



# Ingrebourne Neighbourhood Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281343
<b>Inspection date</b>	05 December 2005
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<b>Registered person</b>	Ingrebourne 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 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?

Ingrebourne Neighbourhood Nursery is a privately owned nursery. It opened in 2004 and operates from a self contained unit attached to Ingrebourne Infants School in Romford, Essex. A maximum of 72 children may attend the nursery at any one time. The nursery is open from 08:00 to 18:00 each weekday for 52 weeks of the year and children attend for a variety of sessions. All children have access to a secure enclosed play area.

There are currently 91 children aged from 3 months to under 5 years on roll. Of these 9 receive funding for nursery education. Families using the nursery live or work in Havering and the surrounding boroughs. The nursery has experience of supporting children with special educational needs.

The nursery employs 16 staff, 14 of the staff, including the manager hold appropriate early years qualifications to National Vocational level 2 or 3. Among the staff group, 1 is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's good health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean environment, with clean and well maintained toys and equipment. Effective procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing, sustain high levels of hygiene and help prevent the spread of infection. Children follow good hygiene routines such as washing their hands before eating and after visiting the toilet. However, although staff explain the need to wash hands after using the toilet, they do not consistently use explanation at other times. For instance, before lunch time, and this does not help children learn the importance of good personal hygiene.

A suitable ratio of staff hold a current first aid certificate, which enables children to be given appropriate care if there is an accident. Parents give prior written consent to administer medication which ensures children receive the correct dosage. However, the nursery is not using effective procedures to ensure parents, are given the opportunity of signing the medication record, every time their child receives medication at the nursery. This helps to promote good practice. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Children benefit from a healthy diet. They enjoy nutritiously balanced meals that are cooked on the premises. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Organisation of meal times are not enabling children to benefit from social interaction, and consequently there are missed learning opportunities of teaching children about foods that are good for them in meaningful ways. Children are given regular drinks during snack and meal times to prevent dehydration, but the nursery is not using consistent systems to ensure older children are able to confidently help themselves to fresh drinking water, at other periods. This encourages children to think about their personal needs.

Children regularly enjoy a range of activities that contribute towards their health and develop their physical skills. They enjoy being active when they jump up and down dancing to their favourite songs, and are able to access large equipment to develop their balance and co-ordination. Children's fine motor skills are developing well. They are competent when threading shapes on strings and use a range of small tools

when playing with the play dough.

Staff follow babies' individual home routines for eating and sleeping. This helps babies settle well, and contributes towards their physical wellbeing. Babies and children under 3 years receive warmth and affection, which supports their emotional wellbeing, and gives them confidence to explore new experiences. Staff rock children to sleep in their arms and give them kisses and playful tickles; however, arrangements for nappy changing routines and some care routines, are not offering children appropriate warmth and security, to ensure children benefit from warm intimate care routines.

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

The provision is satisfactory.

Children benefit from playing in a welcoming and suitably organised environment which enables them to move around safely and freely. Children use a suitable range of toys and resources which are appropriate to their age and stage of development. Some of the toys and equipment are stored at low-level; however, children are not encouraged to choose their own toys to enable them to take the initiative during their play and learning. Staff have not created comfortable inviting cosy areas, which encourage children to relax during the day, and be with others and make conversation.

Toys and resources are carefully selected to ensure they remain safe and suitable for children. Staff remind children about safety rules such as not throwing toys, and blowing their food before eating. However, they do not combine this with using simple explanations to help older children learn to take responsibility for their own safety. Staff carry out risk assessments to minimise the hazards and ensure the safety of the children. Appropriate staff deployment helps to ensure children are suitably supervised, and children benefit from a suitable range of safety measures. For instance, electric sockets are not accessible to children, and radiators are fitted with protectors to minimise hazards and ensure the safety of children .

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. This supports children's welfare.

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

The provision is satisfactory.

