



Hazebrouck Nursery

Inspection report for early years provision

Unique Reference Number	EY263173
Inspection date	07 February 2006
Inspector	Carol Patricia Willett
Setting Address	Community Centre, Sheerlands Road, Arborfield, Reading, Berkshire, RG2 9ND
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Registered person	Kingsclere Nurseries Ltd
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

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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?

Hazebrouck Day Nursery has been registered since June 2003. It is one of seven day care settings of Kingsclere Nurseries Ltd. It is situated in purpose built premises which form part of the community centre and is situated within the Arborfield Garrison, near Wokingham, Berkshire. The group opens Monday to Friday from 08:00 to 18:00 all year round, except for public holidays and for a week at Christmas.

The nursery is registered to care for 91 children, of which 30 can be under 2 years.

Children can attend a flexible number of full or part time sessions. There are currently 57 children on roll, of which 8 are in receipt of nursery funding for 3 and 4-year old children. The setting supports children with special needs.

Fourteen members of staff work with the children, of these ten hold suitable childcare qualifications. Three staff members are working towards a childcare qualification. The setting also employs a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and learn in premises that are clean and well maintained. There are well documented cleaning routines and rotas for the premises, toys and equipment. This ensures children stay healthy as they play and rest. Staff follow good health and hygiene procedures to ensure children's good health, for example, children sleep in named cots and sleep mats. On site laundry facilities ensure clean bedding is used for every child. Some hygiene procedures do not fully protect babies from the risk of cross infection as visitors and staff wear outdoor shoes in the baby room.

Children develop an awareness of good personal hygiene as they wash their hands at appropriate times. Older children freely access the toilet facilities, which develops their independence skills. They are reminded to wash their hands after the toilet and before lunch which ensures the risk of infection is minimised. However, not all children wash their hands before snack time. Younger children stay healthy as the staff follow good nappy changing procedures. They wear aprons and gloves and wash their hands and the changing mats after use. The nursery has good procedures to reduce the risk of infection, calling parents if children become unwell. The manager displays notices of childhood infections present in the nursery and gives parents useful information for signs related to the infection.

Children are becoming aware of the importance of healthy eating but have limited opportunities to make choices about what they eat. Meals are varied and nutritious freshly cooked on premises and cater for individual dietary requirements.

Children enjoy a wide range of activities which contribute to their good health. Children join in with enthusiasm as they match action and words to the Sticky Kids music tape stretching their bodies as they jump, hop and skip. All children play daily in the fresh air as they access the enclosed outdoor play areas which have age-appropriate equipment. They enthusiastically try out climbing and sliding, running and jumping and kicking and catching balls, developing increasing control over their bodies. They manoeuvre wheeled toys with increasing skill. Older children plant and grow flowers and look for worms and insects. Babies enjoy fresh air daily as they are dressed warmly and taken for walks in buggies around the grounds. Staff support and encourage children's developing skills, closely supervising as babies move from crawling to toddling. Children enjoy using a variety of construction and interactive toys, jigsaws, tools and resources such as paint brushes, crayons and scissors to develop manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn freely in well designed, purpose built premises which provide a warm, safe, spacious environment. Staff display the children's work which develops their sense of belonging and self esteem. Children have access to a wide range of good quality, age appropriate toys and resources which are easily accessible. This ensures they are interested and motivated and make good progress in all areas of development.

Staff identify and minimise most risks to children which enables children to play and explore safely. Children are safe as staff check the setting and the outside areas, for example, they ensure all gates are closed before children play outside. There are good security systems and children's safety and security is promoted by locked doors to the main entrance. All visitors produce identification and parents have to ring the bell to gain entrance. Staff follow effective procedures to keep children safe, for example, recording the time of children's arrival and departure. They check and record medication given to children, for example, when a child has to have ear drops. Monitoring and checking systems for the removal of damaged equipment is not fully effective as staff do not remove split mats where foam is exposed from the baby room.

Children's welfare and safety is protected as there are good recruitment and induction procedures in place to ensure they have access to well qualified, caring staff who have been vetted. Staff have a clear understanding of child protection procedures and the company policy. They have a sound knowledge of the signs and symptoms of child abuse and are aware of the measures needed to keep children safe should they have a concern. Regular fire evacuation practices develop children's confidence and understanding and ensure staff are all aware of their role.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, happy, develop well and have their individual needs met as staff are kind, caring and interested. Staff have a good knowledge of the children and their parents and they are warmly greeted on arrival. This enables children to be confident and secure and they settle quickly into the nursery. Children are busily occupied throughout the day as staff provide an interesting range of activities and resources to enable them to make good progress in all areas of development.

