



## Maple Lodge Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305801
<b>Inspection date</b>	26 January 2006
<b>Inspector</b>	Kerry Iden
<b>Setting Address</b>	21 St. Botolphs Road, Worthing, West Sussex, BN11 4JS
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<b>Registered person</b>	Andrew Nigel Andrews
<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?

Maple Lodge Day nursery opened under its current owner in 2005 and operates from a large, detached converted house. It operates from the ground and first floors of the house, accommodating the children in a combination of rooms for different age groups and activities. A maximum of 50 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00, closing only for Christmas and bank holidays. All children share access to a secure enclosed outdoor

play area.

There are currently 94 children aged from 8 months to 5 years on roll. Of these, 28 children receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs.

The nursery employs 17 full time members of staff and 7 bank staff. Of these, 12 staff including the manager hold appropriate early years qualifications. There are also 2 staff members working towards a suitable qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

There is a good level of cleanliness throughout the nursery and this is supported by the staff and the clear procedures that are in place. Children are encouraged in their personal hygiene as they gain independence in washing hands after toileting and before meal times. Low level toilets with little doors on them allow the children some privacy and the chance to be independent. Children are encouraged to start their toilet training after consultation with the parents. Staff will follow the requests of the parents to ensure some consistency for the children in their home and school life experiences. The children's accidents are comprehensively recorded and the staff show a thorough knowledge of the procedures. The health and safety policy is part of the well planned staff induction. The children's medication records are precise and detailed; the staff follow all the procedures competently. They are well trained in first aid and have first aid kits on site.

All meals throughout the nursery are provided by the nursery cook who really is the central point to the nursery and who all children obviously adore. The menu for the children's lunches is designed by the cook and rotated to keep the meals changing to maintain the children's interest in food. Food is very well presented to the children, it looks attractive and portion sizes mean that children are not put off their food before they start. All food is freshly prepared every day with the wonderful smells of home cooking emanating from the nursery kitchen throughout the morning. Snacks and teas for the children are also prepared freshly each day. Children have substantial snacks mid morning with an ever changing variety, some of which are linked to topics for example, children enjoyed the prawn crackers and rice cakes but many were dubious of the lychees as they celebrated Chinese new year. Children are excited by their meals and are praised with stickers for trying new foods.

Children enjoy fresh air, exercise and physical play in the garden with a variety of activities which gives them opportunities to balance, run, throw and catch balls, use ride-on toys and play games. This helps children to develop physical skills and to keep fit and active. Children show an awareness of others whilst playing. They move safely and confidently around the environment, being careful not to stand on other children or their games. Children make good progress in their physical development as they use their bodies in different positions when taking part in action rhymes and

dancing. They develop fine control when they use scissors, glue spreaders, crayons and tools for working with sand and play dough.

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

The provision is good.

Children benefit from child-centred facilities and thrive in the welcoming and stimulating nursery environment. Space is well used, both inside and out, and children move freely and safely whilst engaging in their activities and play. Staff within the rooms also move around to read stories and do singing with the children enabling all the children to get to know all the staff. Children moving down from upstairs are accompanied by their favourite member of staff to make them feel safe and reassured. All rooms are comfortable and invitingly equipped with a good range of furniture and play provision suitable for the ages of children in the individual areas, however the temperature in the baby changing area is sometimes too low. Children develop increasing independence as they freely access the resources and play provision from low level storage units making their own choices about their play.

Children enjoy a safe and secure learning environment because staff are vigilant about ensuring their safety. They implement health and safety policies across the nursery ensuring risk assessments are carried out on all areas inside and out of the building. Attendance of children, staff and visitors are clearly recorded. Children talk about how to keep themselves safe when going out into the garden to play and how they must tuck their chairs under the table as they tell me one staff member trips over them a lot. Their understanding of safety and awareness of dangers is well promoted through discussions with staff, for example on the community walk and by regularly practising fire drills ensuring they know how to evacuate the building safely in an emergency situation. Detailed records and checks are made on sleeping children. Staff deployment throughout the nursery is very good, they are rotated onto different jobs each day enabling all staff to be focus intensely on their activities with the children, in the knowledge that all staff are in their posts and clear about their jobs.

Children are extremely well protected and safeguarded from harm whilst at nursery because staff have an in-depth knowledge of child protection issues and recognise their role with regards to protecting children from abuse. Many of the staff have attended detailed training in this area. They know how to implement nursery policies and how to contact relevant professionals following local procedures. Detailed procedures and arrangements are in place for lost and uncollected children and written information is obtained relating to who can and cannot collect children from nursery. This ensures children's safety remains a high priority at all times.

