



Nanpean Nippers

Inspection report for early years provision

Unique Reference Number	EY261760
Inspection date	19 October 2005
Inspector	Sarah Jane Wignall
Setting Address	Nanpean School,, St Georges Road, Nanpean, St. Austell, Cornwall, PL26 7YH
Telephone number	01726823641
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Registered person	Nanpean Nippers
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?

Nanpean Nippers Nursery is a committee run group. It opened in 2003 and operates from one base room and additional facilities in Nanpean primary school. It is situated in the village of Nanpean. A maximum of 16 children may attend the nursery at any one time. The nursery is open each weekday from 9:00 until 15:00 during term times, and occasionally from 9:00 until 15:00 during school holidays. All children share access to a secure enclosed play area.

There are currently 26 children from 2 to 5 years on roll. Of these, 8 children receive funding for nursery education. Children come from the local area. The setting currently supports children with special educational needs.

The nursery employs three staff. All staff have early years qualifications to National Vocational Qualification (NVQ) level 2 or 3. Two staff members are currently working towards higher qualifications. The setting receives support from an advisory teacher from Family services. They are members of the Pre-School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for by staff that have a good understanding of the importance of health and hygiene. Effective procedures are in place to ensure that areas of the nursery are clean and well maintained. Children are encouraged to wash their hands regularly throughout the session, and individual paper towels and hand wash are provided to limit the risk of cross infection. Children learn the importance of oral hygiene as they brush their teeth after snack and lunch times. Suitable arrangements for the disposal of used nappies are not yet operational, and the storage of toothbrushes may present a risk of cross contamination. Appropriate record systems are in place, and used to keep parents informed of accidents and medications. Sufficient staff hold current first aid and food hygiene certificates.

Children are provided with a very healthy and varied range of mid day snacks, which include good quantities of organic fruit and vegetables. They make choices from a variety of items and they are provided with individual cartons of milk or fruit juice. Children learn the importance of healthy eating as they discuss the fact that milk is good for teeth and bones. Children bring their own packed lunch, which is stored appropriately in the fridge. They have access to water from the water cooler in the play room. Information about special diets and allergies is recorded and displayed in order that all staff are fully informed.

Children enjoy easy access to the well resourced outdoor play area, where they enthusiastically play with balls, hoops and push along toys. Children gain physical skills as they jump through hoops and travel through tunnels. Children develop high levels of small muscle control as they use a range of one handed tools such as knives, scissors and glue sticks. Children benefit from the fresh air as they use the outdoor environment when completing a maths activity about shapes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being cared for in a safe and suitable environment which is bright, colourful and well maintained. Risk assessments have been used effectively to highlight areas of concern and action needed to minimise them. Security locks and bolted outside gates help to keep children safe. Children learn the importance of

keeping safe as they discuss the danger of recently fallen leaves, and how they may make you slip if running. Staff take prompt action by using barriers to prevent children accessing decking where the fallen leaves could be dangerous. Children's understanding of safety is reinforced through notices and pictures around the play room, such as not running. Appropriate measures within the playroom help keep children safe from chemicals and hot surfaces, for instance in the use of cupboard locks and radiator guards. The use of security cards help staff to identify people, other than parents, who are collecting children.

Children have access to a well resourced play room where toys and resources are safe, suitable and age appropriate. Most resources are well organised and sorted and stored appropriately. Good use of labelling, and accessible storage containers, allow children to safely and independently make choices. Staff take appropriate action to ensure younger children are safe; for instance, in the use of high chairs at meal times. Suitable child sized steps help children to use the toilets and hand basins independently and safely.

Children are well protected by the staff's knowledge and understanding of child protection procedures. The person in charge has a good understanding of action to take, and agencies to contact if concerned about a child in her care. There is an appropriate system for recording existing injuries. All staff are required to have an understanding of policies and procedures, and this is reinforced during the induction period.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy at the nursery. They enter the setting confidently, and separate easily from parents and carers. Sessions are well organised with children being cared for in age appropriate groups. Younger children enjoy access to a good range of resources that includes painting, sticking, role play and other interesting activities. Children are well supported by staff, who are aware of their individual needs. All children come together for registration, outside play and at meal times. Both ages groups benefit from this contact, as younger children gain skills of independence as they follow older ones, and older children are helpful to younger ones; for instance, when helping them at snack time. One staff member has recently attended training in the Birth to Three Matters framework, and they are planning to use this knowledge to develop their care of the under 3's. Older children, who attend during the afternoon, enjoy access to an informal and flexible session where the emphasis is on free play.

Nursery Education

The quality of teaching and children's learning is good. Staff have a good understanding of how children learn, and they plan an interesting and varied range of practical activities. Sessions demonstrate a good balance between adult led focussed activities, and child initiated play. Focussed sessions are well planned, with children appropriately grouped to ensure they can participate effectively. The play room is well organised into different areas of play, and children are becoming

independent as they move around the environment and access the available resources. Staff make good use of the well resourced outdoor environment; for instance, when going outside to look for hidden shapes.

