



Loughborough Campus Nursery

Inspection report for early years provision

Unique Reference Number	223237
Inspection date	19 January 2006
Inspector	Sheila Hartley
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Registered person	Loughborough Students Union (nominated representat
Type of inspection	Integrated
Type of care	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.

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?

Loughborough Campus Nursery is owned by the students union. It opened in 1992 and operates from several rooms within a purpose built building on the campus of Loughborough University. It serves students, staff and the local community.

A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday all year round except for bank holidays and a 2 week period over Christmas. All children share access to several secure enclosed outdoor play

areas.

There are currently 117 children from birth to under 5 years on roll. Of these 49 children receive funding for nursery education. Children come from a wide catchment area as most of their parents travel to work in or around the university. The nursery employs 25 staff. All staff working directly with the children, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and hygienic environment where staff use good practice to protect them from infection. They are well aware of daily routines, such as hand washing, which effectively promotes their health and development. Young children receive help with hand washing whilst older children use the toilet independently but do not always wash their hands thoroughly. Children are learning to be responsible for their own healthy practices as staff make good use of the 'Birth to three matters' framework to increase children's awareness. However, staff do miss opportunities to talk to children about why hand washing is important.

Children are well nourished, eat well and enjoy their food. A main meal is provided by the university and delivered at lunch time. The nutritional value is checked by using 'Chomp' a recognised computer programme developed by dieticians. Breakfast, tea and snacks are also offered. Children enjoy fruit as a healthy snack option and staff sit with them at main meals, making effective use of the 'Birth to three matters' framework, to explain to them why healthy eating is important and to promote the sociability of meal times. Effective measures are taken to account for children's allergies and dietary requirements by providing vegetarian options, Soya milk and by ensuring nuts are not brought into the nursery. Children are well hydrated as they have a drink readily available in the room at all times. They recognise their own needs and help themselves when they are thirsty. Younger children are well supplied with drinks by staff who ensure their health is well promoted. Children's emotional well-being is effectively promoted as staff work with parents to ensure children's routines for sleeping and eating are met. If they become ill staff are vigilant in ensuring they are looked after well and comforted until carers can collect them.

A variety of outdoor spaces and daily opportunities for outdoor play means children really enjoy physical activity and playing in the fresh air. They have access to a good range of equipment for developing physical skills and have great fun riding a range of scooters, bikes and 'trikes'. Their physical development is further promoted as they learn to throw, roll, catch and kick balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to children's safety. The premises remain secure during

operation with a doorbell access for all parents and visitors. Children's security is further improved by staff's high level of awareness and vigilance. Risk assessments and regular checks by vigilant staff ensure that all areas used by children are safe and any hazards are identified and minimised. Children are cared for by qualified, experienced staff who work together well and diligently follow health and safety procedures to keep children safe and meet their needs.

Children move confidently around the welcoming, child friendly setting. Care and attention is given to ensure the furniture, equipment and resources are maintained and arranged to allow children the space to move around confidently and access them freely. Children also benefit from well organised rooms which are designed to reflect their developmental needs. This means that young children have their own areas for sleeping whilst older children can spend more time learning through play. Children have access to a good range of developmentally appropriate resources, many of which are stored at children's height to promote independence and choice. However, not all children take advantage of this and only access the resources in table top activities. Child sized furniture further contributes to safety as children do not have to reach for a work surface.

Children know what to do to evacuate the building safely, in an emergency, as the procedure is practised with them regularly. Staff use the 'Birth to three matters' framework effectively to plan and present activities which encourage children to develop responsibility for their own safety. They are reminded as staff ask them to walk and not run indoors and to be mindful of their play mates when playing outside. Children are well protected by staff who receive regular child protection training. All the staff have a good awareness of child protection procedures and know how to put them into place to promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children really enjoy their time at the nursery and achieve well because staff are interested in providing a high quality of care. The Foundation Stage is used well to plan and present activities for children aged three and four years and the 'Birth to three matters' framework is used very effectively for younger children. This ensures that all children are developing independence and make good progress in areas such as communication and socialisation.

Staff share warm and very productive relationships with all children and know them well as individuals, this allows them to feel secure and develop a strong sense of their own self-worth. Children are cared for in developmentally appropriate groups within their own areas. These are well supplied with high quality resources which provide a range of exploratory and sensory experiences which enable children to begin to make sense of the world and their environment. Young children squeal with delight as they play with interactive toys and resources are arranged very well to encourage babies to move around and explore. Paintings and craft work displayed shows the children have the opportunity to express themselves freely. They really enjoy outdoor physical activities which provide good opportunities for them to develop

physical skills, such as walking, jumping, hopping and propelling wheeled toys. Their skills develop further as they have fun throwing, catching and kicking balls. Indoors there is great excitement when young children have their turn in the ball pool. They recount what fun it is trying to move around and are able to identify the colours of the balls.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and most children are interested in the range of activities provided to engage and stimulate their learning. The range of resources available is designed and chosen to help them to make good progress in all areas of learning. Children show a strong sense of belonging as they greet practitioners and each other upon arrival. They are confident and skilled communicators and use words effectively to convey their experiences both real and imaginary. They are able to sit and listen to stories and also offer answers to questions. Children are making good progress in linking sounds to letters and are developing confidence in mark making and letter formation. They have a good awareness of shapes, are able to recognise shapes such as squares, circles and triangles. The use of numbers in everyday activities and routines with the younger children fosters their confidence and abilities. Children are interested in technological toys and using computers. They gain competence in using the mouse as they use a software programme designed to help them. Their awareness of space and movement is well promoted by regular use of the outdoor areas for physical activity.

