



Pirbright Day Nursery

Inspection report for early years provision

Unique Reference Number	EY295026
Inspection date	12 January 2006
Inspector	Deborah Jaqueline Newbury
Setting Address	Pirbright Day Nursery, Pirbright County Primary School, School Lane, Pirbright, Woking, Surrey, GU24 0JN
Telephone number	01483 797554
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Registered person	Pirbright Day Nursery Ltd.
Type of inspection	Integrated
Type of care	Full day care, Out of School 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

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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?

Pirbright Day Nursery and out of school club opened under new management in 2004. It operates out of several rooms situated at Pirbright School in the village of Pirbright, Surrey. The nursery is privately owned and operates independently of the school. The setting serves families from the local community and further afield.

Nursery children have access to a main room where most activities take place and an adjacent smaller room that is used for quieter activities and sleep for those children

who require a daytime rest. After school children have use of the entrance foyer and adjacent art room. There is a hard surface play area and children have use of the school playing fields. Toilet and kitchen facilities are available.

The nursery is registered to accept a maximum of 18 children from 2 years to 4 years of age at any one time. There are currently 30 children aged from 2 to 4 years on roll. This includes 15 children who are in receipt of nursery education funding. The nursery is open Monday to Friday all year round, excluding Christmas and Bank Holidays, from 08.00 until 18.00. There is the option of an earlier start (07.30) or late finish (18.30). Children may attend on a sessional or full day basis.

The out of school club is registered to care for a maximum of 24 children from 4 to under 8 years of age. The club caters for children up to 11 years of age. There are currently 36 children from 4 to 11 years of age on roll. The out of school club operates Monday to Friday during school term times only. Sessions are from 08.00 until 09.00 and 15.00 until 18.00. Children attend for a variety of sessions.

The setting accepts children with special needs and children who speak English as an additional language.

A total of 6 permanent members of staff work with the children. There are 4 members of staff who have a recognised early years qualification. There are 3 members of staff who hold a current first aid certificate. The setting receives support from the Early Years and Childcare Service. The nursery is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because there are effective procedures in place to ensure good standards of hygiene and to minimise the potential for the spread of infection. Staff are aware of their role and responsibility in promoting children's good health. Such practices as the wearing of protective clothing when changing children, the monitoring of fridge temperatures, and ensuring the overall cleanliness of the premises benefits all children.

Children learn the importance of good health and hygiene practices as part of the daily routine. Younger children are developing independence in their self-care skills with the support and encouragement of staff whilst older children are highly independent in these skills. They are very aware of when and why they need to wash their hands and they understand that they clean their teeth after eating lunch. They help themselves to tissues as and when they need them. Children who attend the out of school club wash their hands as a matter of course before eating.

Children have access to drinking water at all times and they enjoy a variety of foods at snack and meal times. These have regard for healthy eating. The rolling snack time arrangement works well within the nursery provision. Children make their own

decision about when they wish to have snack and they select what they wish to eat from the selection of fruits provided. Children are very familiar with the routine and they follow this well. Those children who stay for lunch eat a meal which is prepared by school catering staff. Food is plentiful and looks appetising. A member of staff from the out of school club prepares a tea time snack for all children. Children's social skills are fostered as they sit together to eat. Menus are displayed on the notice-boards for both the club and the nursery so parents are aware of what is provided. Children's individual dietary needs are met because staff have regard for these and seek relevant information from parents. Some staff have attended food hygiene training.

Children rest and sleep according to their individual needs. Younger children are able to sleep in comfort in the quiet room of the nursery whilst older children have a period of rest and relaxation after lunch. Sleeping children are checked regularly and they receive good levels of support when they wake up as staff give them cuddles. Children attending the club have access to a comfortable area where they can sit and relax before and after school.

Children have regular opportunities to be active and develop their physical skills. Nursery children enjoy being outside in the fresh air. They explore the well equipped play area outside the nursery room with enthusiasm. This is currently being developed well as an outside learning environment. Wheeled toys are very popular and children have access to a variety of items that cater for different ages and stages of ability. The setting is able to make use of the extensive school grounds to offer all children further opportunities to play outside and take exercise. Inside, the foyer area is used for such activities as music and movement when the weather is poor and it is not possible for children to go out to play.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children learn how to keep themselves safe through daily routines, the input of staff and the setting of clear boundaries. They notice when others are engaged in potentially unsafe practices. For example, when a child stands on a chair, they respond by remarking on the need to get down. They are aware that they must not run indoors and understand the potential dangers of such actions, both to themselves and others. Children have access to a range of suitable equipment, furniture and resources which is appropriate for their ages and stages of development. Staff check these regularly to ensure they are safe and ready for children to use.

The premises used by the nursery and out of school club remain locked and staff control access. Additional measures have been implemented since the last inspection to ensure greater security and safety of nursery children when they are playing in the area outside the nursery room. There are suitable arrival and departure procedures to ensure children stay safe, including the use of passwords if anyone else, other than parents or carers, is to collect a child.