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

The provision is good.

Children thrive during their time at nursery and have a wonderful time because all staff have a good knowledge of child development. They are extremely happy and settled and develop secure and trusting relationships with staff in their individual

rooms and across the nursery.

Babies snuggle in to the staff for cuddles and reassurance, staff know the babies so well that individual care is in place. Deployment of staff within the toddler and baby room remains the same and children in both rooms are extremely comfortable with all staff. All the babies and toddlers have the chance to enjoy craft activities and new experiences. Babies squelch the paint through their fingers as staff introduce them to finger painting, which turns into whole hand and for some, arm painting. Staff speak to the children about what they are doing, chatting as they tip the sand over their hands they are being introduced to new words and exciting new experiences.

Children benefit from a wide range of exciting and stimulating activities and experiences suitable to their individual age and level of ability. Staff working in the Littlies area encourage children in the planned and child led activities. Three children love to jump, staff encourage the sudden burst of energy, make the room safe to carry on jumping and praise the children for their efforts, other children join in and all have big smiles on their faces as they bounce around. Staff make very good use of the Birth to three matters framework to guide their planning and experiences for children. Good use is made of the rooms available as staff split the group of 2-3 year olds into two rooms for story and singing. Story time is interactive and interesting for the children, time scales for sitting are of an appropriate time and a singing session springs the children into action with dancing and movement.

Without exception all staff within the nursery are enthusiastic and motivated which rubs off on the children as they love to join in everything with big smiles on their faces. Excellent systems are in place to ensure a smooth transition between each unit across the nursery, ensuring all children are confident, self assured and play an active role in their learning.

### Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas of development. Staff in the conservatory make comprehensive plans and observe children ensuring they are achieving the stepping stones of the Foundation stage curriculum. The staff know the children and their families well and this enables them to effectively meet the individual needs of each child. Children are further developed by some staff through questioning skills and giving them the opportunity to problem solve. Every day children are given responsibility for different jobs such as group leader, cups, weather, lunchtime, tables and the time line. Children delight in being picked for these jobs, their name cards are put up on the wall against the task and everyone is aware of who is in charge of what. Children are actively involved in their play throughout the sessions, they show confidence and independence when selecting their own resources. All children have established good relationships with staff and their peers. There is a real family feel to this area with children having great ownership over their room.

Children have continued access to the mathematical area and use of the equipment in normal every day activities is promoted by staff, for example the use of the sand timers to help children understand the concept of time before tidy up time. Staff use number at any given opportunity throughout the day and children are confident in

their knowledge and can easily recognise numbers, for example at group time when talking about the date, counting plates etc for lunch and lining up for the garden. Children enjoy playing shape dominoes with staff which reinforces their knowledge of shapes, other games including bingo and the beetle dice game reinforce their knowledge of number.

Children are keen to practise their emergent writing and help themselves to their own book, they also have choices of paper, envelopes, pens, rulers and scissors. Many children confidently identify letters and talk about sounds, this is extended as staff encourage children to label their work, some children can confidently write their own name. Children are extended well with their writing skills, for example the scrap book following the community walk. Staff ask the children what they had drawn and a description was written about the child's picture. Older and more able children wrote their own description of their picture. Children enjoy stories in different formats and told to them by different staff, on one day the children had their story through the laptop, this was followed by lots of discussion about the story. Other stories are interactive as staff used the children and props to describe the story. Children know to read from left to right and are aware that print carries meaning but stories can also be made from pictures alone. Children share stories and on many occasions they read to each other.

Children enjoy opportunities to sing, dance and explore music and rhythm in large group activities, led by enthusiastic staff. The whole group visit the jungle room for role play activities, the children love to dress up and imitate life experiences as they feed babies and put one another to bed. Children have opportunity to paint with free expression and every day activities available for exploration such as the rice play.

Children have a very good sense of time because they are helped with things like visual time lines. Children begin to learn not just about their immediate community but an introduction in to different lives through a variety of media including the laptop, books and play equipment. Topics such as Chinese new year are planned well and incorporate many different experiences for children including food tasting, dressing up, looking at pictorial books and sharing fascinating objects at group time.

