



# Diana, Princess of Wales Memorial Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	251785
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<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?

Diana Princess of Wales Memorial Children's Centre was opened in 1988. It operates from a purpose built building on the Lowestoft College Site in Lowestoft, Suffolk. It has three playrooms to meet the needs of children from birth to under 8 years. There is a fully enclosed outside area for outdoor play.

The nursery is registered to care for a maximum of 38 children at any one time. There are currently 57 children on roll which includes 22 funded 3 and 4-year-olds.

Holiday care is provided for 5 to 8 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 8:30 to 17.00.

The nursery employs 9 staff. Of these, 8 have appropriate early years qualifications. There is a bank of supply staff who are on call. The group has completed the Suffolk Quality Kitemark.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children remain healthy because staff follow clear health policies and procedures. Accidents are carefully logged and monitored and parents sign the records . Should a child become ill whilst in the care of the nursery there are clear procedures to be followed to inform parents and to seek advice or emergency medical treatment. All areas of the nursery are kept clean and there are secure systems in place for staff to monitor this through the day. Children learn the need to develop good personal hygiene routines. For example, in washing their hands before eating or after using the toilet. Individual flannels are provided for children to use after lunch. Nappy changing procedures are carefully followed and staff work with parents to encourage toilet training.

All children have opportunities to play outside on a regular basis. However, children's use of the outdoor area is limited whilst awaiting new surfaces and equipment. Staff ensure children also have opportunity for physical activities in their own rooms.

Children are able to rest or sleep according to their needs. The baby sleep room is also available for toddlers to use when required and there is an effective monitoring system in place to ensure that sleeping children are safe and undisturbed. Older children are provided with space in a quiet area of their playroom should they need to rest.

Children are provided with snacks and meals. Parents are given some limited choice with regard to lunches, for example, either meat based or vegetarian. However, healthy choices are not readily available for children through their mid morning snacks and children do not have sufficient opportunities to learn what constitutes to make a healthy diet. Children share meals and snacks in family groups which encourages the development of social skills.

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

The provision is good.

Children are cared for in a safe, secure and stimulating environment. The nursery is organised well to provide separate areas where children are cared for in age

appropriate group. Each room is organised into defined areas and has effective display which provides stimulation for children and provides information for parents.

Daily risk assessments take place, and there is a clear process in place to rectify any identified problems. Good security systems are in place to monitor the safe arrival and departure of children. Staff learn about safety procedures and how to implement them through an effective induction procedure. The outdoor area is a secure environment which children can access.

Children have access to a wide range of suitable resources. The resources are kept clean and safe for children to use by staff who follow well developed cleaning routines to ensure they are safe and suitable for children to use. Children's independence is encouraged in most areas as they learn to get things out and put them away after use.

Children are protected from abuse because staff have an awareness of child protection issues, and can follow the clear procedures of the setting.

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

The provision is good.

Children are confident and settled in the nursery. They come in happily and are welcomed by staff who have organised the rooms effectively to provide stimulating resources and activities. Staff have begun to implement 'Birth to three matters' framework as a tool for planning for the under threes. However, this is inconsistent in the way it is implemented so all children do not benefit from its use. In the baby room children have extensive opportunities for heuristic play which develops their senses. For example, children enjoy banging saucepans with wooden spoons enabling them to explore sound. Some observations of children's development takes place and is recorded. Reports are written and shared with parents. Children begin to distinguish right from wrong and form positive relationships through staff setting consistent boundaries and supporting children appropriately to develop these skills.

### **Nursery Education**

The quality of teaching and learning is good. All staff have a good knowledge of the Foundation Stage and they plan together to provide a wide range of activities covering all areas of learning. Long term plans are linked to early learning goals and the stepping stones to reach them. Medium term plans are topic based and made available to parents. Short term plans are varied and include some outdoor activities. An adult focused activity is planned for each morning and afternoon session which show clear learning intentions. Some evaluation of short term planning takes place, but this has limited impact on planning for children's next steps of learning. Staff observe children on a regular basis and record their development. Reports are written and shared with parents by children's keyworkers. Staff work together to promote positive behaviour. Children learn what is acceptable within their learning environment. The 'golden rules' which are displayed in the playroom encourage children to interact positively with one another. Staff deployment is planned effectively and works well to ensure children have sufficient support. A variety of

teaching techniques are used which encourage children in their learning. Staff use good open ended questioning skills, and provide opportunities for children to extend the planned learning by initiating their own ideas. For example, children are able to extend a planned activity by finding extra resources and explaining to adults what they are doing and why.

Children are becoming increasingly independent in dealing with their physical needs. For example, they collect their coats and put them on themselves before going outside. They are developing their self-confidence and self-esteem and beginning to learn right from wrong. For example, picture clues are used to enable children to become familiar with the daily routines. Children begin to take the initiative and access resources for themselves. For example, they make appropriate choices from the well resourced creative area to make pictures.

Children are developing their communication skills well. They make choices from the provided range of books which they handle well. Children's speaking and listening skills are developing well through their responses to the effective questioning used by staff. Children find and use their name cards to help them to write their names on their work. Children see print through effective display. They have access to a wide range of resources to encourage them to mark make in the graphics area and through role play.

