



New Century Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY299023
Inspection date	23 March 2006
Inspector	Tracy Larnach

Setting Address	Playing Field, Western Road, Deal, Kent, CT14 6RX
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Telephone number	01304 373409
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Registered person	New Century Nursery Ltd
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Type of inspection	Integrated
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Type of care	Full day care
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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 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?

New Century Nursery Ltd opened in 2005 and is situated in the seaside town of Deal, Kent. It operates from three rooms in a purpose-built building. Children have access to an enclosed area for outside play. The nursery serves families from the local community and wider towns.

There are currently 125 children on roll, which includes 33 children in receipt of funding for nursery education. Children can attend a variety of sessions. The nursery

staff have experience working with children who have special needs and children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08.00 to 18.00. Parents provide a packed lunch.

There are 13 members of staff working with the children. Of these, 7 staff have early years qualifications and 3 are working towards a qualification. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have the opportunity to learn about health and hygiene through daily routines; for example, they wash their hands after using the toilet and before eating. Children know why they wash their hands and older children do so routinely. There is liquid soap and paper towels to help prevent the spread of infection. However, children under two, have their hands washed with wipes, which is not best practice to help them learn about appropriate hand washing. Staff mostly use appropriate practices to promote hygiene; for example, they use gloves, aprons and antibacterial spray. However, they do not always sanitise the mat between changes as they use a roll of paper. The nursery is cleaned by staff, and toys are regularly washed and sanitised. There is a sick child policy, an adequate amount of staff trained in first aid and parental permission for emergency medical advice and treatment. As a result, staff are able to act in the best interest of a child should they have an accident or become ill.

Lunch is provided by the parents, the nursery provides the snacks. Children enjoy a range of fruits and vegetables at snack time, which means they are learning about healthy choices and getting to try a variety of foods. Packed lunches are stored appropriately and the nursery addresses making healthy choices through newsletters. As a result, children are well nourished. Information about the children's dietary requirements is displayed. Staff are alerted to the signs and symptoms should a child have a reaction, so they can act quickly. Lunch time is a relaxed occasion where staff and children sit together engaging in meaningful conversations. Staff eat their lunches with the children and are good role models. Water is available throughout the session so the children remain hydrated.

Outside play is part of the daily routine. Babies have their own play area which they use regularly. Younger children have regular sessions outside during the day to enable them to develop their physical skills. Children clearly enjoy going outside and help to put their coats and hats on. They are involved in a range of activities to promote their physical well being; for example, they like to pretend to make tea, run around and walk up and down along the textured pathways. The older children enjoy free flow from inside to outside for most of the day. They use a range of equipment with developing control; for example, spades, watering cans, bikes and a climbing frame.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is secure. There is an effective system in place for monitoring visitors and an arrival and collection procedure to keep children safe. The staff have appropriate parental permissions on file; for example, for outings, photographs and the application of sunscreen. The staff have a sound knowledge of child protection to ensure the welfare of children. A system is in place for risk assessing to ensure hazards are identified and addressed. There is a reporting procedure for staff if they observe any hazards. In addition, accident records are regularly reviewed for any patterns. As a result, children are kept safe. Forms detailing the current recommendations for laying babies down to sleep are given to parents. If they have a reason for not following the guidance it must be detailed on the sheet and signed. There is a good system in place to ensure sleeping babies are regularly checked, all checks are recorded to ensure babies are safe whilst asleep. The fire drill log shows a monthly practice; however, this has not been cross referenced with the register to ensure all children become familiar with the procedure. There is a good system for ensuring the attendance record remains accurate. Staff and visitors are included; as a result, everyone in the nursery is accounted for at all times.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are welcomed as they arrive at the nursery. Staff are kind and caring, they reassure children that their parents will be back later if they are worried. Babies and young toddlers are happy and content; for example, they enjoy finding hidden pieces of pasta in the sand. Staff support their play by asking them open-ended questions to make them think. Children are able to practice new skills; for example, one toddler carefully carried a scoop of sand around the table and another fetched a brush and dustpan from the role play area, mimicking the adults as she swept up the sand. There is a selection of toys for babies and they become involved in their play. They concentrate on their chosen task; for example, one baby used his hand-eye coordination as he emptied toys from a tub, reaching in again and again to find the one he wanted.

