



## Childrens Ark Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY308246
<b>Inspection date</b>	14 December 2005
<b>Inspector</b>	Emma Bright
<b>Setting Address</b>	The Old Coach House, Papworth Hall, Papworth Everard, Cambridge, CB3 8RD
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<b>Registered person</b>	Childrens Ark Day Nursery 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?

Children's Ark Day Nursery was established in 2000 and taken over by new owners in 2005. The nursery operates from a converted coach house and is situated in the grounds of Papworth Hall, in the village of Papworth Everard near Cambridge. A maximum of 39 children may attend the nursery at any one time. The nursery is open 5 days a week from 07:00 to 18:00 all year round. All children have access to an enclosed outdoor play area.

There are currently 45 children aged from 2 to under 5 years on roll. Of these, 11 children receive funding for nursery education. Children come from the local area. The nursery currently supports a small number of children with special educational needs.

The nursery employs 10 staff, of whom 8, including the manager hold appropriate early years qualifications and 2 members of staff are 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. Staff consistently ensure that all areas used by children are kept clean, for example, they wipe the tables before all meals and each child is provided with clean linen at sleep times. Children competently wash their hands during the daily routine and know that they do this "because of germs". Thorough procedures and documents are in place to ensure children's medical needs are met. For example, all medical consents are obtained from parents and most staff hold first aid certificates, which ensures that children receive appropriate care if they are ill or have an accident.

All children enjoy sufficient quantities of food and drink; they enthusiastically tuck in to the meals provided and many children ask for second helpings. Meals are nutritious and freshly prepared each day and the varied menus ensure children's nutritional needs are met. Children benefit from the range of good quality meals, which help them to understand about making healthy choices. Children's individual dietary needs are clearly recorded to take into account any special dietary requirements and staff ensure these records are strictly adhered to. This means that children are well nourished and content.

Children experience a good range of outdoor activities that promote their physical development and enable them to enjoy daily opportunities for fresh air in the garden. They have great fun playing 'What's the time Mr Wolf?' and riding tricycles on the 'road' that they had marked out with chalk on the safety surface. Children also participate with enjoyment in regular indoor physical exercise, such as parachute play and music and movement sessions. Babies have space to crawl and move around and sturdy furniture enables them to pull themselves to standing. This ensures that children benefit from physical activity to promote their good health. Good routines for sleep and quiet times are in place, which means that all children are well rested.

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

The provision is good.

Children are cared for in a clean, bright, well maintained and inviting environment. The room is prepared with appropriate resources in readiness for children's arrival

each day, which makes children feel welcome. Children use a wide range of good quality, developmentally appropriate resources which are cleaned and checked regularly to ensure that they are safe and in good condition. They access many of the available resources from shelves and trays at child-height, which promotes their independence and enables them to follow their own interests and develop their play.

Children's safety is enhanced by good security procedures to restrict access to the setting, appropriate safety measures such as the use of covers on all low level electrical sockets and through staff's vigilance in their supervision of children. Children learn about keeping safe as staff provide explanations as to why, for example, children should tidy away small toys and they know they do this "because the babies might put them in their mouths and it would make them cough". This helps children develop their understanding of hazards and to take responsibility for themselves. Sound recording systems ensure that parents are informed of any accidents their child sustains whilst at the setting.

Children are protected and kept safe from harm as the staff have a suitable knowledge of child protection procedures and have the necessary skills to identify signs and symptoms. However, most staff attended training some time ago and further training would ensure their knowledge is in line with the Area Child Protection Committee procedures.

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

The provision is good.

All children enjoy their time at the nursery and they separate happily from their parents and carers, settling into their activities readily on arrival. Children are confident, they play happily together and enjoy warm and affectionate relationships with the staff, who are sensitive to their needs. This contributes to the children's sense of belonging and helps to develop their confidence and self-esteem.

Children are involved and interested in the good range of activities and resources on offer, which they access easily so that they can follow their own interests; children independently seek out other resources to develop their play. Children are very independent and are adept at caring for their own needs, such as dressing for outdoor play and they competently feed themselves with appropriate utensils.

Babies benefit from a good range of practical activities that follow the 'Birth to three matters' framework, such as messy play and music sessions and they eagerly explore the 'treasure baskets'. They enjoy 'bubble time' and excitedly wave their hands to catch the bubbles. Equipment and materials are easily 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 good. Children benefit from practitioners' good understanding of the Foundation Stage and how children learn through practical, meaningful activities. Planning is in place and provides an interesting range of activities and experiences that cover all areas of learning. Children's achievements are linked to the stepping stones, and observations inform children's assessment records, which show that they are making good progress towards the early learning goals.

