



## Church Lane Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310749
<b>Inspection date</b>	10 November 2005
<b>Inspector</b>	Emma Bright
<b>Setting Address</b>	Church Lane, Papworth Everard, Cambridge, Cambridgeshire, CB3 8QT
<b>Telephone number</b>	01480 830320
<b>E-mail</b>	wigwamltd@fsmail.net
<b>Registered person</b>	Wigwam Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Church Lane Day Nursery is one of 3 nurseries run by Wigwam Nurseries Ltd. It opened in 2005 and operates from a purpose-built building in the village of Papworth Everard, close to Cambridge. A maximum of 52 children may attend the nursery at any one time. The nursery is open 5 days a week from 06:45 to 18:30 all year round. All children have access to an enclosed outdoor play area.

There are currently 67 children aged from 3 months to under 5 years on roll. Of

these, 14 children receive funding for nursery education. The nursery was set up to accommodate the children of staff at the Papworth Hospital Trust. A small number of places are available to the local community. The nursery currently supports a small number of children with special educational needs and also supports children who have English as an additional language.

The nursery employs 14 members of staff. Of these, 10 staff, including the manager hold appropriate early years qualifications and 1 member of staff is currently working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is promoted and they are protected from the risks of cross-infection by thorough hygiene procedures. For example, staff wear gloves and aprons when changing nappies and they are particular about ensuring good hygiene standards are maintained during the day so that children stay healthy. Children understand simple hygiene practices and older children competently wash their hands during the daily routine. Children's welfare is promoted by staff and suitable action is taken when children are ill to make sure they receive appropriate care. All documents are in place to ensure children's individual dietary and medical needs are met, for example all medical consents are obtained from parents and many of the staff hold first aid certificates.

All children enjoy quantities of good quality food and drink and they enthusiastically tuck in to the varied and plentiful meals provided. The menu is well planned and balanced and meals are freshly prepared and cooked on the premises each day, which ensures children's nutritional needs are met. Children's special dietary requirements are well catered for and they are offered a range of alternative meals, such as a vegetarian option. This ensures that all children are well nourished.

Children and babies rest and sleep according to their needs; good routines are in place which ensures that all children are well rested. For example, babies are stroked by staff to comfort them and they listen to music to help them settle and relax as they fall asleep. Babies practise their growing physical skills and they have plenty of space to crawl and pull themselves to standing on suitable furniture. Children take part and enjoy physical activities, such as running around in the fresh air and practising their skills on mini-stilts. This ensures that all children benefit from physical activity to promote their good health.

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

The provision is good.

All children are cared for in a welcoming and well maintained environment; they can move around freely and safely in the space provided. Children's safety is enhanced by good security procedures used to restrict unauthorised access to the setting and

safety measures, such as socket covers mean that risks are minimised and children are kept safe. Children and adults practise the fire drill frequently so they are confident about the procedures, which helps to protect them in an emergency.

Children are beginning to learn about keeping themselves safe as staff explain the dangers to them and this helps children to develop their understanding of hazards. Accidents and incidents that affect children's safety are recorded appropriately and shared with parents. Children play with a suitable range of equipment and resources that is appropriate for their age and stage of development, all of which are checked regularly to ensure their safety.

All children are protected and kept safe from harm as the staff have a good understanding of the setting's child protection procedures and they have the necessary skills to identify signs and symptoms to safeguard children's welfare. Children and babies are closely monitored and supervised whilst sleeping to ensure they are safe.

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

The provision is satisfactory.

Children are happy and settled in the nursery and they enjoy warm and affectionate relationships with staff in all areas of the nursery, which develops their confidence and self-esteem. Most separate happily from their parents and carers and settle into their activities quickly on arrival. Children play happily together and are beginning to develop positive relationships with one another and this contributes to their sense of belonging.

Children are interested in the suitable range of activities and resources on offer and are excited by activities that offer challenge and stimulation. For example, they search for objects hidden in a tray of shredded paper and are excited by their discoveries. However, some resources and activities both indoors and outdoors, are not used imaginatively or creatively. They offer insufficient challenge and cannot be accessed easily by children to enable them to develop their independence, follow their own interests and begin to direct their own play.

Babies benefit from a good range of practical activities that follow the 'Birth to three matters' framework, such as messy play, story time, and music sessions. Most equipment and materials are accessible so babies explore and experiment independently, therefore developing their individual skills and interests. Babies form good relationships with staff who are sensitive to their needs. For example, babies' early communication skills are developed through warm interaction with the staff, who respond positively to their talk. Babies' well-being is enhanced by the level of communication between staff and parents, which ensures their individual needs are met.

Nursery Education.