The two year old children particularly enjoy outside play. They are able to dig in the dirt and play pretend games in the play house. However, there are no plans for the outside area so it is not always prepared. All children enjoy songs and stories. In the baby room the staff use baby signing as they sing, helping babies develop their communication skills. In the toddler room the children become excited, listening carefully as the staff use puppets and props for stories and songs. All staff working with children under three are using the Birth to three matters framework. Staff in the baby room are aware that the babies do not have enough opportunities to explore sensory materials and real objects. They intend to develop treasure baskets and enhance the environment with soft elements. In the two year old room, the staff are not yet using the framework fully. This is because they are not planning activities based on children's observations. As a result, not all activities are developmentally

appropriate; for example, guiding children to write their names.

Children who attend the after school club arrive happily. Staff make changes to the environment to ensure it is suitable and stimulating for the older children. For example, staff fetch board games, an indoor bowling set and other equipment to keep the children's interest. Children are able to be physically active as there is large equipment such as a table tennis table and a goal post for football. Children can do their home work or practice new skills; for example, one child is learning to play the recorder. The children enjoy using their imagination as the writing area becomes an office. They are happy and say they like to come to the club.

Nursery Education

Teaching and learning is satisfactory. The room used by the funded children is arranged well and the children are able to independently select from the toys and activities available. They are able to free flow to the outside area for most of the session. Staff are developing their use of questioning to encourage the children's thinking skills and their language development. Staff have a satisfactory knowledge of the early learning goals and stepping stones as they have all had recent training. Planning is evolving as they have recently developed a new system. The plans are completed by the three regular staff who each have two areas of learning to plan for. They use the children's observations to inform the planning; however, at this time they only plan for their key children. As a result, some of the next steps in the children's learning may not be included in the planning until that child's key worker is in charge of that area of learning. In addition, although the staff use the outdoor area consistently there is no specific planning to make sure the children get the most of this area. Staff set clear expectations regarding behaviour; for example, when a child threw a stone the staff member got down on his level and explained how it could hurt if it hit someone. The children know the rules and behave very well. Staff support the children's interests well, they make the most of opportunities as they arise; for example, a man had a large kite on the field behind the nursery which captured the children's interest. They were able to go outside to watch if they wanted to.

Children are developing their language skills and are learning to negotiate and share. Children use language as they become imaginary characters, play games and enjoy dressing up. They are beginning to link sounds to letters as they sing rhymes and identify their own and other children's names. For example, at circle time some children could clearly identify several names from the first letter sounds. The environment is rich with labels and the children's work is labelled so they learn that print carries meaning. Children are regular visitors to the book area and staff read stories to small groups of children throughout the day. As a result, they learn how a book works and are developing a love of books. In addition, books about science, seeds, countries and cultures are displayed throughout the classroom. Children enjoy the writing centre where they can use tools freely; for example, tape and scissors. This helps them develop their small muscle control. However, some of the children's work shows that they trace over dots to write their names. Mark making is available outside, although the play area where this is located was not used during the inspection. Children have a maths area and enjoy many activities such as puzzles, matching games, drawing around wooden numbers and finding their favourite numbers. Staff support the children by showing them how many each number

represents on an abacus. Maths is reinforced throughout the day; for example, a child experimented with different size drain pipes to roll a ball through while playing outside. Children learn about simple calculation as the staff ask questions such as, what would happen if one more was added or taken away. Children make comparisons as they play with the play dough and roll balls.

Children are able to explore with a variety of materials; for example, digging in the dirt and mixing paints. Children use their design and making skills as they build with a range of objects such as drain pipes, magnets and pine cones. The children use programmable toys such as calculators in the maths area and telephones in the mark making area. Children have a sense of time as they talk about what they do next and are comfortable with the routine. For example, they know if they have not brought their lunch box they go home at a certain time and get their belongings ready. There are photographs on the wall of a visit by a fire fighter; however, photographs have not been consistently used to enable children to revisit and talk about their experiences. Children grow many different plants; for example, they have planted beans and potatoes to grow and eat and were observed excitedly looking at the shoots. They begin to find out about different cultures as they celebrate the traditions of the children in the nursery as well as other traditions. Children's creativity is fostered; for example, a painting activity was extended from mixing colours to printing hands and feet. Children enjoyed the opportunity to see the changes resulting from mixing the coloured powder with water and mixing the different colours together. However, this activity was not presented in the same way for all children as it was not done during the morning session.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled. They cooperate well and show care and concern for each other. Staff use positive methods of behaviour management with the children and the children behave well. Staff praise the children for their achievements this develops their self esteem. Children are encouraged to take care of their needs and are becoming independent; for example, they put an apron on to paint, put their coats on and freely make choices. Positive images are reflected in the environment and special holidays and traditions are acknowledged. Children with English as an additional language attend the setting and are supported well. A special educational needs coordinator works with outside agencies to develop individual educational plans as appropriate. She ensures she keeps the staff informed. Children have developed good relations with the staff and each other. They share, take turns and play well together. Children's self esteem is promoted as staff praise them for their work. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are greeted warmly. They are happy with the care and feel that they can readily approach the staff and manager if they have concerns. A complaints procedure is posted, which parents are aware of; however, it has not been updated to meet the new legislation. Newsletters are regularly sent home and information about the Foundation Stage is clearly posted. In