Children's independence skills are well developed and they concentrate and persevere in tasks that stimulate them and demonstrate pride in their achievements. Children's behaviour is good and they have developed good negotiating skills as they share and take turns, for example, "There are only two balls so we have to take turns". However, some activities lack challenge for older and more able children who are ready to move on to the next stage in their learning. Children confidently communicate with adults and each other, and they have formed good relationships with one another. They initiate conversations and use conventions such as 'please' and 'thank you' unprompted. Children's early writing skills are developing well as they practise these skills in a range of activities, such as drawing, painting and making marks in the role play area. Some children can form recognisable letters and they talk about and know the letter that their name begins with.

Children develop their understanding of numbers, counting and calculation in a range of practical activities and during the daily routine. They know how old they are and demonstrate on their fingers how old they will be next. Children use mathematical language and ideas to solve problems as they talk about needing longer blocks for their construction activity and they compare numbers as they tally how many cards they each have left in a game of Lotto. Children observe changes in the weather and explore their environment on nature walks. They enjoy talking about events in their own lives that are important to them and share them eagerly at circle time; they talk about their feelings and express themselves competently. Children manipulate playdough, rolling into 'big snakes and little worms' and express their imagination by re-enacting familiar scenarios in the role play area. Children join in enthusiastically in singing sessions and move with enjoyment in parachute play, having great fun hiding underneath it.

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

The provision is good.

Children are valued and respected as individuals; staff respect their individuality and work well with parents to ensure that the needs of all children are met. Parents receive good information about the setting so they know about activities and events, and they have daily opportunities to read about and discuss their child with staff. This ensures children's individual needs continue to be met. All policies and procedures are in place to share information with parents and carers. Children with special educational needs are supported well and staff work proactively with parents and other agencies to support these children's needs. Children access a good range of resources that promote a positive view of the wider world and they enjoy talking about their own families, which helps them to understand about their differences and

similarities.

Children's behaviour is good. They interact confidently with staff and each other and are learning to consider the needs of others and to work together co-operatively, for example, as they help each other to tidy up. Children learn to take turns, share resources and play harmoniously together because some staff use effective strategies to manage children's behaviour and they use positive language to help children understand what is expected of them. However, the good practice is not consistent with older children to help them understand the rules.

The partnership with parents of children who receive nursery education is good, which contributes significantly to children's well-being in the nursery. Parents share what they know about their child's abilities when their child starts at the setting, which enables staff to use each child's interests and abilities as the starting point for their care and learning. Staff ensure that all parents know, and have regular opportunities to discuss how their child is progressing and developing. Parents are well informed about the Foundation Stage through parents' evenings and written information. The provision fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

Children benefit from a well-prepared environment that enables them to enjoy and achieve during their time at the nursery. They are happy and content as staff have developed warm and caring relationships with them. Sound recruitment procedures mean that staff are vetted, which ensures children are protected. Over half of the staff team hold appropriate early years qualifications and appraisals identify areas for professional development to further improve staff's knowledge and understanding of the needs of the children. The good adult: child ratio enables staff to work flexibly to support children's learning in small groups and on an individual basis, when appropriate. All required documentation is in place and comprehensive policies underpin the good practice in promoting positive outcomes for children. Good settling-in procedures ensure that parents feel secure in the care provided and children settle readily and become confident members of the nursery.

The quality of leadership and management of the nursery education is good. The new owners demonstrate a real commitment to continued development of the setting's practice to ensure that all children have access to good quality learning experiences and have begun to identify areas for improvement. However, systems to monitor and evaluate the provision for nursery education are not yet fully developed to ensure that children are consistently challenged and have access to rich learning experiences. Children benefit from the staff's knowledge and understanding of how children learn and their ongoing commitment to further training to update their knowledge and practice. Staff work well together as a team and demonstrate 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

There have been no complaints made to Ofsted since 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):

- update staff's knowledge on child protection procedures
- develop staff's understanding of effective ways to manage children's behaviour so that it is consistent and takes 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):

- continue to develop the system for monitoring and evaluating the provision for nursery education to ensure that children are consistently challenged and have access to rich learning experiences.

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](http://www.ofsted.gov.uk)