



# Blackfield Neighbourhood Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY270103
<b>Inspection date</b>	05 December 2005
<b>Inspector</b>	Catherine, Louise Sample
<b>Setting Address</b>	Blackfield Neighbourhood Centre, Heather Road, Fawley, Southampton, Hampshire, SO45 1EU
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<b>Registered person</b>	Totton College
<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?

Blackfield Neighbourhood Nursery is managed by Totton College. The nursery opened in 2004 and operates from three rooms in the Sure Start centre in the village of Blackfield near Fawley. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 3 months to under 5 years on roll. Of

these, 13 children receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with special needs. They serve children from the local area and also provide short-term care for children whose parents are attending courses at the Sure Start centre in which it is housed.

The nursery employs seven staff. There are six staff members, including the supervisor, who hold appropriate early years qualifications. One member of staff is working towards a qualification. The nursery receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's hygiene needs are well met through effective hand washing procedures. Staff remind children to use soap and there are posters displayed encouraging children to wash their hands. Children's hygiene needs are also met through positive measures such as cleaning the tables before children eat at them and the implementation of a sterilising rota for all toys.

Babies' hygiene needs are met well through thorough nappy changing procedures. Staff wear gloves when changing babies and clean the changing mat after every use. Children are learning about good health and hygiene. For example, a member of staff advises a child not to pick his nose because he may spread germs.

Children are well protected from illness and infection through positive measures, such as using individual flannels for each child. Cross infection is also prevented through measures such as the implementation of a 24 hour exclusion period for children with sickness and diarrhoea. Babies' health needs are not fully met since some baby's bottles are not refrigerated but left out on a window sill without their lids on.

Children have healthy choices of food and drink. They can help themselves to water at any time to ensure that they do not become thirsty and they are offered water or milk at snack time. Children have a choice of healthy snacks such as mango, apple, satsuma and cheese. They have suitably healthy packed lunches. Parents are advised of appropriate contents. Staff also ensure that children eat sensibly by making sure that they eat their sandwiches first.

Children's dietary needs are met well through close liaison between staff and parents. For example, staff discuss a child's dairy intolerance with the mother and ensure that the child's bottle of soya milk is named to avoid confusion.

Children are helped to keep fit through regular exercise. They play outside daily when the weather allows and although the outdoor play area is small, a good variety of equipment is offered to ensure that children get a variety of physical play. Children also enjoy indoor physical activities including aerobics, yoga and music and movement.

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

The provision is good.

Children's safety in the nursery is protected by a variety of positive measures. These include a secure entry system, covers for all electrical sockets and gates to ensure younger children cannot leave their play areas. An annual risk assessment of the premises is made and there are ongoing checks to ensure the safety of resources and equipment. Children can move about the nursery safely since there are no obstacles. The rooms are arranged to provide plenty of clear floor space.

Children are directly supervised at all times. Older children visit the toilet independently but there is always a member of staff watching out for them. Children's safety outdoors is ensured through effective measures. These include keeping the gate padlocked at all times and ensuring that children cannot access the storage area.

Staff check the outdoor play area for potential risks before children are allowed out. This is particularly important since the area suffers from a lot of vandalism. Children's safety on outings is ensured through thorough risk assessment. Staff carry a first aid kit, emergency contact numbers and a mobile phone on all outings.

Children are learning about staying safe. There are posters displayed throughout the nursery relating to a variety of safety issues including wearing helmets when cycling. Children completed a variety of safety related activities during road safety week. This included setting out a road system in the outdoor play area which children had to safely navigate. Children wear helmets when riding trikes in the outdoor play area.

Children's welfare is protected effectively through the staff's sound understanding of child protection issues. They are well informed about the possible indicators of abuse such as bruises on babies and the acting out of inappropriate behaviour. Flow charts are displayed around the nursery to ensure all staff are reminded of the procedures to follow if they suspect abuse. All concerns are referred to the supervisor who liaises with the manager.

The nursery has had experience of making child protection referrals and has good links with Social Services. Information about child protection is shared with parents on the notice board and in the policy document.

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

The provision is good.

Children are happy and confident. They enjoy attending the nursery and operate independently within the setting. For example, babies confidently explore their surroundings. Children are encouraged to develop independent skills such as putting on their own coats and going to the toilet by themselves. They are also encouraged to work together through activities such as tidy up time. Children use their initiative. They choose the activities they want to do and help themselves to resources

Children have a warm relationship with staff who offer them lots of affection and praise. This helps to boost the children's self esteem. For example a member of staff tells a child "I'm so proud of you" when he builds a train track. Children benefit from good levels of adult support. Staff regularly ask children if they want help with activities and if they are alright but are not intrusive. They are skilled at standing back and letting children explore and discover for themselves. For example, two toddlers investigate a basket of different coloured and textured balls.