addition, information about plans for the upcoming week is posted and parents are all aware of this. However, there is no effective systems in place to assess children's starting points when they enter the nursery or to seek parents views on their child's learning. The staff have not ensured that parents receive regular opportunities to contribute to their children's learning and developmental records.

Organisation

The organisation is satisfactory.

Children feel at home and are very confident in the nursery. The pace and routine of the day is generally good. The daily routine is organised to include quiet times, active times, meal times and outings. The older children are able to free flow from inside to outside for most of the day. Children are able to move freely and safely in the nursery. Staff provide plenty of support to ensure children's interests are fostered and a key worker system has recently been established to ensure appropriate care. However, opportunities are not always equal for the morning and afternoon children. All of the required documentation for the safe and effective management of the setting and for the welfare and care of children is organised and stored appropriately. However, some observations and the plans contain children's full names so are not confidential. The nursery has appropriate hiring procedures in place along with a detailed induction. Leadership and management is satisfactory. The manager is very positive and has a clear vision for the nursery. She is keen to make improvements and has become involved in many activities to enhance the setting for the children. For example, she has collected sports vouchers to buy outdoor equipment and is currently attending training to secure a grant. In addition, she is part of the pilot for the children's wellbeing and involvement. Staff understand their roles and responsibilities and have the opportunity for professional development as they are actively encouraged to attend training. There are systems in place to monitor, review and evaluate the education programme. As a result, planning is evolving and staff meet together regularly. An appraisal system is being developed to discuss their work. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

After the last inspection there were seven actions raised for care and four for the education programme. Three of the actions for care pertained to documentation. The provider now ensures that accurate records are kept for the welfare and care of the children; for example, details of allergies, the daily attendance and written permission for seeking emergency medical advice or treatment. All records are readily accessible and available for inspection at all times. This contributes to the safe and effective management of the setting. Two of the actions were to ensure parents are informed. As a result, information about the children's activities is posted for parents and the provider has developed a complaints procedure. However, it has not been updated to meet recent legislation, therefore, it remains a recommendation of this inspection. The final two actions pertained to safety. Staff have attended training on child protection, as a result, they have a sound knowledge of what to do if they have

concerns about a child's welfare. Effective procedures are now in place to ensure children are safe at all times; for example, at arrival and collection time and on outings.

The actions for the education programme were to increase the staffs knowledge and understanding of the Curriculum Guidance for the Foundation Stage and to ensure children have access to a suitable range of experiences and activities that allow them to explore, investigate and use their imaginations, both in and outside the nursery. Staff have undertaken training and have ongoing advisory teacher support. They are making improvements to the quality of teaching and the children's learning. Children are able to select from a range of purposeful and meaningful activities, which they enjoy. The provider was asked to make effective use of assessment to inform the planning of activities to ensure all children, including those with special needs, make consistent progress within all areas of learning. This remains as a recommendation as this is still being developed. Finally, the provider was asked to develop the leadership and management of the nursery. As a result, she has developed appropriate systems to monitor the quality of teaching and to ensure all staff implement a consistent approach to children's learning.

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

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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):

- continue to develop the range of activities for the younger children, by using the Birth to three matters framework
- update complaints procedure and share with parents

- ensure parents sign to acknowledge administration of medication and accidents.

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 make effective use of assessment to inform the planning of activities to ensure all children, including those with special needs, make consistent progress within all areas of learning
- ensure parents receive regular opportunities to contribute to their children's learning and developmental records
- review the organisation of the day to ensure opportunities are equal for all children (this applies to care too).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk