

Talbot Park Nursery

Inspection report for early years provision

Unique reference number	100482
Inspection date	12/04/2010
Inspector	Carol Johnstone

Setting address	32 Talbot Road, Bournemouth, Dorset, BH9 2JF
------------------------	--

Telephone number	01202 528512
Email	mdtalbotparknursery@googlemail.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Talbot Park Day Nursery is privately owned and opened in 1994. It is situated in a residential area of Winton, Bournemouth. It operates from several rooms on the ground floor of a converted house. There is an enclosed garden and paved area for outdoor play. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 22 children aged from two years to five years may attend the nursery at any time and there are currently 39 children on roll within that age group. The nursery is open each weekday from 8.30am to 6pm all year round. They are in receipt of funding for early years education. The nursery supports children who speak English as an additional language. The nursery employs six members of staff. They all hold appropriate early years qualifications and several are working towards further qualifications, including the manager. One member of staff has gained Early Years Professional Status. The nursery are a member of the Bournemouth quality standards scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the nursery's friendly and homely environment. Children are kept safe and secure and their welfare needs are met effectively. A wide range of resources are available which the children can access independently. Children make sound progress in their learning, although some aspects of the procedures used to track and facilitate children's progress are inconsistent, for example the observation and assessment records.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the observation and assessment systems to more clearly and consistently track children's progress and to help identify their required next steps in learning
- ensure that all staff have a secure and confident understanding of the Early Years Foundation Stage
- use the planning and organisation of activities to more clearly focus on children's individual learning needs and abilities
- regularly evaluate all aspects of practice to identify areas for development and improvement

The effectiveness of leadership and management of the early years provision

Staff regularly attend safeguarding training to keep their knowledge updated. In addition, the manager discusses safeguarding issues in all team meetings. Consequently, staff would be able to quickly identify a child at risk of harm, follow

the correct procedures and obtain the appropriate support for them. There is a clear safeguarding policy in place which outlines the nursery's responsibilities in this area and this is given to all parents at the outset of care.

Thorough risk assessments are carried out of all areas of the nursery in order to keep children safe and these are reviewed on a regular basis. Effective security on the door prevents unauthorised intruders and all visitors are escorted throughout their time in the nursery. When recruiting staff, extensive suitability checks are taken up to ensure that children are at no risk of having unsuitable staff working with them. In addition, a comprehensive twelve week induction procedure is carried out, during which time new staff are monitored by their peers and the manager to make sure they are working appropriately with the children.

The nursery are part of a local quality assurance scheme and demonstrate a commitment to continuous improvement. The manager has identified some areas for development and improvement. However, a regular process of self-evaluation examining all aspects of practice and involving all of the staff team is not yet in place. Recommendations from the last inspection have mostly been met. However, one regarding the grouping of children to ensure that the activities are appropriate to their ages and abilities has not yet been fully addressed.

Staff are very sensitive to the needs of new children who have English as an additional language. Lots of time and reassurance is given and there are many resources available to help them feel welcome, such as dual language books and a special translation pen that speaks familiar words to the children. Parents of the children are consulted to make sure that any cultural wishes are respected by the nursery. All children have opportunities to learn about different cultures and there are celebrations of festivals where stories are read and staff discuss different beliefs. A trained special needs coordinator supports children with special educational needs and disabilities and there are existing links with local support agencies, such as speech therapy, so that additional support can be obtained where necessary.

There are strong and friendly partnerships with parents. Staff work very hard to keep them informed with regular meetings and newsletters. Staff are always on hand when parents are delivering and collecting children. A detailed discussion is arranged when children start to obtain information about the child and parents are told about the key worker system. Parents are invited to give regular feedback through a comments box at the entrance and there are also questionnaires sent home twice a year. Recently, an email service was introduced for parents to make it easier for them to contact the nursery out of hours.

The quality and standards of the early years provision and outcomes for children

Children can help themselves to a wide variety of resources and these are in clear boxes so that the children can easily see what is on offer. The art and craft area is well stocked and children can choose from chalks, paints, pipe cleaners, feathers, lace and sequins. There are natural resources such as wood slices and an

emphasis on recycling paper and cardboard. Children have lots of space available and can 'free flow' for most of the day when they choose which area to use. A quiet area is always available for children who are tired and need a sleep.

Children enjoy the activities and the staff interact warmly with them. However, some aspects of children's learning and development are not being fully facilitated. In particular, some of the observation and assessment records are not up to date and children's progress has not been evaluated recently. Some of the observations made of the children are not specifically in relation to the areas of learning within the Early Years Foundation Stage. Children's next steps for learning are not consistently identified, meaning that the focus for helping them learn at the next level is sometimes lost. A new planning system has just been introduced, but it is not yet fully functional in helping to plan for the individual learning needs of all of the children. Staff have a varying knowledge of the Early Years Foundation Stage. Some, for example the manager and deputy, have a sound knowledge. However, others are less confident. This impacts on both the quality of the assessment records and the use of focused interaction to help extend children's learning and challenge their thinking. During some of the planned activities, there are also some missed opportunities for further learning, particularly for the older and more able children.

Children have good opportunities to learn about their health and well-being and staff are positive role models in demonstrating effective hygiene practices. For example, they show the children how to put tissues in the correct bin and use hand gel after wiping noses. They ask the children why they need to wash their hands at circle time and the children answer 'it's snack time!'. There are visits from the local dentist to talk about how to look after their teeth and lots of posters around the rooms to show healthy food. The nursery is a member of the 'Healthy Early Years' project and actively support this. Parents are encouraged to send in healthy lunch boxes and the children get stickers when they eat all of the fruit in the lunch box or try new types of fruit during snack time. Children know that their lunch boxes are stored in the fridge and put them there after finding their name on the 'name ladder' and signing in. There is good access to water and milk and these are in flasks to keep cool with plastic beakers for children to help themselves. Flasks are also taken outside so that children will remember to keep hydrated when playing in the warmer weather. There are lots of opportunities for physical exercise outdoors and children have a climbing frame and slide to use. There is also a well stocked water table, sand pit, construction area, painting area and role play corner to encourage them to play in the fresh air.

Children have opportunities to learn about their personal safety. There are occasional visits from the local community safety officer who talks to the children about 'stranger danger' and staff discuss safety with them before any outings. Children are encouraged to share and cooperate with each other. Staff deal with any squabbles over toys calmly, offering suggestions to the children for how to sort things out. Children learn how to be responsible individuals, taking part in charity events such as sponsored pyjama days and collections for the local community, for example at harvest festival.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met