Children are acquiring new knowledge and skills such as how to use the computer and how to build a circular train track. They are learning through a wide range of stimulating and purposeful activities. They are also learning through skilful questioning by staff. For example, during malleable play staff ask "What does it feel like?" and "What happens if you squish it?" .

### Nursery Education

Teaching and learning are good. Staff have a good understanding of the Foundation Stage of learning and understand what children can learn from different activities. Planning covers all areas of learning and identifies which stepping stones each activity covers. Planning also shows how staff will teach and care for children with special needs. For example, it shows activities to develop speech and language skills. Planning does not, however, show the next steps that individual children need to take.

Staff make effective use of observation and assessment. Children are observed regularly and this information is recorded weekly. Staff use it to help them assess the children's progress towards the early learning goals and the next steps that they need to take. Staff also know the children very well and this helps them in assessing each child's progress and needs.

Children benefit from the staff's good use of time and resources. There is a sound balance of adult and child led activities and staff are flexible. For example, a child wants to carry on playing with the 'gloop' so snack time is delayed. Children are challenged appropriately. For example, a younger child is encouraged to count to three while an older child is encouraged to add the number of adults and children together.

Children are making good progress towards the early learning goals. They have a positive attitude towards learning. For example, children are eager to try out the remote controlled cars. They play well together. For example, they enjoy singing and acting out 'The Farmer's In His Den' as a group. They concentrate well. For example, they listen attentively to stories.

Children spend long periods on self selected activities. One child spends over quarter of an hour playing with the nativity figures. Children have many independent skills such as toileting. They are well behaved and able to share and take turns. They are developing a good sense of community through a variety of activities including the celebration of festivals and taking part in charity events.

Children have many independent skills. They pour their own drinks and put on their

own coats. They also help one another. For example, taking turns to hand out cups and plates at snack time. They are able to cooperate with one another. They work as a team at tidy up time and two children carry a rug between them. Children confidently explore and investigate. For instance, they investigate many different malleable materials such as mushy peas and rice pudding. They have easy access to art and craft materials with which to express themselves. They also experiment with musical instruments and enjoy singing a wide range of songs.

Children enjoy looking at books and listening to stories. They have good opportunities to link sounds and letters. For example, singing songs that identify their name and initial. Most are confident speakers who use speech to discuss home and nursery. For example, children discuss whether they have a Christmas tree at home.

There are displays of print all around the nursery that helps children recognise the significance of the printed word. Children also have opportunities to recognise numerals such as a sign that states "Only 3 children can play here". Children are learning about shape through activities such as building a circular train track. They use size and number language. For example, a child says "Jesus was small". Children have good opportunities to solve practical number problems. Staff ask how many children are present and ask children to work out how many cups will be needed at snack time.

Children enjoy daily physical play. They use a wide range of resources including slides, trikes, balls and balance bars that help them to develop their physical skills. They also do activities such as music and movement, aerobics and yoga. They regularly use simple tools such as scissors and paintbrushes. Children are developing their hand eye co-ordination through activities such as using remote control cars. They also use other simple ICT including programmable toys and the computer.

The children are learning about the world around them through activities such as walks in the local area and growing their own plants. They are finding out about other cultures through daily use of multicultural resources and topic work on festivals such as Divali.

Overall children are making good progress in their learning.

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

The provision is good.

Children play a positive role within the community and the nursery. They have taken part in various charity events including Red Nose Day and Children In Need and are encouraged to think about others. Children also play an active role within the nursery. For example, they take turns to deliver the Christmas post to the other rooms.

Older children are being encouraged to contribute their ideas for future activities and these are being incorporated into the curriculum planning. Children interact well with one another. For example, two children co-operate in putting away a mat together. They also have a warm relationship with staff. A child tells a member of staff that he loves her and she replies that she loves him too.

Children are well behaved. They follow instruction well and are able to take turns and share. For example, a member of staff tells a child that it is someone else's turn to be the postman and he says "OK". A child finishes playing with a remote control car and gives it to another child without being asked to do so.

Children's good behaviour is recognised and celebrated. A celebration tree has leaves sticking to it showing good behaviour and achievements. For example a child has a leaf up for saying please and thank you at snack time. Children's behaviour is well managed by staff who emphasise positives and talk about behaviour being "Not very sensible" rather than naughty.

Children are learning about wider society through the regular use of multicultural resources and through topic work. For example, children play with puzzles, books and dolls that reflect positive images of other cultures and there are a wide range of posters around the nursery showing children and adults from different parts of the world. Children also do craft activities related to festivals. For example, the younger children have made a handprint picture for Divali. Children's individual needs are met very well. For example, a baby is given plenty of time and cuddles to help her to settle and when a child indicates that she wants her picture on the wall a member of staff puts it up for her immediately.