The nursery manager has recently attended Health and Safety training and staff are

currently developing written risk assessments for both the nursery and club. Staff supervise children generally well and they identify and minimise most potential hazards to children. However, they are not always consistent in their approach to monitoring and addressing some safety issues, such as the removal of any standing water in the outside play area and the clearing up of spilt water indoors. Children in the nursery regularly participate in fire drills with the school although children and staff in the out of school club do not do this.

Children are protected from harm because staff have a suitable knowledge and understanding of issues relating to child protection and the procedures to follow if they have any concerns. Children have sufficient room to move around freely and available space is organised to meet the needs of the children present. Staff within the nursery are currently updating their first aid qualifications. A first aid kit is available for the whole provision but, as this is currently stored within the nursery, it is not so easily accessible to club staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and at ease in both parts of the provision. They relate well to one another and to their carers who form warm, friendly relationships with them. This helps children feel confident and adds to their sense of security. Children have access to a varied range of resources which are age-appropriate. They are generally well-occupied although, within the nursery, some activities lack sufficient challenge, in particular for more able children.

Children enter the nursery well and separate easily from their parents. They feel self-assured as staff are welcoming. They greet children and show interest, for example, in what they did over the weekend. Staff recognise that some children want to look out of the window and wave goodbye to their parents and they help them to do this. Staff have not yet introduced the Birth to 3 Matters framework of good practice to underpin their planning of activities and experiences for children under 3. However, the manager is due to attend relevant training in the very near future to support the development and implementation of this into the nursery.

There is a lively atmosphere in the club where children are relaxed. Some children choose to explore the different play materials available to them whilst others opt to participate in the creative activity that staff plan for them each day. They co-operate with one another as they play games, build with construction toys, or chat amongst themselves whilst they paint and draw. Children have the confidence to express their needs to staff and they take pleasure in showing their paintings to them. Staff show interest in what children are doing, and they play alongside them when requested.

Nursery Education

The quality of teaching and children's learning is satisfactory. The nursery day is planned to enable children to take part in free play, focussed activities, whole group times, to relax and to be physically active. All staff are involved in the planning of activities and these have regard for each area of learning. Practitioners are making

steady progress with their development and use of planning, evaluation and assessment procedures. They undertake observations on children to monitor their progress and achievements but are not yet identifying the next steps for children's learning and using these to inform future planning. Consequently, some activities are not sufficiently challenging for some children. Some staff members use effective questioning techniques to encourage children to think although others miss opportunities to develop children's learning further.

Children form good relationships with others. They display a strong sense of self as they express their needs and talk about their families and siblings. Children show curiosity and an interest in the activities on offer to them although these do not always hold their attention. Children's behaviour is very good. They are becoming confident speakers and are keen to express their views. Staff show interest in what they have to say and they encourage children to listen to one another. Children enjoy looking at books both independently and with their friends. They listen to stories with obvious enjoyment, responding to staff encouragement to join in with familiar phrases or to talk about the accompanying pictures. Children recognise their written names as they self-register on arrival at nursery and search for their name cards at snack and lunch time. Some children identify written letters of the alphabet and they show particular interest in those that are meaningful to them, such as the letters found in their names. Children explore mark-making as they access the range of writing materials available. Practitioners do, however, miss opportunities to further promote this and encourage children to write for a purpose, for example, in the role-play area.

Children develop good levels of independence as they put on their coats and boots before going outside to play. They understand that it is cold and they need to wrap up warmly. Some children pour out their own drinks at snack time but staff do not adopt a consistent approach to this. Some practitioners automatically do this for children without allowing them the opportunity to attempt this themselves and thus, build on their self-help skills. Children do not pour out their drinks at lunch time. Children demonstrate good spatial awareness as they move confidently around the nursery premises and when they are outside. When using the wheeled toys, children competently change direction, adjust speed and avoid collisions. Their fine motor skills develop well as they manipulate playdough, cut with scissors, and pour water from one container to another.

Children have a repertoire of songs and rhymes. They enjoy singing and some children have the confidence to stand up and sing by themselves to the rest of the group. Their sense of achievement is well fostered as staff and other children applaud their efforts. Children use their imaginations as they play with the dinosaurs and dolls house and when in the role-play area, which is currently set up as a shop. Art and craft resources are not always easily accessible to enable children to express their own ideas through free creativity.

Children recognise written numerals and they count well using one to one correspondence. They use mathematical language during the course of their play and when in conversation with others. They talk about their ages, make comparisons about quantities and size as they discuss the number of train carriages they have and the different heights of the dinosaur toys. Children develop some problem solving skills but do not build on these further as staff omit to fully exploit all

opportunities that arise, for example, as part of the daily routine to challenge children further.

Children discuss the day, date and weather and they record their discussions and observations on the weather board. They have access to a computer within the nursery but there are no other easily accessible resources that they can explore to further develop their awareness of technology. Children regularly cook and they explore the concept of growth as they grow fruit and vegetables.

Helping children make a positive contribution

The provision is satisfactory.