The quality of teaching and learning is satisfactory. Practitioners are developing their understanding of the 'Curriculum guidance for the foundation stage' and plan a

satisfactory range of activities and experiences that cover the areas of learning. Children's achievements are linked to the stepping stones, and assessment records show that children are making satisfactory progress towards the early learning goals. However, these records have not been sufficiently developed to include planning for the next step in their learning and do not yet take account of parents' contributions. This means that practitioners have an incomplete picture of some children's attainments, consequently some of the activities lack challenge for older and more able children.

Children's independence is developing and they tend to their personal needs, such as pouring drinks for themselves. They are enthusiastic and interested in what they do in activities that excite them. However, children are not able to independently access a full range of activities and resources that support their learning and enable them to develop their play. Children concentrate and persevere in tasks that stimulate them and they demonstrate pride in their achievements. They are developing good negotiating skills as they learn to share and take turns, which encourages respect for others.

Most children confidently communicate with adults and each other, and they have formed good relationships with one another. Although some children use their early writing skills to represent their ideas, there are limited accessible resources for all children to practise this skill in a variety of everyday situations. Children demonstrate an understanding of numbers, counting and calculation. However, this is not consistently supported in a range of meaningful activities to help children develop and practise this skill.

Children are developing a sense of time as they discuss the daily routine. They explore different ways to push sand through sieves, by using their fingers and other utensils and are excited by what happens. Children learn about space as they run freely outside and pedal tricycles competently to avoid collision, which helps to develop their coordination skills. Children enjoy painting and mixing colours together, observing the results and drawing pictures to take home. However, art and craft activities are mostly adult-led which impinges on children's creativity.

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

The provision is satisfactory.

Children's individual needs are met as the nursery gathers clear information to meet these needs and this contributes to children's well-being. Children are becoming aware of a wider society as they have access to a range of satisfactory resources, which reflect other cultures. Appropriate systems are in place to support children with special needs and this ensures they participate in activities and their needs are respected.

Babies benefit from lots of positive interaction from the staff, which helps them form positive relationships with each other. For example, staff encourage babies to play alongside each other and gently engage with them to help them play harmoniously. Children demonstrate an understanding of the rules for good behaviour with the support of staff. However, children's behaviour is not effectively managed, which

means they have less opportunities to understand about acceptable behaviour in a way that is appropriate to their age and stage of development.

Children benefit from good settling-in procedures to support them in the transition between home and nursery. Babies and younger children in particular benefit from flexible settling-in procedures that enable them to develop their relationships with staff and this ensures that they feel settled and secure. Parents receive good information about the nursery; they have daily discussions and share written information with staff about their child's health and well-being. All required policies and procedures are in place to share information with parents and carers. For example, newsletters keep parents informed about changes, events and activities, which improves children's sense of belonging.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents receive some information about the nursery education and have regular opportunities to look at their child's assessment record. However, they have fewer opportunities to contribute to their child's record, sharing what they know their child can do at home. This means that children do not benefit fully from the sharing of information that contributes to planning the next step in their learning. The provision fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children benefit from the system of ensuring staff working with children are vetted and sound recruitment procedures ensure staff have appropriate skills to work with children. All required documentation is in place, which contributes to children's health, safety and well-being. However, some policies do not always work in practice to fully promote outcomes for children's enjoyment, achievement and their ability to make a positive contribution. Many of the staff team hold appropriate early years qualifications. The setting has recently undergone a change of ownership and the new provider has conducted appraisals to identify areas for professional development of the staff, and to address the strengths and weaknesses within the setting.

The quality of leadership and management of the nursery education is satisfactory. The managers are committed to further improvements and have identified some of the weak areas in the nursery education provision. However, managers do not yet fully monitor and evaluate the provision, which means the impact of the teaching on the children's learning is not always effectively assessed.

Staff work well together as a team and demonstrated enthusiasm to create a learning environment that promotes positive outcomes for children. Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Concerns were raised about inadequate ratios, (Standard 2: Organisation); care of children who are upset, (Standard 3: Care, learning and play) accidents (Standard 7) and the complaints procedure (Standard 12: Working in partnership with parents and carers). Ofsted investigated these concerns by carrying out a visit on 30/09/2005. The inspectors noted records showing adequate staff ratios, and appropriate recording of accidents. Care of children was observed and felt satisfactory. A poster regarding the complaints procedure is on display and the provider has updated her own written policy. The standards were found to be met, and no further action is necessary. 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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## **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):

- further improve the range of accessible resources and continue to develop activities so that children can follow their own interests and begin to direct their own play in a range of rich and stimulating experiences (also applies to nursery education)
- develop staff's awareness and understanding of effective ways to manage children's behaviour in the toddler and pre-school rooms, taking into account their age and stage of development

### **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):

- further develop children's assessment records so that they are informative and help children to move on to the next stage in their learning. Ensure that

parents have opportunities to contribute to this record so that they know about their child's progress

- implement systems to monitor and evaluate the provision for nursery education to ensure that children have access to good quality learning experiences and ensure that staff are deployed effectively so that children can make good progress.

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