Children with special needs are cared for effectively. The nursery has two SENCO's who work closely with the parents and other agencies such as speech and language therapists. Children have individual educational plans with agreed targets. These are reviewed regularly. Children's additional needs are taken into account when planning activities. The weekly planning shows how children with special needs will be helped to make progress. Staff use effective methods to care for and teach children with speech and language difficulties such as using picture cards and Makaton.

Children benefit from a good relationship between staff and parents. Parents are kept well informed about the nursery through monthly newsletters and a comprehensive parent notice board. There is a comments box that invites parents to make suggestions about the setting. Staff and parents share information about the children through discussion and staff complete daily sheets for younger children showing details such as what they have done and when they had feeds and nappy changes. Parents find staff approachable and supportive.

## Nursery Education

Partnership with parents is satisfactory. Parents are made aware of the Foundation Stage curriculum and the different areas of learning through extensive displays in the nursery. They have easy access to planning which is clearly displayed and they are aware of what the children are learning.

Parents are aware that they can see their children's records of achievement at any time although there is no formal system in place for sharing these with them. Staff discuss each child with their parents during settling in visits. However, there is no formal procedure for recording information from parents about the children's level of attainment when they enter nursery education.

Children's social, moral, spiritual and cultural development are fostered.

## **Organisation**

The organisation is good.

Children benefit from a well-organised environment. The premises are bright and welcoming with colourful displays of the children's work. Effective use is made of all areas. For example, the ceilings in the 0-3's area and the toilets have a wide variety of pictures and pieces of shiny and patterned paper for babies and toddlers to look at when lying on the floor or changing mat. Children also benefit from well organised resources that are easily accessible.

Toys and other resources are stored in low units for self selection or on open shelves so that children can easily identify what they want staff to get down for them. Babies can easily explore a wide variety of unusual objects which are securely attached to a low partition. These include pieces of fabric, paint brushes, sieves and stones.

Children's care and education is enhanced through the nursery's commitment to staff development. All staff are trained to at least a level two in childcare or working towards a qualification. The nursery has a staff development policy and staff attend a variety of training which they put into practice. This is particularly evident in the care of younger children where the Birth to three matters framework has been put into practice very effectively after training.

Children's welfare is promoted through the efficient running of the provision and the keeping of most of the necessary records, policies and procedures. For example, the attendance register shows the exact times of arrival and departure of each child. However, the nursery's written record of complaints is kept at Totton College where the manager is based and is not, therefore, easily accessible to parents.

Children's safety is ensured through effective measures to ensure that staff are suitable to work with children. Recruitment is managed by Totton college which carries out criminal records checks and follows up references for new staff.

## **Nursery Education**

Leadership and management are good. There is a clear and effective management and staffing structure in place. Staff undergo a thorough induction process and annual appraisal ensures their ongoing suitability. The supervisor and manager monitor the effectiveness of the nursery education provision. They oversee planning and review it monthly to ensure that it covers all areas of learning effectively. They also check on children's records of achievement to ensure that they are making progress.

Staff are able to identify the strengths and weaknesses of the provision. For example, a strength identified is the time that staff are given to work on planning. They use this evaluation to develop strategies for future development. For example, planning is to be further developed to take more account of the children's individual needs.



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

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

At the last inspection the provider was required to provide parents with information about the setting's policies and procedures and to obtain written parental consent to seek emergency medical advice or treatment. They were also required to keep records on the premises showing evidence of staff's suitability to work with children. Finally, the provider was required to review the procedures for disposing of soiled nappies and for washing up crockery.

Parents are now given a policy and procedure document as part of their welcome pack and the nursery's policies and procedures are also clearly displayed on the parent notice board. Parents are, therefore, well informed about the way in which the nursery operates.

Parents now give written consent for emergency medical treatment to be sought. This enhances the care of children in an emergency situation. Records showing evidence of staff suitability are now kept on the premises. A checklist shows what checks have been carried out to ensure the suitability of each member of staff. This enhances the safety of the children.

The procedures for disposing of soiled nappies has been reviewed. Used nappies are disposed of immediately. They are placed in a nappy sack and then in a bin with a lid. This ensures that they do not pose a health risk to children. Crockery is now washed up in the kitchen rather than the messy area. This also ensures that children's health and hygiene is not put at risk.

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

There have been no complaints made to 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:

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 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):

- ensure good hygiene practice with regard to storage of baby bottles
- ensure that the written complaints record is accessible to parents

### **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 planning to take account of the next steps that individual children need to take
- further develop procedures for using information from parents to assess children's starting point on entry to nursery education

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