Staff are aware of issues relating to equal opportunities and they treat children as individuals and with equal concern. Children have access to a satisfactory range of resources within the learning environment that reflect positive images and different aspects of diversity to help them gain understanding of the wider world in which we live. Home made posters of "children around the world" and "classrooms around the world", which are displayed at child height in the nursery, interest children and they spend time examining these intently. Children learn about different customs and festivals. As a result, children's spiritual, moral, social and cultural development is fostered. Such measures as the inclusion of a birthday board for all children and providing nursery children with their own named drawer and a special place to keep their coats and boots, adds to their sense of belonging. There are appropriate procedures in place to support children with special needs.

Children attending the club have been involved in the setting of the rules for behaviour. This means that they are meaningful to them. Children display a good understanding of expectations for behaviour whilst they are at the club, together with the reasons for these. Their behaviour is generally good. Nursery children behave very well. They are helpful to one another and help take care of their environment, for example, as they tidy up at the end of the free play session. They have good manners and most display understanding of the need to share and take turns. Staff act as positive role models and support children's developing confidence and self-esteem through praise and positive language.

Partnership with parents and carers is satisfactory. Parents of children attending the nursery have access to some useful information about the provision. They are able to share in their children's learning as staff display copies of all plans on the notice-board. The nursery has held a parents evening to inform them about the Foundation Stage curriculum and parents have also been invited to a social event. Procedures for sharing information about children are mostly informal although parents can view the progress records that staff keep on children as and when they wish. Parents do not yet contribute to these records. The quality of information available to parents of children attending the club is not so detailed however, or as well organised. All parents are informed of the setting's policies and procedures and they are required to sign to show that they have seen these. Parents can subsequently view policies upon request. There is a written complaints procedure in place which includes contact information for the regulator. However, this is not easily

accessible to parents and does not yet have regard for the recent changes to the National Standards.

Organisation

The organisation is satisfactory.

Children's care needs are met through generally effective organisation and satisfactory leadership and management of the provision. Children are able to move freely around the nursery and club environments which are bright and cheerful, and make decisions about where they wish to play. Displays of children's artwork creates a welcoming environment for everyone and helps children understand that their efforts are valued. Some resources are arranged to be easily accessible to enable children to make their own decisions about what they do. Staff work together as a team to support the children attending. They supervise children generally well and identify and minimise most areas of risk to children.

Required documentation and other records which contribute to the health, safety and welfare of children within the setting are maintained to a generally satisfactory standard overall, although some aspects are still being developed. The setting is aware of the recent changes to the National Standards and the registered owners are in the process of amending existing procedures, for example, with regard to vetting arrangements to ensure that adults working with children are suitable to do so. There is a clear desire to move forward and further develop the care and educational provision for all children attending the setting. This is demonstrated by positive attitudes and a commitment to training.

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

Improvements since the last inspection

At the last inspection three areas for improvement were identified. These related to child protection issues, the development of documentation to ensure that it contains sufficient and up-to-date detail and the completion of regular assessments on children's progress.

The setting has updated its written child protection policy to ensure that this complies with the Area Child Protection Committee procedures. Details of the procedure to follow in the event of concerns are displayed on the nursery noticeboard which means that they are easily accessible to some staff and parents. Nursery staff have attended child protection training. There are now written garden safety procedures in place which are implemented before nursery children access the outside play area. These also detail the actions staff should follow whilst children are playing outside. Other documentation has been reviewed and updated. This continues to be an on-going process as staff have identified the need to expand further written policies for the club. All accidents and incidents are now recorded. These procedures contribute to the improved safety and wellbeing of all children.

Steady progress is being made with regard to the completion and use of

assessments of children's progress. Since the last inspection the group has implemented observation procedures and staff are recording their observations in children's profile folders so that they can track their progress through the stepping stones. Children's progress records do not yet show the next steps for their learning and this has been identified as an area for development following this inspection.

Complaints since the last inspection

Since the last inspection Ofsted received one complaint relating to National Standard 8: Food and Drink and National Standard 3: Care, Learning and Play. Concerns were raised regarding dietary requirements and toileting accidents. Ofsted asked the provider to conduct an internal investigation and report back within seven working days. The provider reported back addressing the concerns through a detailed report. No evidence was found that either Standard has been breached in relation to the complaint. Ofsted has taken no further action with regard to this matter. 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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The quality and standards of the nursery education are satisfactory.

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):

- develop and implement risk assessments for all aspects of the provision to identify potential hazards and identify ways of minimising these. Take steps to ensure that children and staff in the out of school club regularly take part in fire drills so that everyone is aware of the procedures they should follow in the event of it being necessary to evacuate the premises
- improve the quality and range of information available to parents of children attending the club to ensure they are well informed about the provision and have easy access to relevant information at all times
- develop the setting's written complaints procedure to ensure that this reflects

changes to the National Standards and ensure that all parents have easy access to this.

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 observation, evaluation and assessment procedures to identify the next steps in children's learning and use to inform future planning, to ensure activities present sufficient challenge, in particular for more able children
- look at ways of providing more opportunities for children to develop and explore their own ideas through free creativity.

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