Younger children particularly enjoy banging on the huge drum, for example. Staff listen well to the children and are responsive to them when they ask questions and talk about their experiences and families at group times. This encourages and develops children's communication skills and confidence. Some activities do not offer sufficient challenge for all children, for example, when younger children make fish and fishing lines.

Nursery education.

Teaching and learning is good. Staff discuss the children with parents and have a good knowledge of their individual family backgrounds, needs and preferences. Using the Foundation Stage Curriculum staff plan a wide range of interesting activities linked to topics such as space and mini-beasts. Planning covers all areas of learning and staff undertake regular observations of children in free play and planned activities to assess their progress to the early learning goals. Some activities lack depth and so do not maintain children's interest or provide sufficient challenge. There is a good balance of adult led and child initiated play so children develop at their own pace. Evaluation of activities is sometimes superficial and is therefore not used effectively to plan for children next steps in learning. Staff use a good range of teaching and consolidation techniques such as reviewing the mornings activities and questioning to extend to reinforce children's learning. Children's development records are shared with parents both on an informal and formal basis.

Children are friendly, sociable and cooperative and busily occupy themselves throughout the day. They interact well with the caring, interested staff. They share and take turns using resources such as the computer. They join in activities with interest and enthusiasm as staff offer support, and encouragement. They enjoy story time and are happy to participate in the 'Bear Hunt' as they predict the next part as it is a familiar story. Staff are skilled and read stories with enthusiasm which ensures children's interest is maintained. Children listen and participate well at group times and are confident to share their experience and family life such as their new babies. They enthusiastically sing songs and match words and actions using the Sticky Kids disc.

Children care about each other as they help others put on coats for outdoor play and pour drinks at snack time. They share and take turns using resources such as building bricks, helping others in their constructions. Children develop good manipulative skills using construction toys and mark making tools including paintbrushes and pencils and the computer mouse. They use the computer well to support learning in other areas. They spontaneously count the number of musical instruments on the screen they have found and listen to the sounds for example. Staff sensitively encourage them to count again should they need to. Children use toys to represent other objects, developing their imaginations. They make cameras with building bricks and ask each other to smile. Staff join in with their play as children invite them to smile as well so children are motivated and know their needs will be met. Children play cooperatively at activities such as the sand tray.

Helping children make a positive contribution

The provision is good.

Children grow in confidence and develop a sense of belonging as staff are caring, praising children's efforts and achievements. Children and their parents develop strong relationships as they are warmly greeted on arrival. Staff value the children as individuals and have a sound knowledge of their needs through daily discussions with parents and each other and observations of the children. Effective procedures are in place to support children with special educational needs. Parents feel well supported through family difficulties. Children learn about their own and other

cultures through planned topics and walks in the local community to post letters and visit the shop. There is a good range of resources to develop their awareness of diversity.

Children behave well and are mostly cooperative as they line up for outside play for example. They care about others and help their friends to put on coats and boots and pour drinks at snack time. They learn what is right and wrong and can share resources and take turns as staff use positive language and give clear explanations. Younger children respond well to the consistent boundaries and gentle effective reminders from staff about not throwing toys and sharing for example. Older children understand and respond to simple rules such as putting on aprons and help to pack away for snack time. Children become aware of acceptable behaviour such as putting up their hands if they want to speak at circle time and listening to others, as they are sensitively supported by the staff. Older children are polite saying excuse me when they want to move past other children playing with the Lego. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. Staff and parents exchange information daily to enable children needs to be met. Staff in the baby room complete daily sheets regarding food intake nappy changes and sleep times for example. Parents provide written information when their child starts at the setting. This ensures staff are fully aware of children's needs and preferences in their play. Parents receive good information about the Foundation Stage early learning goals and the outcomes for children in the Birth to three framework as they are displayed on notice boards. There are regular newsletters and notices are posted on the door if things require their immediate attention. This ensures parents are fully aware if there are issues regarding the care, health and education of the children. Parents are invited to open evenings where they have further opportunities to discuss and comment on their child's progress and view their work.

Organisation

The organisation is good.

