



## The Blue Door Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY284004
<b>Inspection date</b>	09 November 2005
<b>Inspector</b>	Fler Wright

<b>Setting Address</b>	St. Johns Church Hall, Wilmington Road, Seaford, East Sussex, BN25 2EH
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<b>Registered person</b>	Dellsop LTD T/A Blue Door Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

The Blue Door Nursery registered in 2004. It operates from a local hall in Seaford, East Sussex. The nursery uses a single storey building with several low-level partitioned areas, and have sole use of the premises during opening hours. There is a secure outdoor play area available.

The Nursery is open Monday to Friday from 07:30 to 18:30 for 51 weeks of the year. Children attend on a sessional or full-time basis. Children aged 4 to 8 years also

attend during out of school hours.

A maximum of 50 children may attend the nursery at any one time. There are currently 58 children aged from 0 to under 8 years on roll. Of these, 9 receive funding for nursery education. The nursery support children with special needs and those who speak English as an additional language.

The Nursery employs 13 staff; 7 of the staff, including the manager hold appropriate early years qualifications and 1 member of staff is working towards a qualification. The registered providers both have Early Years Teaching Qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Established hygiene routines for the over two's increase their understanding of the importance of washing their hands to help maintain good health. There are generally effective procedures in place to prevent the spread of infection as the environment is clean and tidy and staff take appropriate precautions when changing nappies. However, children do not always use the separate hand towels provided for them, and babies do not always have their hands wiped before meal times, increasing the risk of cross contamination.

Children enjoy a varied and nutritious range of home cooked meals on a daily basis. Healthy snacks include crackers, raisins and fruit, which all help to encourage children to develop healthy eating practices. Although children use meal times as an opportunity to socialise with each other, organisation of this time is generally ineffective. Children have queue to wash their hands as not all sinks are utilised, they have to sit and wait for meals to be served, and drinks are poured for them all of which restricts their independence. Staff however, are now beginning to encourage children to help themselves to snacks, and pour their own drinks so that they gain more from the experiences on offer. Drinking water is not freely available outside of meal times which means that children do not currently have the opportunity decide for themselves if they are thirsty.

Children enjoy a range of activities that develop their physical skills and contribute to keeping them healthy. Although babies are encouraged to crawl, use push along toys and freely explore their environment, their physical development is somewhat restricted due to the limited clear floor space available in the baby area.

Most children move confidently and in a variety of ways. They are competent when using sit and ride toys and show co-ordination when jumping and running. They respond and move enthusiastically during music and movement sessions. Most children's fine motor skills are developing sufficiently, and they are gaining confidence when selecting and using small equipment such as pens. However, children have limited opportunities to increase their skills further, as other small implements such as scissors, glue sticks, play dough tools and paintbrushes are not readily available throughout the day.

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

The provision is satisfactory.

Children have access to a warm, clean and welcoming environment with photographs and displays of their work showing that staff value their contributions. Individual low-level partitioned areas ensure that children remain well supervised by staff. However, children over two years have to rotate around three of the main areas in groups, and locked gates mean that they are not allowed to roam freely between the other areas, restricting their development. The creative area is not included in this rotation and as a result it is rarely used, hindering the opportunities available to children. The book corners have the potential to be inviting, as soft carpeting and bean bags help to create a cosy atmosphere. However, a number of the books available are torn, and the way that one of the areas has been organised means that there is not currently enough room for all children to be able to sit down together and enjoy a story.

Children have safe and independent access to a good range of developmentally appropriate resources that are stored in labelled, low level boxes in each separate area. The sheer quantity of resources stored in with the babies, limits the amount of clear floor space available for them to move around freely. All equipment is in generally good condition and staff say they check items regularly to ensure they are suitable for use, although the poor condition of some of the books has gone unnoticed.

Staff have a basic understanding of safety issues and potential hazards, as there are effective procedures in place for the safe arrival and departure of children, and the premises are very secure. Children and staff sign in and out on a daily basis, but staff do not do so at lunch times meaning it is unclear who is on the premises at any given time. Children and staff practise the lost child and fire emergency evacuation procedures on a regular basis, which helps them to become familiar with the routine in the event of an emergency. However, the ivy in the garden; the broken lock on the gate leading to the kitchen area; and the passing of hot gravy above children's heads, all pose a risk to the children being cared for.

Staff have an understanding of the signs and symptoms of abuse, and know what action to take should they have concerns about a child in their care. This ensures they quickly recognise when a child is in danger. The child protection policy contains all of the required information, although some staff are unsure of the procedure should an allegation be made against them.

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

The provision is satisfactory.

Children are happy, confident and enjoy their play. They relate well to staff, and confidently approach them for support indicating trusting relationships are built. Children enjoy and learn from an adequate range of activities that help to encourage learning and development. They have access to good quality, stimulating toys that provide balance and challenge. Most of the resources are organised to encourage

children to take initiative and develop increasing confidence and independence.

Children are generally interested in the activities and experiences on offer, and spend time concentrating on self-chosen activities. They enjoy weekly music and movement sessions and actively participate using a variety of musical instruments. Children enjoy using their imaginations in the role play area, and building towers using construction materials. However, some activities and experiences either lack structure or are too adult directed, meaning that children do not always get the most out of them. Although free play is offered regularly, there is no direction meaning that some children get bored. They are confined to specific areas during this time meaning they do not always have the opportunity to become involved in purposeful play. The creative area is not used as part of free play, so children do not have the chance to paint or use sand or water on a regular basis, hindering their creative development.

Staff are enthusiastic and spend time playing with children, helping them to develop new skills and make progress in their learning. They increase children's self-esteem by the regular use of positive interaction and generally use effective questioning in order to promote children's learning and development. Birth to three matters is being implemented and planned activities help incorporate this into children's daily activities. Although this is effective for some children, the planning has not been adapted in order to include young babies. Staff in the baby area respond well to children's individual needs and are able to talk about how they would adapt activities to ensure children of all ages are included.

### Nursery Education

The quality of teaching and learning is satisfactory. Children make some progress towards the early learning goals as the activities and experiences on offer satisfactorily cover the areas of learning over a period of time. Some staff have attended training in the foundation stage, but others, although receptive, lack the necessary understanding which limits the opportunities for children to develop fully. Children are not involved in the planning, activities are often adult-led and usually lack the necessary structure in order to help children gain the most from them. Interaction is satisfactory, although some staff miss regular opportunities to question children effectively and learning opportunities go unnoticed. Staff complete checklists of children's development, although no individual observations are made, and stepping forward profiles are not effectively completed. This makes it unclear where children are at developmentally, and plans do not effectively identify the next steps in children's learning. In addition to this, there is no recognised way of adapting activities according to children's differing abilities. So although children may enjoy the activities, they are not tailored to meet their individual needs.

Children are developing effective relationships and get on well with peers and staff. Most staff listen with interest to children's thoughts and stories and ask isolated open-ended questions to help extend learning. Children are beginning to demonstrate a sense of pride in their work and achievements. They help clear up after activities and are encouraged to work together. Most children are able to take turns and show regard for each other. They generally enjoy stories and some are able to guess what might happen next, and feel confident to suggest their ideas and

endings. However, there are limited opportunities for children to read for themselves, write independently and link sounds to letters during every day situations.

Many children are confident in counting numerals 1 to 10 although they are given limited opportunities by staff to recognise numbers, calculate and use subtraction in everyday situations. For example, during outdoor games and at meal times. Children are confident in using information technology and demonstrate effective mouse control when playing on the computer. They are beginning to understand past and present, and discuss people, places and events in their lives. Some topics help children to learn about the world around them, but staff's limited knowledge of equality restricts the ways children can learn about different cultures. Children enjoy music activities and respond enthusiastically as they play musical instruments and create different sounds. However, they have few opportunities to express themselves creatively as various mediums such as paint, pens, glue and sand are not freely available during sessions. However, overall children are motivated, keen to learn and enthusiastically participate in the majority of activities.

