



Whytebeams Nursery School

Inspection report for early years provision

Unique Reference Number	125060
Inspection date	24 January 2006
Inspector	Beverley Jane Bruno / Lisa-Marie Jones
Setting Address	Dale Road, Purley, Surrey, CR8 2EF
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Registered person	Whytebeams Limited
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?

Whytebeams Nursery School registered in 1995. It provides full day care for up to 45 children aged between 2 years 6 months and 5 years.

The nursery is open 4 days a week during school term times. Sessions are from 09.15 to 12 noon for 2 days and from 09.15 to 14.45 for 2 days.

The nursery operates from two church halls and a secure garden area within St

Johns the Baptist Catholic Church situated in a residential area of Purley, which is in a suburb of the London Borough of Corydon.

The nursery currently has 56 children on roll. There are 29 funded three-year-olds and 8 funded four-year-olds. There are 13 members of staff. Ten staff have a level three qualification in Childcare and Education. The nursery receives support and mentoring from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because of how staff follow current and appropriate health and hygiene guidelines. They efficiently clear up spills, wipe tables before and after meals and dispense with rubbish. Children respond positively to reminders from staff to wash hands to prevent cross infection after messy play, going to the toilet and before snack and lunch times. There is good provision for those needing a disabled toilet and nappy changing facilities. Children's health is further protected because staff keep appropriate and accurate records and take effective measures when children are taken ill. There are also good procedures in place for the storage of a first aid kit and medication.

Children have their health and dietary needs met as the staff work effectively with parents. Staff know and respond efficiently to children's individual specialist dietary requirements because of information supplied on the admissions sheets. Children have independent access to a supply of clean drinking water, and are also offered drinks at snack time. All children are offered the opportunity to have a nutritious snack mid-session.

Children move confidently and in a variety of ways. They are competent when using the climbing frame. They show good co-ordination when jumping, running and balancing. Children's small muscle movements are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes. Children understand the importance of keeping healthy and personal hygiene. Topics such as 'Ourselves' and spontaneous discussions around the snack table help children understand the need for good personal hygiene, a balanced diet and sufficient rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play happily and enthusiastically in a welcoming friendly environment where there is plenty of space to play. The ventilation of the activity rooms is suitably maintained. However, in cold weather the temperature in the main activity room is not conducive to the comfort of children at play or rest. Tables, chairs and play equipment are very well laid out in an organised and appropriate manner. Different areas are designated for particular types of activity, art and craft in one area and

table top, more noisy games in another. Some of the storage units are modern and new. Many of the units are child friendly, offering opportunities for exercising independence and free choice.

Children access and use a secure and safe indoor and outdoor environment. made suitable for purpose by the staff's regular risk assessments and well implemented policies and procedures. Staff are always effectively deployed and diligent in ensuring children are protected from any potential hazards. There is equipment and procedures in place evidencing a commitment to protecting children from the effects of fire. Staff regularly drill children in fire evacuation procedures. There are clear procedures in place that ensure children's safety whilst on outings.

Children access and enjoy the wide selection of freely available, good quality and well maintained toys and resources. The toys, resources and equipment are age and developmentally appropriate, offering opportunities to extend play and learning. The range of items available covers the different areas of development.

Children are protected because staff understand their role in child protection. Training on child protection is regularly updated. There is a designated child protection officer, who is able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

The managers and staff effectively draw up, resource and deliver detailed plans for activities, free play and care routines that promote children's development. These are linked to themes and the early learning goals. Staff have attended courses on implementing the framework 'Birth to Three Matters'. Children are effectively encouraged to develop their independence. Staff help and support them to move freely between activities and free play resources. The children become absorbed and engaged in the day's activities, respond to challenges, ask enquiring questions and acquire new skills. Children make friendships and play confidently with their peers. They form warm appropriate relationships with members of staff.

Nursery Education.

The quality of teaching and learning is good.

