



# Talbot Woods Nursery School and Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305398
<b>Inspection date</b>	23 November 2005
<b>Inspector</b>	Anne Mitchell
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<b>Registered person</b>	Bright Horizons Family Solutions 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 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?

Talbot Woods Day Nursery and Nursery School is one of a large group of nurseries in Europe and America run by Bright Horizons Family Solutions. It registered in 2005 and operates from six rooms in a purpose-built building. It is situated on a university campus on the outskirts of Bournemouth and Poole. A maximum of 86 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to three secure enclosed

outdoor play areas.

There are currently 128 children aged from 3 months to under 5 years on roll. Of these 36 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs twenty four staff. Fourteen of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted through the clear and effectively monitored procedures throughout the nursery. Children are actively encouraged from a very early age to be independent and take responsibility for their personal health. They can select tissues from low level dispensers to wipe their noses, and dispose of used tissues appropriately, as covered bins are situated close by. Children know why they must wash their hands after using the toilet and before a snack. Health posters are displayed and act as prompts to encourage children to wipe their nose, and wash and dry their hands. Children are protected from the spread of infection through effective nappy changing and potty training procedures. Staff use disposable gloves and clean changing mats and potties thoroughly.

Children learn about dental health and clean their teeth after meals. Their dietary health is successfully promoted due to the healthy and nutritious choices of snacks and meals. Children know the importance of healthy eating. A three year old tells an adult 'Fruit is good for me. It keeps my body healthy and chocolate is bad for my teeth because it has lots of sugar in it'.

Children's physical development is well promoted. They negotiate indoor space with confidence, and move around furniture and floor activities carefully. Children benefit from regular opportunities to enjoy exercise and fresh air in the outdoor areas and on local walks. They dress warmly in cold weather ensuring that outdoor activities continue throughout the year. Older children enjoy climbing on good quality climbing equipment. They skilfully manoeuvre bikes, pedalling slowly on bends to control their speed. Children's small muscle control and development is effectively supported through a range of well planned activities. They use scissors and tools with dexterity and confidence. They are encouraged from an early age to become independent at lunch time. Consequently, older children use a knife and fork with great competence, and use large spoons to serve themselves at lunchtime.

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

The provision is good.

Children safety is assured in this secure and child friendly environment. Key pad entry to each of the main buildings ensures that all visitors are monitored effectively to promote a secure setting for children. They play safely with well maintained toys and equipment, due to carefully considered risk assessments. Equipment throughout the nursery is child-sized, depending on the age of the children. Consequently, children of all ages can participate in all activities safely.

Children are very well supervised by the high ratio staff. Staff are vigilant in ensuring children's safety indoors and out in the setting and on outings. Children have a clear understanding of evacuation procedures, to ensure they can leave the building quickly and safely in an emergency.

Children are well protected through detailed, and regularly reviewed child protection procedures. All staff are confident and have an accurate understanding of signs & symptoms of possible abuse, as well as the correct procedures to follow. This effectively supports their responsibility to keep children safe from harm and neglect.

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

The provision is good.

Children throughout the nursery have access to a broad and varied range of resources and activities to help them develop in all areas. Babies are stimulated by a selection of well maintained sensory equipment to explore and investigate. A large sensory board with mirrored and noisy spinners, bells and rattles is wall mounted at low level, for example. Gentle music plays at times throughout the day for the children's enjoyment. One baby sits and sways to the nursery tunes. Toddlers beam with joy as they sing nursery rhymes. They participate in choosing the songs, with the help of illustrated song sheets.

Staff devise weekly play plans for babies and toddlers, based on the children's current interests. On-going observations ensure that changes in the children's interest are effectively monitored and catered for. Children of all ages demonstrate good levels of confidence.

### **Nursery Education.**

The quality of teaching and learning is good. Children benefit from the staff's secure knowledge of the foundation stage curriculum. Children learn effectively through activities planned directly from the child's current interests. Consequently, the activities are practical and meaningful to them. Staff monitor the activities to ensure all areas of learning are covered. There is a key worker system in place and staff know their children well. Written observations help staff plan what children will do next to develop their skills and learning. Activities are effectively evaluated to adapt them for more and less able children.

Staff use a range of effective teaching methods to help children's progress and development. They support children when required, but give them space and time to

work things out for themselves. Staff use open ended questioning effectively to help children consider how things work. The resources and environment are well organised to support children's learning. .

