



Glebe House School

Inspection report for early years provision

Unique Reference Number	EY298976
Inspection date	15 November 2005
Inspector	Melanie Calway / Marianne Gascoyne
Setting Address	Glebe House School, Cromer Road, Hunstanton, Norfolk, PE36 6HW
Telephone number	01485 532 809
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Registered person	Glebe House School
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?

Glebe House Nursery opened in 1998 and has been registered with Ofsted since 2005. It is part of the Glebe House School, Hunstanton and operates from a purpose built building within the grounds. The nursery consists of three rooms, which are split to accommodate children aged nought to two, two to three and three to four, a kitchen and an office. All children share access to a secure enclosed outdoor play area. The nursery is open from 08:30 am to 16:00 pm each week day for 50 weeks of

the year.

The nursery is registered to care for 46 children at any one time. Children attend on a full or part-time basis. There are currently 67 children on roll, of whom 25 receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs, and children who speak English as an additional language.

The nursery employs 15 members of staff. 12 of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because there are clear sickness procedures in place to minimise the risk of cross infection. A list of communicable diseases is displayed for parents on the notice board so they know when to keep children away. Children who are ill are cared for appropriately. There are good systems in place to check on children with medical conditions. A home-school notebook is used to exchange relevant information with parents and staff are alert to possible symptoms. All staff hold a current first aid certificate and when necessary undertake training on particular conditions. Children's health is protected by satisfactory hygiene practice. There are good procedures in place for nappy changing and all feeding equipment is sterilised. Children are shown how to wash their hands effectively after using the toilet. However children are not always encouraged to wash their hands before eating so are not learning the importance of good hygiene through the daily routine.

Children are well nourished. They are provided with a balanced, freshly cooked meal every day, which is prepared by the school. Menus are displayed for parents and there is always a vegetarian option. Children's dietary needs are met. Notices in each room remind staff of any special dietary requirements. Children learn about healthy living through topics and stories, such as "going to the dentist" but arrangements for snack time do not always promote an awareness of healthy eating. Children have healthy drinks at snack and meal times but are not able to access drinking water throughout the day.

Children have regular opportunities for fresh air and exercise. While the enclosed play area is temporarily out of use, they are taken for walks in the school grounds. They also enjoy sessions in the gym; and dance, music and movement in the school hall. Children's rest and sleep patterns are respected and they are able to sleep and rest in comfort when they need to.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment. Children's work is attractively displayed throughout the nursery and posters and photographs help to promote children's sense of belonging. The rooms are divided by low gates which are bolted so that adults can monitor children easily. There is a good security system in place with an intercom and a system of recording visitors so that unauthorised persons can not gain access to the nursery. Children can access a wide range of safe and age-appropriate equipment. Children's safety is promoted because the nursery carries out a thorough risk assessment, which identifies potential dangers and the steps taken to minimise them. All staff are given safety training as part of their induction and there is a clear safety policy in place. Children learn to keep themselves safe as they are given explanations about safety rules, for example why they should not climb on furniture. Children are kept safe on outings as a risk assessment is done beforehand and all the necessary equipment and information is taken. Children are protected from the risk of fire as regular fire drills are held.

Children's welfare is safeguarded as there are clear procedures in place for the reporting of child protection concerns. The manager has recently attended training, which she has cascaded to staff and four members of staff have also undertaken training on child protection. Information on child protection is displayed on the notice board to remind staff of their duty to report concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children can access a good range of appropriate activities, which are planned to provide a balanced programme. They have the "Birth to three matters" pack but have not implemented it yet because they are awaiting training and because they have developed their own curriculum for babies. Babies are able to explore and investigate their environment, supported by caring staff. Children's ideas are taken up, for example a toddler who is playing with a doll and says "bath" is given a toy bath with a small amount of water to wash her doll. Children settle well as they come into the bright and welcoming setting and are able to select what they want to play with. Children's self-esteem is fostered as their work is valued and displayed attractively. Each child has an "All about me" book which is made up of photographs of their family, examples of drawings and information about them which provide a useful link between home and nursery and promotes children's sense of

self-worth. Children's independence is developed by encouraging them to put their coats on and giving them some responsibilities at snack time although they are not always able to pour their own drinks or help at meal times. Children are able to use their own initiative during free play periods but not during structured activities when they all sit down together to do the same activity and are not able to make choices about what they want to do.

Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and plan activities to cover all six areas of learning. Staff meet weekly to plan activities. Short term plans include the learning intention and the

language to be used so that staff are clear about their responsibilities. Children are happy and well occupied in the nursery. They form positive relationships and play co-operatively, in the home corner, in the sand tray and with dolls. They sit quietly at circle times and participate confidently. Children communicate well. They join in conversations at snack and circle times about their own experiences, encouraged by staff. Children are able to link sounds to letters. One child calls out that 'T' stands for 'Thomas the Tank Engine'. A small group of children perform an action rhyme on their own and staff ensure that when others want to join in they have a chance to. Children enjoy stories and use books independently. However the book corner is not attractive enough to develop children's sense of caring for books. There are not sufficient opportunities for children to write for a purpose while they play because writing materials are not readily accessible in all areas, for example in the role play corner. Children count confidently and recognise number labels, for example posting numbered envelopes into the right boxes. Children are able to express themselves using different media. They have painted

self-portraits and drawn pictures of their families. The planned topic "All about me" is meaningful to children because it relates to their own lives. This is extended by a trip to town to give children a sense of the community, to which they belong. Some aspects of the environment do not encourage children to develop and extend their play or provide more able children with additional challenges. The self-selection area for craft is not sufficiently stocked and well-organised to make it attractive to children and they are not always encouraged to use the range of labelled equipment around the room. Staff use effective questioning and intervene at times to extend children's learning, for example talking to children about our skeletons when playing with soft dolls. Staff make regular observations of children's achievements and use these to inform their planning so that they are able to help children progress.

Helping children make a positive contribution

The provision is good.

Children learn about the wider world as displays and equipment reflect positive images of other people. They learn to respect people with different abilities as they play with dolls with disabilities. Festivals such as Chinese New Year are celebrated to give children an understanding of other cultures. Staff are able to meet children's individual needs because they know them well and obtain all the necessary information from parents to care for them effectively. Children with special educational needs are supported extremely well and fully included in all aspects of the nursery. As a result children develop respect for each other. The nursery is proactive in seeking support for children who need it and through individual education plans monitors the progress of children carefully. Children behave well. Staff manage behaviour in a positive way, giving praise and encouragement. Staff support children in taking responsibility for their behaviour as they give explanations about safety rules, for example why swinging a toy around is not a good idea because it might hurt someone. Children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers is good. Children benefit from their parents'

involvement in all aspects of the setting. Parents are made to feel welcome in the nursery and feel happy to stay and settle children when they need to. Parents are provided with clear information about their children's care and the early learning goals by means of notice boards, newsletters and parents' evenings. They are encouraged to be fully involved in their children's education. They are invited to a welcome evening where the assessment system is explained to them and they are encouraged to contribute to it. They can also attend regular consultation evenings when they are kept up-to-date with their children's progress. Parents receive information on how to make a complaint. The information has not been updated in line with recent legislation and a complaints log is not in place.

Organisation

The organisation is good.

Children are cared for by experienced and qualified staff. There is a robust recruitment procedure in place and all staff are vetted to ensure they are suitable to work with children. Staff are encouraged to undertake on-going training and a strategic plan ensures that training needs are met. Children are cared for in well-organised premises. Staff are deployed efficiently and work well as a team, for example they make sure that they let each other know what their movements are, so that children remain well supervised. At times extra staff are available to release adults, to undertake tasks such as child observations. Children are able to relate to consistent groups of staff in each room. The 'Key Worker' system is effective in helping children to settle and is used to assess children and to liaise with parents. However a different member of staff feeds and changes the babies, so their care is not always completely consistent. All of the necessary documentation is in place and is well ordered so that it can be used effectively to enhance the quality of children's care.

The leadership and management of the setting is good. The manager has a clear vision for the nursery, is committed to improving the quality of care and is well supported by the school. Annual appraisals and self evaluation are used to monitor performance and develop the setting for the benefit of the children attending. Staff are encouraged to work as a team and their contributions are valued.

Overall the needs of the children attending are well met.

Improvements since the last inspection

At the last inspection the nursery was asked to improve the range of resources providing positive images of the wider community including culture, ethnicity and disability. The nursery now has a good range of resources and displays which reflect diversity.

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):

- promote children's health by encouraging them to learn about good hygiene practice through the daily routine
- ensure children have access to fresh drinking water throughout the day and that all food provided is nutritious to promote a healthy lifestyle
- provide children with more opportunities to make independent decisions regarding the equipment they wish to use, activities they wish to undertake and when to do so within the session.

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):

- plan the environment to ensure children are provided with challenges and given greater opportunities to extend and develop their play and learning.

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: www.ofsted.gov.uk