Children aged 3 and 4 years old confidently handle a range of tools and materials. They independently help themselves to writing tools and materials and know how to hold pencils correctly. They confidently use scissors, knives and a range of cutters when working with play dough. Children are very aware of their own personal needs, for example they help themselves to tissue and take themselves to the toilet. They learn about their bodies, how to take care of them and how they grow and move in different ways through a variety of topics, discussions and physical activities helping them to gain control and co-ordination and an understanding of spatial awareness

Children's individual progress is observed and monitored and staff update their assessment records to show their ongoing achievements. Some staff have an in depth knowledge of the Foundation stage however, all staff's knowledge of the Foundation stage and how to make the most of all learning opportunities is not yet fully developed. They recognise the skills each child has and provide effective support to enable the younger and less able children to build on these and extend older and more able children in their knowledge developing at their own pace. There

is a clear system for recording children's progress in all aspects of their development and a record of areas for development of children which is used to influence the planning. Children benefit from the routine of the day and staff make good use of time and resources to ensure children develop towards the early learning goals across the six areas of learning.

Staff have realistic expectation of children's behaviour and the atmosphere is calm and relaxed because children know what is expected of them. They understand how to play harmoniously together and as a result develop positive relationships with their peers learning to co-operate and negotiate without adult support. Children enjoy their time at nursery and flourish in the stimulating and exciting learning environment.

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

The provision is good.

All children are valued as individuals and all staff have a good understanding of their home and family circumstances, which secures the links between home and promotes the family ethos the nursery strives to maintain. Children have many opportunities to learn about themselves, the local community and the wider world helping to recognise and value the similarities and differences between themselves and others. They try food from different countries, for example at snack time children experienced the taste and texture of rice cakes, prawn crackers and lychees as they celebrated Chinese new year. Stories, picture books and displayed photographs of many cultures give children positive images. Children enjoy the chance to partake in community walks which are followed up with activities back at the nursery to make a scrapbook of the walk. This includes photographs taken of, and by the children as well their illustrations and descriptions of the walk. Children's individual needs are highlighted through the key worker system and the close relationships with parents. Key staff show knowledge and understanding of implementing all procedures for additional needs.

All children are helped to understand how to behave in an environment that encourages good behaviour and as a result, children's behaviour is extremely good. Younger children are helped to recognise what is appropriate behaviour as the staff play with the children setting themselves as good role models. This positive interaction helps children learn how to play with their peers which impacts on the relationships they build. The consistency from staff ensures children receive clear messages with the older ones implementing the rules set by the staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Babies and young children thrive because the strong links between home and nursery help to lay secure foundations for their learning. Flexible induction and settling in procedures and secure relationships between staff and parents ensure staff have a very good knowledge of children's individual routines and needs and these are consistent between home and nursery. Informal discussion, and day sheets help to ensure communication is effective and parents are fully informed about their child's day.

The partnership with parents is good. Parents are well informed about the curriculum

and activities their child is involved in on a daily basis through a number of ways. These include parents information board, displays of photographs, regular newsletters and planning for the foundation stage and the Birth to three matters framework clearly displayed for the parents to see. Staff talk these through with parents, helping them to understand how it works. Parents throughout the nursery are welcomed in at any time but particularly those parents with funded children. Staff sit down with the parents and talk to them about their child's development showing them the detailed records that are kept and identifying next steps for development. Parents are invited to make comments about how they feel their child is progressing, which are documented within the child's record.

## **Organisation**

The organisation is good.

Children's care and learning is significantly enhanced by the organisation of the nursery and the clear leadership and management of nursery education. All staff have a very clear understanding of their roles and responsibilities within the provision and the implementation of the clear policies and procedures is highly effective, ensuring all children are provided with high levels of support and thrive in the vibrant and well organised setting.

Staff have a comprehensive induction process which is carried out after rigorous recruitment and vetting procedures have been completed. They are well supported by senior staff and through the chain of management. There are good levels of qualified staff and thorough records show ample opportunities are available for development and ongoing training. They complete a regular personal development plan, which is evaluated with the manager and professionally appraised. There is excellent team performance and a committed and valued attitude from all. Staff deployment around the nursery is very good and the clever way the staff move effectively around for different activities allow for all children to get to know all the staff.

Leadership and management is good and staff within the area for funded children are trusted and supported by the management team. Continued development of all staff's knowledge of the Foundation stage is planned as part of the training opportunities for staff within this area. Regular meetings and rigorous monitoring of children's achievements helps ensure all children are continually making rapid progress, thriving and responding to challenges and playing a dynamic role in their learning. Therefore the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not Applicable

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration



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 the temperature for the baby changing area is comfortable at all times.

#### **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 all staff develop their knowledge and understanding of the Foundation Stage Curriculum to maximise on children's learning opportunities

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](http://www.ofsted.gov.uk)