Children have a positive approach to new experiences and show increasing independence in selecting and carrying out activities. Children have a sense of belonging, in this case to the group. They show increasing self-confidence as they initiate interactions with their peers and other people. They effectively express their needs and their feelings in appropriate ways. Children confidently make good sound friendships from within their peer group. They also form sound relationships with adults. Children work and play harmoniously as part of a group, taking turns and sharing fairly. They demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine. Children behave very well and respond to requests for good behaviour. They sit quietly when asked during circle time and sit so that others can see. They are beginning to show care and concern for

others, for living things and the environment. For example, they actively listen to the instructions given by the small animal's handler and carefully stroke the hamsters and snake. Children show an increasing ability to care for themselves. Some children can successfully dress and undress, themselves. Whilst being supervised by staff, children take themselves to the toilet and wash hands. They also select and use activities and resources independently. Children happily talk about things they have done at home. They chat about where they go with their families at weekends and holidays. They are beginning to make connections between different parts of their lives. They become involved in a range of activities where they learn to respect other cultures.

Children speak very confidently to peers and staff. For example, they negotiate roles in the home corner and talk about what they should do in that role. They use good vocabulary, which is introduced by staff. Children listen attentively to stories and react by asking questions about the story and pictures. Children can talk through what they are doing. They effectively explain how they make sausages out of play dough. They describe how they manipulate the dough with the rolling pin and the play knives to make sausages. Children are beginning to link sounds to letters. They recognise the initial sounds of their own names and some older children know many letters of alphabet. Children play sound recognition games. They successfully access and use computer software in this regard. Children make good use of the book corner where they enjoy reading books themselves or with the aid of a member of staff. They are also encouraged to take reading scheme books home to enjoy with their parents. Subsequently they take part in comprehension activities with staff. Children draw and paint, sometimes giving meaning to the marks they make. Some children are beginning to write names competently. They sound out the letters phonetically. Children competently use one-handed tools such as brushes, pencils, scissors, cutters, and glue sticks. Older children hold pencils correctly and enjoy making lists. They are beginning to form letters correctly. For example sometimes they write their names on their art work.

Children confidently count by rote. They recognise numbers that are important to them such as their age and the date. Children enjoy and join in number rhymes and use fingers to represent numbers. Some children count up to nine using one number for each object. For example, a child successfully counts the number of dough sausages he has made. Children can say what is one more or one less. They can find the total number in two groups. They can sort objects according to size, colour, and shape. Children are beginning to recognise simple 2D and 3D shapes. Children can draw and name simple shapes. They recognise them in other activities they do. Children enjoy making patterns with flat shapes and coloured stacking cubes. Children use mathematical language such as bigger, smaller in free play activities such as sand and water play, and the shoe shop role-play corner. Children are developing an understanding of measure as staff encourage them to measure the drawn outline of their feet with a tape measure. Children effectively use the resources provided to support their maths development.

Children sort things like shells, shapes, bricks, and pens by colour, shape, and size. Activities such as melting ice help children understand changes that occur, and to notice similarities and differences. Children investigate using their senses. For example, they feel and discuss about how the chinchilla feels and whether the snake

feels different. Children select and use small tools well. They make pictures and models using a variety of materials. They cut and join materials to create their own designs. Children understand the use of and operate simple electronic equipment such as tape recorders, phones, cameras, torches, washing machine, and cash register. They also successfully use the computer. They show good mouse control as they interact with the educational software and games. Children talk about places, people and events in their lives. They learn about past and present and relate it to the environment. For example, a child discusses what happened last Saturday and he went to the supermarket with Mum before going to the pet shop. Children know about different animals, birds, fish and where they live. The children recognise the sounds they make and some features of common animals. For example, cats and dogs have fur. Snakes have scales. Children describe events in their own lives and are beginning to understand that not everybody does things in the same way. For example, children talk about Christmas, Diwali and Hanukah. They discuss what is different about things like decorations, food eaten, and the clothes worn. Children learn about other cultures through activities, books, photos and parent visitors.

Children have good access to large equipment where they can practice climbing and balancing skills. They move confidently on the climbing frame going under, over and jumping. Children respond enthusiastically to music during singing and ballet sessions by bouncing, clapping, and hopping. Children negotiate space well when pushing prams and riding trikes, manoeuvring round obstacles and each other. Children sit without encroaching on other children's space during circle time. Children access and use a good range of small tools and cutters when enjoying a variety of malleable materials such as clay, dough. They use pens and pencils effectively and hold them correctly. A good range of different sized brushes and pens help develop children's mark making skills. Children show understanding of how to transport and store equipment appropriately.

