



Imagine Co-operative Childcare

Inspection report for early years provision

Unique Reference Number	EY281245
Inspection date	21 October 2005
Inspector	Susan, Esther Harvey
Setting Address	22 Woodfield Road, Cam, Dursley, Gloucestershire, GL11 6HE
Telephone number	01453 544111
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Registered person	Oxford, Swindon and Gloucester Co-Operative
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?

Imagine Day Nursery is one of 5 nurseries run by The Midcounties Co-operative. It opened in 2004 and operates from five rooms within a detached building. It is situated in Cam on the outskirts of Dursley, Gloucestershire. A maximum of 48 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure enclosed play area.

There are currently 48 children aged 6 months to 4 years on roll. Of these, 32

children receive funding for nursery education. Children come from a wide catchment area as most parents travel to work in nearby towns. The nursery can support children with special needs.

The nursery employs 14 staff. Six staff including the manager hold appropriate early years qualifications. Six staff are working towards a qualification. All staff are experienced in the care of children.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children experience an appropriate range of activities that assist them in developing their physical skills both out-of doors and inside. They are encouraged to adopt a healthy lifestyle through healthy food and a nutritious diet. They are confident in their physical abilities as they jump into the ball-pool and ride bicycles. Staff ensure that the children receive a good variety of activities to support their physical development within the daily routine. However young children have limited opportunity to experience regular fresh air out-of-doors. Older children have limited planned opportunities to extend their physical development experience in preparation for school.

Older children are very independent in their personal care. They are confident in removing clothing and going to the toilet unaided. Staff members act as good role models and encourage children to practice good hygiene routines. They offer a high level of support to the younger children who need assistance in completing personal tasks.

All staff members are qualified in first aid. They are familiar with the procedures for recording accidents and administration of medication. This ensures children's health is fully protected and appropriate action will be taken should an accident occur.

Children's individual sleep needs are met and older children are aware of their bodily needs. They know when to rest and have a drink of water. Drinks are provided throughout the day in easily recognised individual water bottles. Children are provided with nutritious home cooked meals. They are aware of the need to eat fresh fruit and vegetables and independently serve themselves at meal times and pour their own drinks. Snack and meal times are social occasions; staff members sit with the children and encourage independent skills. For example, using a knife and fork.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are warm, welcoming and attractively set out to create a child centred environment where children can play freely and safely. Staff minimise the risks to children through the use of a detailed risk assessment and daily checks. The outdoor play area is a pleasing environment where children can experience the joy of planting

herbs and keeping the area weed free. Staff have a good understanding of setting safe limits while allowing the children to enjoy the environment they play in. Children are learning to take responsibility for keeping themselves safe. They further develop this through the gentle reminders from staff as they wipe the wet floor and put a “wet floor” sign to warn others of the danger of slipping on a wet surface. Young children learn how to play safely while enjoying sifting sand. Visitors from the fire and police stations give children a sense of community and the experience of learning to keep safe from experienced safety officers.

Children use a good range of quality equipment that is appropriate to their age and stage of development. Staff organise the play space well and children confidently access a ranged of planned and freely chosen activities within the daily routine.

Children are well protected by staff who have a sound understanding of child protection issues. They are aware of the reporting and recording procedures in order to ensure that children remain safe while in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery, they enter with confidence at the beginning of the day. Staff members are very aware of the individual needs of the children and offer a good level of support and assistance where needed. Children enjoy their time in the nursery. They achieve well due to the staff’s sound understanding and use of the early years guidance such as Birth to three matters and Curriculum guidance for the Foundation Stage. Staff use these to plan an interesting range of activities to provide good quality care and education. All children are able to select the toys and resources they wish to use within the rooms, for example, toys are displayed at an appropriate height within the baby room. Children are comfortable within their environment and receive a high level of support from the staff. Older children make friends with their peers and all children develop good relationships with the stable staff team. All children play happily together. Older children initiate conversations with each other and involve the staff in their play. Young children learn to interact with staff and each other in a caring environment. Staff provide children with a good level of interaction both during planned and free play activities. Children thrive in the relaxed and well-organised environment provided by the staff.

Nursery Education

The quality of teaching and learning is good. Children are confident in their surroundings. They enthusiastically select the toys and resources they wish to use, from the variety available. Children develop independent skills through a range of planned and spontaneous activities. They are enthusiastic to help in daily tasks, for example tidying up and preparing for snacks and meals. Children sit and listen appropriately at group times, and staff encourage children talk about events in their lives, such as a recently new born sibling. Staff encourage children to sit and listen through the use of puppets especially Molly the Dolly who plays an important part in assisting with the children’s concentration. Children are well behaved and are aware of the expectations and boundaries in place, for example answering their name at

register time and sharing toys and resources.