Children are thoughtful and caring and show good levels of concern when around younger children; for instance, taking care of younger children while waiting to clean their teeth. Children enjoy listening to, and joining in with familiar stories. They have access to a good range of books, and particularly enjoy looking at big books. Children have lots of opportunities to make marks, and enjoy drawing and writing with pencils, paints and making shapes in coloured sand.

Children gain a good understanding of numbers as they count regularly throughout the session, and this is reinforced as they play a game of counting by selecting the correct number of teddies. Children are competent in naming a number of shapes such as square, oval, triangle and diamond. They learn about size and position as they identify big and little teddies and talk about going over, under and through tunnels. Children gain an understanding of Information Technology Communication (ITC) as they use calculators and tills during role play and have occasional use of computers. They gain good cutting and joining skills as they cut shapes to make a bumble bee and use glue to correctly join them together. They have opportunities to construct with different sized bricks and blocks.

Children's physical skills are developed through a balanced range of activities and experiences. They show good spatial awareness as they negotiate obstacles both inside and out. They learn about health and bodily awareness as they discuss foods that are healthy and the type of clothes to wear in order to keep warm. Children have opportunities to be creative as they explore paint, water, dough and other materials. They learn about changes to materials as they add cork, wool and sand to paint. They use their imagination well when playing in the 'farm shop' and they enthusiastically 'write' out orders for produce.

Overall children make good progress in all areas of learning. Weekly plans are in place which cover all six areas of learning. Regular observations and assessments of children's progress are undertaken, and staff are starting to use this to set individual targets. The person in charge has a good understanding of children's individual needs and abilities and she offers appropriate support to enable them to participate in all activities. There is no formal system in place to assess the effectiveness of activities to see if key learning intentions have been met. Children's work is well displayed within the setting, and examples of children's work are kept for sharing with parents.

Helping children make a positive contribution

The provision is good.

Children benefit from being cared for by staff that have a good understanding of their individual needs. Children are confident and settled at the setting and clearly enjoy attending. Younger children are well integrated into the setting and benefit from large group times, as well as separate sessions, throughout the day. Children have lots of opportunities to participate in local community events such as the village carnivals.

They also attend local harvest and other festivals in the village church. They have good links with the local primary school, where they have access to extended facilities. Children learn about diversity and the wider world through access to a good range of resources such as books, posters, dolls and small world resources. They enjoy celebrating festivals such as Chinese new year. Children learn about the natural world as they help care for animals such as guinea pigs, and they participate in growing and planting projects.

Children are gaining very good levels of personal independence as they put on coats, aprons and take an active part in snack time where they pour their own drinks and help themselves to snacks. Children are very well behaved. They respond well to clear direction, and praise and reward. Staff have set up good systems to ensure children are aware of changes, and the use of special fun 'tidy up glasses' prepare children for a change in activities and the need to help tidy away toys and equipment. Children learn the importance of good manners as they sing a song about please and thank you before snack times. Staff reward success and achievement with the use of stickers. Overall the nursery fosters children's spiritual, moral, social and cultural development well.

A good partnership with parents and carers contributes to children's overall development and progress. Parents are provided with good quality information on entry to the setting. A comprehensive prospectus outlines most aspects of the provision, and parents have easy access to all policies and procedures. A well resourced notice board keeps parents, of older children, well informed about the curriculum, and regular newsletters are used to inform all about ongoing topics and events. Parents are encouraged to be actively involved in the setting, both on the management committee and at fund raising events. Their views are regularly sought, through the use of questionnaires. While some parents provide verbal information to staff about their child's abilities on entry to the setting, this is not an established procedure. As a result, staff are not aware of all children's starting points, and this information is not used to monitor children's progress when they begin to receive nursery education. Several parents indicate that they are happy with the standards of care and education their child receives at the setting.

Organisation

The organisation is good.

Children benefit from being cared for by a well qualified staff team, who are committed to keeping their knowledge and skills updated. The setting is very well organised, with all staff demonstrating good awareness of their roles and responsibilities. Children are cared for in key groups, where their individual needs are well met. Students are used effectively, and are provided with clear guidance on roles and responsibilities. As a result sessions run well, ensuring all children are well supported in their play. Recently introduced suitability procedures, and regular staff appraisals, take account of changes in regulations, and are used to ensure the ongoing suitability of staff at the setting. Comprehensive documentation is in place.

The leadership and management of the nursery are good. The setting is run by a

voluntary management committee made up of parents and others. On a daily basis, the person in charge provides strong leadership to staff at the setting and is instrumental in addressing and implementing changes to regulations and practice. Regular staff meetings are used to keep staff informed of changes and discuss ongoing issues. Staff make good use of advice from outside agencies in order to develop the practice. 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 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):

- ensure nappy changing facilities meet environmental health standards, and that individual toothbrushes are stored hygienically

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 systems to ensure information provided by parents about what their child knows and can do on entering the setting is fully utilised when setting individual targets

- ensure activities are effectively evaluated to ensure key learning intentions have been met.

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