Children explore different media and materials. They know the primary colours. Some also know colours such as purple, and pink. Children make big wall pictures with paint in spray bottles, which allows big one handed movements on the paper. They are able to describe the texture of materials they use in collages. Children spend time making constructions out of bricks, putting them in a line and stacking them vertically. Children enjoy the opportunities provided to play with and make musical instruments. They enthusiastically take part in music workshops and the regular ballet sessions. Children respond positively to songs during circle time. They enjoy joining in with the words and actions. They have a wide repertoire of songs. Children are developing their imaginations. They use one object to represent another even when they have few characteristics in common. For example, they use Popoids to make trumpets, which they then pretend to play. Children use their imagination to create pictures of firework displays, gardens, and favourite toys using a variety of media such as paints, chalks, felt, and wax crayons. Children are encouraged to talk about their feelings and express themselves in different ways by moving to music, and painting. Children discuss their work with adults in some depth and explain what materials they have used for their collages and why. They use gestures and facial expressions to show how they feel about things. For example, their faces and hand movements show they are not sure whether it is safe to touch the snake and or wise for the lady to put the snake around her neck.

Staff have a good understanding of the Foundation Stage of learning. They understand that children learn through first hand experiences. Some staff have had relevant training in the Foundation Stage. Staff build good relationships with the children helping them feel secure. They listen to children and value their ideas. They encourage children to initiate games and pursue ideas especially in free-play, role-play and art and craft activities.

Managers and staff plan a range of activities based on real life situations that cover all six areas of learning. Written plans are produced in long, medium and short-term formats. They are cohesive and methodically produced. Individual activity plans give a clear learning intention and show, what children will do, how they will be grouped, the staff who will lead the activity, the resources needed and how it should be delivered. Staff make good use of invited visitors who give children first hand experiences of wider world. Staff also effectively take the curriculum outside. For example, children are able to undertake big painting projects. Paper is stuck to the walls of the building. Children are encouraged to paint using children's paint decanted into spray bottles. An integral part of the planning process involves the identification and running of focus activities that seek to work on children's identified individual learning needs. There is a new assessment system in place, the observations from which are used to draw attention to areas of children's individual development that may require more support or benefit from extension. At present, the observations are not made regularly enough or consistently across the aspects within the areas of learning. The observations that are made tend to be taken during focus activities. At present the Special Educational Needs Co-ordinator's observations and the individual care plans for children requiring specific support are kept in a separate folder. However, this information is not easily accessible to the key worker in order to ensure continuity of support for the children.

Staff use good methodology to help children progress. They are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. Staff interact professionally yet warmly with children as they support their learning and play. They encourage children to make choices by making the toys and resources easily accessible. The Special Educational Needs Co-ordinator has a good understanding of her role and ensures all staff are aware of children who have difficulties. She works on a one to one basis or uses small group work to encourage specific aspects of the children's learning. The group is not currently supporting any children for whom English is a second language. They have a positive ethos concerning anti-discriminatory practices. Previous planning shows that staff have a clear understanding of how to effectively support the children. Staff effectively use age appropriate behaviour management strategies to which children respond well. Staff make expectations of behaviour clear by giving developmentally appropriate explanations. They encourage children to show respect for each other, for living things, and for their surroundings. Staff successfully organise and partition the hall into free play and learning areas. Areas are effectively resourced to attract children and allow choice. Staff work as a cohesive team as they delivery the session's timetable. They are adaptable, altering the day's plans to allow for changes in weather or unforeseen circumstances. They sensitively support children as the session progresses.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The managers and staff have a very positive ethos and attitude towards equality of opportunity and anti-discriminatory practice. A designated member of staff ensures the detailed policy and procedure is followed and forges links with the local community. Children and staff come from a variety of cultures and backgrounds. Topics and themes encourage children to develop a positive view of the wider community. Children with more specific needs are valued and supported within the group by a well-qualified and experienced member of staff.