Children enjoy books and stories and have many opportunities to listen to stories in small and large groups as well as look at books on their own. Staff use a wide range of puppets to capture the children's imagination when reading a story. Children anticipate what happens next. An example of this is in the "Three Little Pigs" story, they take part in recreating the story using pig, wolf and house puppets. Staff provide the children with several opportunities to write spontaneously and make marks on paper as they practice writing their name and drawing in their individual books. Children count up to ten, others can count beyond this, and they are confident in their use of simple calculations. Children have many opportunities to develop this skill daily as they set the table for meals comparing the numbers of knives and forks to children. Children are keen to discover the world around them and have real opportunities to grow and care for living things, for example planting seeds, herbs and plants as they help to create a sensory garden. Planned themes develop children's awareness of different cultures and traditions. They learn to be part of a wider community as they visit a local residential care home centre. Children are competent users of technology and have the opportunity to access the computer when they wish. Children enjoy and participate in some activities which are appropriate to develop their physical skills. However the opportunity to extend their physical development is not part of the regular planning in order to prepare them ready for school.

Staff spend time with parents during the induction period to find out about the child's needs. New children are provided with a pack that includes pens and a colouring book which is bought in on the child's first day to share with staff and children. The small intimate nursery enables staff to be aware of children's needs through discussion with parents and staff in other areas of the nursery. Planning is appropriate and is adaptable to meet the needs of the children. The focus group activity enables staff to assess the children's progress and evaluate all the activities during the week in order to identify individual children's achievements and plan for their next steps learning.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals. Staff know the children well and enjoy good relationships with the children in all areas of the nursery. Children have a positive attitude to the feelings of other children. They benefit from a good understanding about the wider community through outings to a local residential care home where they contribute toward Christmas and Easter celebrations. Children celebrate a selection of festivals and traditions. They have access to a good range of play resources and books reflecting positive images of culture, gender and disability. Children benefit from a sense of belonging as they care for "Binky the Bear" overnight and record the events in "Binky's" diary. Children confidently share the time the bear spent in their home with others.

Children's spiritual, moral, social and cultural development is fostered.

Staff and parents exchange information daily about children and their individual achievements within the nursery and at home. Staff use daily diary sheets to ensure parents of babies and young children are fully aware of their child's individual routine. Staff members encourage parents to contribute to the home and nursery link through the use of topics and things relating to the colour of the month. Staff invite parents to share events that have happened at home. An example, photographs of a child cuddling a new sibling having been born the previous night. Photographs play an important part in children's lives in the nursery. They reflect what children have achieved and maintain the link from home. Children benefit from this relationship, and parent involvement in their learning, for example, taking time to settle the children in the morning, new children taking a craft pack home for return when they start the nursery alone, and parent involvement in the topics.

Children behave well in the nursery they share toys, show cooperation with others in their play. They learn right from wrong through the consistent boundaries, praise, and appropriate behaviour management strategies of the staff according to the age and stage of children's development.

The partnership between staff and parents is good. Parents receive extensive information about the Foundation Stage through news letters, notice boards and the daily verbal communication which takes place. Parents have written daily information about what activities children have experienced, and what contribution they have made to the session. Parents have regular opportunities to meet with staff to discuss their child's progress. This enables children to make good progress in the nursery.

Organisation

The organisation is good.

Staff effectively organise the available space within the nursery and outside area which maximises play opportunities for children. Children are confident and settle well into the nursery they have free access to toys and resources within the daily routine. The good level of staff to children ensures all children receive a high level of support and attention within the nursery day. Staff members undertake an induction process and the appraisal system identifies their individual training and development needs. Staff members are committed to continuous improvement and development. Staff are confident in their roles within the nursery and are well aware of the nurseries policies and procedures.

All the documents required for the safe and efficient management of the group are in place which supports the children's health, safety and well-being.

Leadership and management are good. Staff have secure knowledge and understanding of the Foundation Stage and Birth to three matters; they confidently apply this in practice to support children's learning and development through the nursery. They undertake to evaluate activities and record the children's achievements. Staff members attend regular meetings as a team and within each individual room. They use these meetings to plan for future topics and themes.

Clear policies and procedures support staff in working successfully in partnership

with parents. There are good links between home and nursery enabling children to settle well.

The provider meets the needs of the range of children for whom they provide.

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.

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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 young children benefit from regular fresh air out of doors

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 extend their physical development through regular planned activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

