed before they become builders. Having cooked teddy bear biscuits they thrill to a picnic where they eat them whilst sitting with the bears they have brought from home.

Helping children make a positive contribution

The provision is good.

All children are treated as individuals, with respect and consideration. They are learning by example and through projects about diversity and respecting differences. Children with English as an additional language are fully included and parents often supply key words, for example, a parent has written some words in Japanese so they are familiar to her child and others learn that all writing is not the same. An inclusive approach sees children with special needs confidently taking part in the full range of activities with additional support if needed. The staff team have a clear understanding of how to work with the children and a caring relationship is developing between a support worker and child. A pictorial diary has been made to help a child take part effectively in nursery activities and is shared with the parent for continuity of approach. Children's behaviour is generally good. They respond appropriately to praise and encouragement that is freely given and are learning to manage their behaviour in a supportive environment. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Children benefit from a flexible settling in procedure and information provided to parents to help them understand how the staff will work with them to meet their child's needs and promote their education. Parents are informed of topics so they may become involved and a daily exchange of information keeps them up to date with their child's progress and welfare. The nursery has established a system to record complaints from parents and this is being made available to them in writing.

Organisation

The organisation is satisfactory.

Children's welfare is promoted by a stable staff group who have all been appropriately vetted. Many of the staff hold relevant qualifications and use their knowledge and understanding effectively to work with the children. Staff are generally deployed to work with the children but at lunch time there are not always sufficient to effectively meet the needs of the babies.

The premises are well-organised. Children confidently use the space in the nursery and outside area. Record keeping is good and this contributes to children's health, safety and well-being. However, written information to help parents understand how the nursery works and the care their children will receive is not up to date or readily available to them. Overall the needs of all the children attending are met.

Leadership and management are satisfactory. The manager has a clear understanding of her role and is continuing her professional development. However, current systems are not effective in enabling her to perform her professional duties as she is routinely involved in cooking the lunch, clearing away and often answering the door. This results in weaknesses in the deployment of staff and lack of time to manage the nursery effectively.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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 the deployment of staff and the role of the manager. This particularly refers to having sufficient staff available to meet the needs of all the children during the middle of the day and ensuring the manager has time for her professional duties and for professional development
- make sure the procedures for evacuating the premises in the event of fire or flood are effective at all times of the day
- make sure the policies and procedures reflect the working practice in the nursery and that they are readily available to parents.

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):

- reconsider meal and change over times to effectively involve the children and promote learning opportunities.

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