The managers and staff effectively use age and developmentally appropriate explanations and strategies to promote appropriate behaviour in children. Children are praised and acknowledged for their achievements. Consequently children react positively to the techniques used. The atmosphere in the setting is calm and relaxed.

The managers and staff foster positive relationships with the parents and carers of those they care for, to ensure children's needs are understood and met. They effectively gather information from parents to form a base line for the children's care. They feedback to parents at the beginning or end of the sessions and on more formal occasions during the year. A number of different formats are successfully used to provide parents with information about the workings of the group and planning for activities. The setting have a parent co-ordinator who organises social events.

The partnership with parents and carers is good. Parents receive information about the Foundation Stage. The information, which is found on wall displays, outlines what and how children are working towards the early learning goals. Parents also have access to a very comprehensive folder containing many useful documents including the policies and procedures. Key workers feedback to parents at the beginning and end of the session if they have any concerns. Since the last education inspection parent and key worker meetings have been successfully introduced. For their part, parents complete a form detailing what their children like to do and can do before they join the group. This information is effectively used to help children settle. Parents are encouraged to be involved with their child's learning. For example, parents are asked to bring in items for the interest table, and to support children as they enjoy the home reading books. They are welcomed into the setting to support activities focusing on, for example, the family life and festivals of different cultures and religions.

Organisation

The organisation is good.

The registered person has a robust recruitment and vetting procedure in place that ensures children are not left in the sole charge of unvetted, inexperienced or unqualified persons. There is an equally robust system in place that ensures staff continue to be suitable to work with children. The staff work as an efficient and cohesive team. They deploy and redeploy to ensure children are appropriately

supervised and supported. They also support one another in the setting up, delivery and clearing away of activities and care routines. The resources and space are very well organised so that children's needs are effectively met. There is an effective key worker system in place. The legally required and otherwise appropriate documentation and records are maintained to promote the smooth running of the setting and support children's individual needs. There is an effective registration system in place. Staff effectively use an admission form to gather the necessary information on children, and gain appropriate parental consents.

Management and Leadership are good. The two managers who are also the registered persons are effective in their roles as managers and leaders. They take a very active part in the working of the setting. They lead by example as they personally deliver activities. They make sure they are available to support their staff and actively encourage them to take up training opportunities. They set clear aims for the setting and the staff. Staff are regularly reminded of the aims. The aims reflect a commitment to improving the quality of care and education. They also reflect the commitment to building good relationships with parents and the community to ensure the best care and education for children.

There are effective processes in place for assessing the setting's own strengths and weaknesses. The managers and staff regularly meet to develop action plans designed to effect improvement in, for example, the setting's environment, work practices and staff development. The managers regularly meet on their own and with staff to monitor and evaluate the provision for nursery education. They use observation and analysis of the activity sheets to review the appropriateness and success of activities designed to delivery nursery education. The meetings are also used to provide opportunities for staff to share good practice and develop consistencies in approach. They effectively seek and assimilate advice from outside agencies and responses from parental questionnaires.

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

Improvements since the last inspection

Two recommendations were set at the last inspection. It was recommended that meals times be organised to effectively meet the needs of the children. Good improvements have been made to meal times. Children are effectively occupied whilst the activity areas are prepared. Staff efficiently support them during lunchtime whilst also using the time as an opportunity to develop social skills. It was recommended that regular meetings be planned to share information with parents. Parents now have regular opportunities to share information about their children's progress therefore ensuring continuity of care.

Two points for consideration were raised at the last education inspection. The setting was to ensure parents are fully informed of their children's individual achievements on a more formal basis. The setting have instigated regular appointment based parent and key worker meetings, where children's individual progress is discussed. The setting was to review children's on going assessment and planning of the curriculum. Cohesive curriculum planning is in place which is used to organise

activities across the areas of learning. The assessments process has undergone a number of changes. These are still ongoing in order to better support children's individual development and learning needs.

Complaints since the last inspection

There have been no complaints reported 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 that rooms are maintained at an adequate temperature

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):

- improve the current nursery education and special needs assessment systems to ensure that children are being monitored consistently and effectively

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