Children begin to see connections and relationships in numbers, shapes and measures. They match and sort and begin to use mathematical language both for comparison such as big and small and for early calculation. Songs and rhymes are used well to support children's learning in number. Daily planned activities enable children to develop their problem solving skills. For example, children explore what weighs more or less using a range of objects.

Children are beginning to make sense of the world around them by first-hand experiences. They have opportunities to explore and observe in a broad range of activities. For example, they learn that if they plant seeds, watch them grow and harvest them, this provides a range of fruit and vegetables they can eat. They learn skills to develop their understanding of information technology. For example, in using a variety of programmes on the computer and other toys in role play such as a microwave. Children learn about other cultures through specific planned opportunities. For example, activities linked to Chinese New Year.

Children enjoy a wide range of physical activities to help their development and skills. A good range of equipment, tools and small apparatus is available. However, currently children's access to large equipment is limited which means they have few opportunities for climbing and balancing. Staff plan a range of stimulating physical activities both inside and outside and children are developing a positive attitude towards physical exercise and how it can help them to stay healthy. For example, they access obstacle courses outside and enjoy dancing to music.

Children are able to be creative, expressing their own ideas through art, music, dance, role play and imaginative play. For example, they have free access to a wide range of media and materials in the creative area, and can explore sound through accessing a range of musical instruments.

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

The provision is good.

Children are welcomed into the nursery by staff who have high regard for children and their individual needs. Clear information is collected before care commences to enable staff to develop individual routines and fully include them in the life of the setting. Children develop a sense of belonging as they work and play harmoniously together making appropriate choices and decisions. This contributes to children developing their self-esteem and learn respect for others. The setting ensures that there is no bias in their practice in relation to gender, race or disability. An effective equal opportunities policy is in place which is regularly reviewed and monitored. The setting is proactive in identifying children with any additional needs and ensures that appropriate action is taken to support children where necessary. Children are developing an understanding of the wider society as they have access to a range of resources and visual displays which provides them with positive images of diversity.

Children learn to understand responsible behaviour. Staff work consistently together to implement the effective behaviour policy and children benefit from the clear explanations given to them.

The nursery's positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Good relationships built between the nursery and parents contribute positively to children's well-being. Parents are provided with clear information as to the care and education provided at the time of registration. Daily exchanges of information, either verbal or in writing ensures that parents are kept informed as to daily activities and routines. Displays of information regarding the education provided in the pre-school room encourages them to be involved in children's education on a regular basis. Parents are invited in to share children's records of development and written reports in all rooms. However, there is no system currently in place to seek parents opinions or enable them to make suggestions of how the nursery could improve the service provided to meet the needs of their children.

## **Organisation**

The organisation is good.

Children's care and education is promoted by practitioners who have high regard for the well-being of all children. Good procedures are in place to appoint staff who are cleared, well qualified and have an understanding of how children develop and learn. They are committed to ongoing training to ensure their skills and understanding are up to date. Children benefit from the consistently high adult to child ratios. Extra staff are employed to ensure staff have regular breaks and the level of support stays constant through the day. A key worker system is in place which ensures individual children are monitored by staff and parents have a named point of contact. Registration processes are accurate in showing children's times of arrival and departure and identifying the staff caring for them.

Children are safeguarded by the comprehensive policies and procedures which are in place. These are reviewed regularly and shared with staff and parents. The nursery reviews children's personal records regularly to ensure that children continue to be cared for according to their parents' wishes.

The leadership and management is good. The nursery is guided by clear aims and objectives which are shared by staff. Effective induction procedures ensure staff are fully aware of the operational plan, policies and procedures. Regular appraisals take place which identify targets for staff development. However, there is no effective system in place to monitor the quality of care and education across the nursery. As a result, there is some inconsistency in the quality of care and education offered to children.

Overall, the needs of the children are met.

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

At the previous combined inspection the nursery were asked to consider two recommendations under care, and two key issues relating to education. The two recommendations were to provide a development plan identifying any future needs for the nursery and to include an outings policy in the operational plan. An ongoing development plan is now in place clearly identifying areas for improvement. This has been reinforced through the self evaluation now taking place and is linked to outcomes for children. A clear outings procedure is now included in the operational plan making staff aware of how to maintain children's safety when out. The first key issue relating to education was to develop a monitoring system to evaluate the quality of teaching taking place. Some attempts have been made to set out a system but as yet this is incomplete and therefore not effective in ensuring the quality of teaching is consistent. The other key issue was to provide children with access to musical instruments. A box of instruments is available within the room and children can choose to use these during sessions which enables them to explore sound.

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

There have been no complaints made to Ofsted since the previous 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:

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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 drinking water is available to children at all times
- review menus to ensure that snacks and meals provide healthy choices for children
- develop a suitable range of activities for the younger children as explained in 'Birth to three matters' framework.

##### **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):

- develop opportunities to seek parents views on the care and education provided (this also applies to care)
- develop the outdoor area to meet the needs of children in all areas of development (also applies to care)
- develop a system to monitor the quality of care and education provided (also applies to care)

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