Children are very confident. They arrive happily at the setting and are enthusiastic to experience the range of activities provided, and are highly motivated. Children's concentration is excellent and they persevere at a chosen activity for long periods. Children have made close bonds with special friends at the group, and have caring relationships with staff. Opportunities for children to be independent are well fostered through effectively planned snack time, where children visit the snack table during a set time period in the morning. Children negotiate to take turns. 'You play first then I can have a go'.

Children listen well to staff at circle time or at tidy up time. Children enjoy selecting and reading books in the comfortable book area. However, opportunities for children to enjoy stories in large groups are not always planned effectively. Children recognise their names, selecting their name card at snack time. Children are confident speakers. They listen and speak to each other with interest. Children have opportunities to make marks in writing activities, and are familiar with print around the room.

Children confidently count to ten and above through play activities, such as counting the bricks in a tower. They enjoy solving mathematical problems, comparing the height of two towers, and calculating how many extra are needed to make them the same. Children recognise many numerals, particularly those familiar to them, such as their age or house number. They recognise name shapes with confidence and understanding, through everyday activities.

Children have good opportunities to experiment, through successful and well organised planned activities, such as using weighing scales. They have regular opportunities to construct with creative materials or construction toys, and maintain high levels of interest and concentration while doing so. Regular local walks to look at the natural world enhances their experience, knowledge and enjoyment. Children care for African land snails, and enjoy watching them move and eat.

Children have a stimulating range of creative resources to explore independently. The craft area provides a range of tools for children to select and use, and they do so with confidence. Children are resourceful and imaginative in the home corner, and enjoy prolonged involvement in child initiated role play activities and display good imaginative skills.

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

The provision is good.

Children are very much at home in the welcoming and child orientated environment. Children's self esteem and sense of belonging is promoted through displayed photographs and art work. All play activities are planned around each child's interests. Consequently, children's individual needs are effectively identified and respected.

Children learn about the wider world through exploring festivals and using a broad range of resources that reflect cultural diversity and disability. Children with special needs are well supported by experienced and trained staff. Children's spiritual, moral, social and emotional development is fostered.

Children's behaviour is very good. This is due to the clear and age appropriate strategies used consistently throughout the nursery. Staff speak to the children, and to each other with respect and interest, providing good role models. Children are polite and thoughtful to each other. They help to tidy up with enjoyment and enthusiasm. Staff use praise and encouragement at all times and consequently children have high levels of confidence and self esteem.

Partnership with parents is outstanding. They are provided with high quality, comprehensive and helpful informative information. This includes the policies, procedures and 'ready for school' family activity cards, for the older children. Parents making initial enquiries about child care are given a useful check list, to help them identify quality day care when visiting this, and other settings. New parents are contacted by telephone or e-mail when the child is settling, to reassure them that their child is happy and settled. Staff are always available to parents at the end of the session, for informal discussion. Parent meetings are held twice a year to discuss children's progress and achievements. Parents share and contribute to children's developmental reports, and are kept very well informed about their children's progress. Daily diaries ensure the routines for babies and toddlers help keep parents very well informed of their child's eating and sleeping patterns, and activities. Parents are actively encouraged to share in their child's learning. They demonstrate high levels of confidence and complete satisfaction with the level of care and education their children receive.

## **Organisation**

The organisation is good.

Children benefit from the staff's good knowledge and understanding in child care practices. At least half the staff are relevantly qualified and others are on training programmes. There are very good induction procedures in place for new staff. Children are cared for by suitable adults, due to the setting's effective recruitment and vetting procedures.

Children are well supported by the generally well organised deployment of staff. This provides good support for children during learning, play activities and at lunch time. However, at times the organisation of staff is not always as successful, during story time and before outdoor play, for example. Resources are well organised and staff make good use of the space available to maximise children's enjoyment. Children are familiar with the nursery routines, and benefit from the flexible approach, allowing them time to finish activities to their satisfaction.

Leadership & management is good. The management and staff are committed to improvement. Regular staff meetings ensure that staff work consistently well as a team. There are secure procedures in place to monitor the quality of nursery education, such as annual staff appraisals and monthly supervision of staff. The

nursery group run in-house training events and actively encourage staff development. The comprehensive and detailed operational plan ensures all policies and procedures are well written, shared with parents and are used to monitor the provision.

The setting meets the needs of the range of children for whom it provides care and education.

### **Improvements since the last inspection**

not applicable

### **Complaints since the last inspection**

There have been no complaints received by 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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):

- improve the organisation prior to outdoor play and lunchtime to limit the disruption to children

#### **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 the organisation of group story time to enhance children's learning and enjoyment

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