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

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children are treated with respect and are made to feel good about themselves. Photographs of their friends and low-level displays of their work help to give them an important sense of belonging. Staff encourage all children to participate in the activities provided which ensures they have an equal opportunity to maximise their enjoyment and potential. However, there is a very limited range of resources and activities available to promote diversity. Coupled with staff's basic understanding of equal opportunities, children have limited ways of increasing their knowledge of anti-discriminatory practice and the wider world.

The designated special educational needs co-ordinator has an understanding of her roles and responsibilities which helps to ensure the nursery is able to cater for children's individual requirements. Children are well behaved and benefit from some basic ground rules that are consistently applied. Children show some understanding of working co-operatively and of each other's needs as they are starting to share popular resources such as cars, and take turns in games. Staff offer regular praise and encouragement to children to help increase their confidence and self-esteem.

Partnership with parents is satisfactory. Staff try to encourage a communicative relationship with parents through daily reports, regular newsletters, twice yearly parents evenings and annual questionnaires. Parents are very happy with the care provided, and particularly like the friendly staff and homely atmosphere at the nursery. Personalised daily reports for the under three's detail what they have been doing during the day ensuring that children receive individual care and attention. Most parents are aware of topics, but some have no knowledge of the Foundation Stage and the developmental progress of their children. This is because the over three's receive a photocopied daily report sheet which is not personal to each child, meaning that developmental issues or progress are not highlighted, limiting the

opportunities for parents to be involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

The vast majority of mandatory records are in place, are confidential and well maintained. This helps ensure the safe and effective management of the setting in order to promote children's welfare. However, a number of the policies and procedures do not contain the necessary information meaning they do not yet meet the newly introduced guidance and legislation. Accident records are generally well maintained, although a small number are not recorded, putting the children concerned at a slight risk. The registered provider will ensure all staff are made aware of their roles and responsibilities regarding the recording of accidents.

Children receive appropriate adult support to help them feel secure and confident. Staff are generally well deployed which helps to ensure children are well-supervised and safe. The organisation of meal times is generally ineffective although staff are now beginning to encourage children to help themselves to snacks, and pour their own drinks in order to increase their learning potential. The creative area is rarely used due to the general lack of effectiveness in the organisation of free play, limiting the opportunities available to children. The organisation of the resources in the baby room slightly hinders their physical development due to the limited space available.

Leadership and management is satisfactory. Clear aims reflect a commitment to improving the quality of care and education. Staff work generally well as a team and have regular meetings helping to ensure consistency of care. Regular staff observations help to ensure training needs are identified, although this does not always work well in practise as although most staff have a relevant childcare qualification, they lack knowledge in specific areas such as the foundation stage and equal opportunities. Staff generally understand their roles and responsibilities. They are receptive, and have a desire to improve the quality of care they offer to children. Overall, the provision meets the needs of the children for whom they provide.

## **Improvements since the last inspection**

At the last inspection, the nursery were asked to provide opportunities for parents to receive a record of information about their children's progress and development.

Since the last inspection, the nursery have introduced more detailed and individual daily contact sheets for babies and children under three years to enable parents to keep up to date with what their children are doing. However, further improvement is required with regards to parental understanding of the foundation stage, and their children's developmental progress.

## **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.

## **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 the baby room is re-organised to give children free opportunities to develop physically.
- ensure all hazards are made safe or inaccessible to children.
- ensure effective use is made of the creative area during free play.
- create opportunities within free play sessions for children to be involved in meaningful and purposeful play.
- increase staff knowledge and understanding of equal opportunities and add to the range of activities and resources on offer in order to promote equality and anti-discriminatory practice.
- ensure group meal times are organised effectively in order to promote children's learning and development.
- ensure all accidents are recorded.

### **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):

- ensure children have the opportunity to read, write and link sounds to letters during every day tasks.
- make effective use of observation and assessment in order to identify children's progress and their individual learning needs in planning.
- ensure children are involved in the planning, activities are child-led, and are planned according to children's individual needs.
- continue to increase the daily opportunities for children to count, recognise



numbers and use calculation.

- increase staff knowledge and understanding of the foundation stage.
- continue to develop the partnership with parents by allowing them to play an active part in their child's learning.

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