Children are happy and settled and are developing warm and caring relationships with the staff and with each other. Sensitive individual settling-in routines, help children quickly settle into the nursery environment. This enables them to make suitable progress in their personal, social and emotional development. They confidently seek support from staff which indicates that good trusting relationships have been built. Children take part confidently in all the planned activities, and are helped to develop a sense of achievement by staff encouraging their efforts. This helps children to feel good about themselves, and develops their self-esteem.

Children are developing good self-care skills when they wash their own hands after going to the toilet, and babies learn to feed themselves which helps develop their independence. Children are engaged in activities which enable them to sustain their concentration; however, weaknesses in planning, and teaching, does not always help to extend children's learning in meaningful ways.

Staff are not making effective use of the Birth to Three Matters framework to plan and provide a range of stimulating and appropriate activities for children under 3 years. Consequently, some of the activities for the younger children are not offering them frequent sensory experiences, to help them represent their ideas and feelings in a variety of ways. Staff echo sounds made by babies during their play, to encourage them to be confident and competent language users. Staff talk to children and explain what they are doing; for example, staff roll a ball of dough in their hands to show children how to make a round shape. This encourages children to link words with actions. Children enjoy action songs involving naming parts of the body, which also helps young children connect ideas and actions.

### Nursery Education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress through the key areas of learning and are encouraged by staff who are caring and have adequate knowledge of the Foundation Stage. However, they do not use this knowledge effectively to offer appropriate challenges to children to help extend their learning. Children are engaged and generally enthusiastic when they take part in the activities, and there is a suitable balance of adult-led and child-led activities. Planning of activities provides children with a suitable range of activities and experiences which generally cover the key areas of learning. However, monitoring procedures for teaching are not consistent, and do not always identify if learning intentions have been achieved. This does not help staff recognise where they are successful in promoting learning, and where aspects require improvements.

Staff observe and record children's progress across the areas of learning, but information gained from these assessments is not being used to influence future planning, to help children move steadily along to their next steps of learning.

Children show pride in their achievements when they complete puzzles and make objects out of construction toys, and are developing good social relationships with each other. They show genuine affection towards staff and enjoy giving each other warm hugs. They chat confidently to staff about their families and important events in their lives such as special birthday trips, which helps them develop a sense of belonging, and sense of time. Children enjoy listening to stories and are helped to anticipate what happens next during stories. They are helped to clarify their thoughts when they discuss the purpose of Christmas stockings, and are helped to become aware of sounds in words by staff pointing out the sounds of words in picture puzzles. There are limited opportunities for children to develop literacy skills for a real purpose.

Children are showing an interest in counting and numbers when they count the spots

on ladybirds, and visual numbers in the nursery such as numbers on Christmas displays help children recognise numerals. They are learning about measure when they measure out ingredients during cooking and making play dough. Children are learning about shapes during stories; for example, 'the dog ate a round sponge cake'. However, there are too few opportunities at other times for children to become aware of patterns and shapes in the environment, and to develop simple calculation skills during practical and meaningful activities.

Children are learning about change when they discuss the weather and seasons, and are able to observe the changes in snow melting. They are learning about living things when animals from the local farm visit the nursery, and when they grow cress, poppies and plant seeds. They enjoy constructing aeroplanes and cars out of interlocking cubes, and use the wooden blocks to build high structures. Visits from people working in the local area such as the fireman, help children to learn about members of the community. However, there are limited opportunities for children to show an interest in the natural world they live in, and notice differences and features within their local environment.

Children enjoy moving their bodies in sequence to music and are beginning to build up a repertoire of songs. They take great delight when they scream in unison during action songs when singing rhymes about crocodiles and enjoy using their imagination during role play when they dress up as policeman. However, some of the creative activities focus on staff initiating their ideas, and do not enable children to freely express their own ideas and feelings, through using a range of different materials and media.

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

The provision is good.

Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. This positive approach fosters children's social, moral, spiritual and cultural development. Constant praise and encouragement, helps children to develop a positive self-image. There are appropriate systems in place to support children with special needs.

Staff use appropriate behaviour management strategies and children respond well. Children are learning important social skills such as sharing and taking turns when they play group games, and are aware of the ground rules. They are aware of the routine of the day to help them feel secure, and are encouraged to tidy away the toys to help them work in a group. Kindness and sharing are recognised and acknowledged, which helps children to learn to show consideration towards others.