Children play and learn in an environment which is organised effectively to promote all areas of development and meet their needs. Resources and activities are easily accessible. Staff work well together and have a good knowledge of their individual responsibilities and roles within the setting. They are well deployed and spend their time playing and working with the children. The nursery staff feel they are well supported by the manager. She regularly reviews the policies and procedures and ensures the required documentation is in place. All staff have undertaken the vetting procedure and this ensures children's safety and welfare within the nursery. They are required to undertake training each year for personal development, to keep up to date and improve their practice. Staff have a sound knowledge of the individual children through observations, discussion with parents and their records. Clear policies and procedures support staff in working in partnership with parents and carers.

Leadership and management are good. Children make good progress to the early

learning goals. Their wellbeing and development is promoted well as staff have a good knowledge of the Birth to Three Matters framework, curriculum guidance for the Foundation Stage and National Standards for day care. There are good induction and appraisal systems in place. Staff meet regularly to discuss individual children's progress, daily routines, planning and staff training needs and requests. There are good systems in place to monitor most aspects of the provision which includes staff performance. Some checking and monitoring procedure are not fully effective when evaluating the planning for education and safety of resources. Children are protected by good recruitment and induction procedures that are in place. This ensures they have access to caring, experienced adults who support their education. This is backed up by a good range of relevant policies, procedures and documentation which work well in practice to keep children safe, promote their well-being and support their development. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery were required to ensure staff have a good knowledge of child protection; have a person with responsibility in place for behaviour management and to ensure staff are aware and implement written policies and procedures. The nursery management team have produced an action plan to address these issues. They have taken good measures to implement the recommendations which ensures children's health, welfare and safety are protected due to the increased knowledge and awareness of the staff. Good steps have been taken to ensure staff have a good knowledge of child protection. They are given the company policy during their induction process. They are encouraged to take further training to update their knowledge as the company require all staff to undertake two days training per year. These measures ensure staff are aware of their responsibilities and children's welfare is further protected. The nursery were required to have a person with responsibility in place for behaviour management. This has been implemented and a named person is in place who is identified to parents on the notice board. Named members of staff undertake further training specific to their roles which is shared with all staff to ensure consistency in maintained in managing behaviour. Staff are made aware of updates to polices and procedures as they are displayed on staff notice boards. They sign to say they have seen the polices. This ensure staff keep up to date and are aware of the company polices and procedures.

Complaints since the last inspection

Since the last inspection a compliant was received and concerns were raised under many of the National Standards.

Concerns regarding National Standard 1 (Suitable person) in respect of an allegation that a staff member "hit" a child, National Standard 4 (Physical environment) regarding an incident in which the heating failed, National Standard 6 (Safety) in respect of recording of accidents/incidents, procedures for collection of children and transport of children for outings, National Standard 9 (Equal Opportunities) regarding an incident in which a boy whose clothes got dirty was dressed by staff in

inappropriate clothing and the staff are alleged to have laughed at the child, National Standard 11 (Behaviour) in respect of an allegation of bullying and an incident involving the snatching of a balloon, National Standard 12 (Working in partnership with parents and carers) in respect of conflicting information given by different staff members, information not shared with parents and continued requests to see a child's development records which were not provided, National Standard 13 (Child protection) in respect of concerns that the provision were asked to monitor, National Standard 14 (Documentation) in respect of accident records which were not signed by parents.

An investigation regarding this concern was carried out by completing an unannounced inspection and additional information was gained from further telephone calls after the visit. The inspectors discussed the concerns with the provider, reviewed documentation and observed the care provided.

Recommendations were raised in respect of: National Standard 2: Improve staff awareness of the importance of appropriate record keeping, National Standard 6: Review the operational plan and risk assessment arrangements for transporting children and keeping them safe on outings, National Standard 12: Improve existing procedures for the exchange of information between parents and staff members to ensure that parents are well informed about the provision and their children at all times, and National Standard 14: Keep a record, signed by parents of all accidents, incidents or significant events that occur or may have occurred whilst children are on site and ensure that Ofsted is informed. The provider remains qualified for registration.

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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The quality and standards of the nursery education are good.

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):

- develop children's awareness of personal hygiene to ensure they consistently wash their hands before eating and develop opportunities for children to have choice about what they eat

- improve hygiene procedures within the baby room to minimise risk of cross infection with regard to people walking through with outdoor shoes
- develop effective monitoring procedures to ensure all resources and equipment are safe for use or removed.

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 systems for evaluating activities and planning and linking to children's next steps in learning
- improve the planning of activities so they provide sufficient challenge for all the children and enable them to develop links between learning.

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