Effective planning of activities and play opportunities covers all areas of learning and contributes well to children's progress. Observations are used well to assess and record children's achievements and reflect the good progress they are making. The information gathered is used very well by staff to plan and prepare activities which interest the children and motivate them to learn. However, free choice activities and opportunities do not always interest and provide sufficient challenge for older more able children. As they move rooms they are not always confident to access all the resources available to them. Overall staff use very effective questioning to promote children's thinking and develop their learning. Their enthusiasm, good teamwork and approach provide a stimulating environment in which children enjoy learning and make good progress.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well as staff use the information collected from parents, when they enrol at the nursery, and continue to liaise with them regularly. Their confidence, self-assurance and sense of belonging is enhanced by affectionate, warm relationships with staff. Children and babies know their carers well as staff are deployed to ensure there is consistency of care. Continuity of staff, who work in areas, such as the baby room, supports the development of positive relationships with parents and carers. Children demonstrate growing independence. Older, more experienced children are self-caring. They are able to go to the toilet

independently, wash their hands and put their coats on to go outdoors. Younger children also develop independence skills, and grow in confidence, as they receive an appropriate level of support and encouragement from staff. They fetch their shoes for help to put them on to go outdoors to play and demonstrate growing proficiency in feeding themselves. Activities to promote 'A strong child' are planned by staff using the 'Birth to three matters' framework.

All children are welcomed into the setting and consideration is given to any adaptations that may need to be made to ensure those with special needs, can be included. For example, some staff support verbal communication and language with signing and the use of picture cards. Children know and understand what is expected of them during daily routines and are well behaved. They understand concepts of sharing and taking turns reflecting their consideration and concern for others. Children have access to resources which reflect positive images and promote positive attitudes of gender, disability, race and culture. This is further supported by practitioners' use of stories, play opportunities and planned activities. This positive approach fosters children's spiritual, moral and cultural development. Verbal and written feedback is designed to keep parents and practitioners informed and provide continuity and consistency of care, enhancing children's sense of security and confidence. Home link sheets which give parents ideas of activities they can enjoy with their children give them the opportunity to be involved and support their children's learning during the Foundation Stage. Effective means of engaging parents to be involved in the initial and continued assessment of their child's progress is being developed. Feedback from parents is welcomed and used well to ensure the needs of children are met and to foster the partnership with parents and carers.

Organisation

The organisation is good.

Children's care is enhanced by the well organised premises. Indoor and outdoor space is designed to maximise play and learning opportunities for all children. For example, a new extension to the premises and a refurbishment of all outdoor play areas is being planned to further enhance the facilities for children and staff. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's needs are well met. The manager and her deputies constantly review the quality of all aspects of the provision and plan improvements. The setting has achieved recognition by the endorsed quality assurance scheme, 'Quality Counts'.

Staff are qualified and skilled which means that children benefit from their current knowledge and awareness. They undergo an effective induction procedure and share in the nursery's vision as they implement the 'Birth to three matters' framework and the Foundation Stage. This means children receive care and education from a committed staff group who know the children as individuals. Comprehensive policies and procedures are known by all staff and training is well supported so that children benefit from staff with current knowledge. Children also receive high levels of adult support which enhances their confidence in initiating their own activities and promotes their safety well.

The quality of leadership and management of the nursery education is good. The manager is an effective lead with a clear vision for the nursery and how it will deliver a good quality service to all children. There are clear systems in place to ensure that children are progressing well along the stepping stones in the six areas of learning. Staff working with the Foundation Stage are monitored and receive appropriate training so that children's learning is well promoted. The good quality of the provision means that it meets the needs of the children who attend well.

Improvements since the last inspection

At the last inspection the provider was asked to ensure all procedures which contribute to the good care of children are formalised.

This has been done and the 'Lost Child Policy' and 'Uncollected Child Policy' are in writing. Staff are made fully aware of policies and procedures during their induction period and in house training. All policies and procedures are available for parents. This means that all concerned know the procedure to be followed should a child be lost or a parent fail to collect a child and policies and procedures contribute to the protection of children and the good care they receive.

In relation to the nursery education they were asked to consider improving the availability of assessment records, which reflect children's progress, for parents.

This is ongoing and managers and staff continue to work with parents, try various approaches and gain feedback on the most acceptable and effective method of sharing assessment records and details of their child's progress.

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 complaint 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):

- ensure children are encouraged to learn about personal hygiene and develop effective hand washing practices through the daily routine.

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):

- ensure planned activities and play opportunities provide sufficient challenge for four-year-olds to sustain their interest and ensure they progress at a rate matching their potential.

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