Partnership with parents who receive nursery education is satisfactory. Relationships with parents are friendly and supportive, and parents speak warmly of staff's positive and welcoming approach. Parents provide staff with appropriate and relevant information about their child's medical and dietary needs. This helps to ensure children receive individual care and attention. Staff complete a daily information sheet for parents of babies which gives parents information about their child's, food intake,

nappies and sleep. This helps to provide children with consistent care between home and nursery. Parents are given appropriate information about the pre-school through the prospectus and newsletters, and there are appropriate systems to inform parents about the Foundation Stage. However, opportunities to discuss children's ongoing progress and development are limited, and there are too few opportunities for parents to share information about children's current interests, to enable staff to motivate further learning opportunities. This inhibits parents ability to fully contribute to their child's learning.

## **Organisation**

The organisation is satisfactory.

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

Children benefit from being cared for by qualified staff, who have suitable knowledge and understanding of child development. This enables staff to meet children's needs appropriately. Staff deployment ensures children are appropriately supervised at all times. Children generally receive appropriate support from staff that enjoy their company, which helps to make children feel secure and confident. The day is appropriately balanced and allows children time for quiet and active play.

Staff work well as a team due to being clear about their roles and responsibilities. Management encourage staff to undertake relevant training, which supports staff in their role and ensures they have the latest and most relevant information available. However they do not always use this information effectively, to help promote positive outcomes for children.

Information kept about children is relevant and helps to promote their welfare. Most required documentation which contributes to children's health, safety and wellbeing are in place. However, the setting is not aware of parents cultural and religious beliefs in the event of their child requiring emergency medical advice or treatment.

Leadership and management of the nursery is satisfactory. Senior staff are supported by management through regular meetings. However, there are no opportunities for staff to meet collectively as a team to discuss planning and to ensure they are all clear about the aims of the provision. Management have not put in place effective systems for the continual assessment and development of staff, and have not put in place effective system to evaluate and monitor the quality teaching. This has contributed towards management not being aware of weaknesses in some staff's care practices, and weaknesses in teaching going un-noticed. Consequently teaching is not offering children sufficient challenges to ensure they make good progress in all areas of learning.

## **Improvements since the last inspection**

'Not applicable'

## **Complaints since the last inspection**

Ofsted has received one complaint since registration relating to National Standard 7: Health and 12 Working in partnership with parents. The complaint related to the sick child procedure and collection procedure. The registered person was asked to send details to Ofsted of the settings sick child policy on the 11th May. Ofsted found no evidence that the provider was not complying with national standards. Ofsted took no further action and the provider remains qualified for registration. The complaint was recorded in the complaints record.

The provider is required to keep a record of complaints made by the parents, which they must 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:

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 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):

- make sure all care routines for babies and toddlers are enabling children to benefit from a consistent key person to establish warm and intimate care to support children's emotional well-being
- improve activities for the younger children in line with practice set out by using the Birth to three framework
- improve systems for parents to share what they know about their child to enable staff to plan for individual learning, and increase opportunities for parents to be informed about their child's ongoing progress to help them take an active role in their child's learning at home (also applies to nursery education)
- make sure parents are given the opportunity of stating their cultural and religious beliefs in the event of their child requiring emergency medical advice or treatment, and ensure parents are signing medication records every time medication is administered



## **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):

- introduce a rigorous system that monitors and evaluates the quality of teaching so that areas for improvement are identified and quickly addressed
- ensure planning has consistent learning intentions and show clearly if learning intentions have been achieved, and ensure assessments of children's progress are being used to inform future planning of activities to help move children on to the next steps of their learning
- improve opportunities for children to develop simple calculation skills through practical activities, and ensure creative activities allow children to express and represent their ideas and feelings in their own way through using a range of different materials and media
- put in place effective systems to offer staff continual assessment and professional development to ensure they are able to reflect, monitor and improve the care and education they offer to all children

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