



# Princess Christian Day Nursery - Portsmouth

Inspection report for early years provision

<b>Unique Reference Number</b>	EY289898
<b>Inspection date</b>	28 February 2006
<b>Inspector</b>	Michelle Ann Parham
<b>Setting Address</b>	North Harbour Business Park, Compass Road, Portsmouth, Hampshire, PO6 4SR
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<b>Registered person</b>	Leapfrog Day Nurseries Limited
<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 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?

Nord Anglia Day Nursery Portsmouth is one of 101 nurseries run by Nord Anglia Education PLC. It opened in 2000 but has been under current ownership since 2004. It is situated within a business park in Portsmouth, Hampshire. The nursery is open weekdays from 07:30 - 18:30. There is a fully enclosed outdoor area available for children's use.

There are currently 81 children on roll, of which 30 receive government funding for

nursery education. Children attend the nursery from a wide catchment area. There are systems in place to support children with special needs and those that have English as an additional language.

The nursery employs 23 staff; of which 14 hold appropriate early years qualifications and a further 2 who are currently working towards a qualification.

The nursery receives support from the Early Years Development and Childcare Partnership and has obtained accreditation from the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children enjoy a selection of nutritious meals and snacks at the setting. General discussion and topics increase children's awareness of foods that are good for the body and the benefits they have. This helps to develop children's understanding of the importance of a good diet and promotes healthy eating. The children have regular drinks and most can independently access them throughout the session. This prevents the children from becoming tired and de-hydrated, while improving their concentration. However, children in the pre-school area are not given a clean cup to use each time they have a drink. This does not promote their good health and could lead to illness and spread of infection. Practitioners have appropriate knowledge of the children's individual dietary and health needs and effective procedures are in place to ensure that they are addressed.

The children enjoy daily access to outside play and the indoor soft play room. They develop a positive attitude to physical exercise and gain confidence and increasing co-ordination as they use equipment such as bicycles, scooters, slides, ball pits, steps and tunnels. Children negotiate their way well, stepping over play resources on the carpeted areas and around the furniture in the setting. They have a sense of space and awareness of others developing increasing control over their movements. Children handle tools and equipment well and have good hand-eye co-ordination as they complete puzzles or build with the Lego, often showing a sense of achievement on completion.

Children have an understanding of personal hygiene and are becoming increasingly independent in their self-care skills. They know to wash their hands after using the toilet and before mealtimes. They put on their coats to keep warm for outside play, gaining increasing control in doing so. Practitioners have some effective hygiene procedures; for example, wearing aprons and disposable gloves to change nappies and using anti-bacterial spray to clean table tops and changing stations. However, toys, equipment and resources in most areas of the nursery are not clean; consequently, children's good health is not promoted and could lead to illness and spread of infection.

Procedures are in place for dealing with accidents and emergencies, and nine

practitioners have a relevant first aid qualification. This ensures accidents and illness are dealt with effectively.

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

The provision is good.

Children have a safe, secure environment as practitioners have identified and minimised all risks and hazards. Highly effective procedures are in place to prevent visitors accessing the provision unannounced; and good procedures are in place for the collection of children. Arrangements are agreed beforehand with parents, and photographic evidence used to verify other persons who are picking up children.

Risk assessments are undertaken on areas used and resources, to ensure hazards are identified and minimised. Practitioners operate effective supervision of children. This is promoted because the setting is purpose built and required staff-child ratios are maintained. Therefore children remain safe and secure. Furniture and equipment are appropriate for the ages and stages of children. As a result they are suitable for use and do not present a safety hazard.

Children are protected because practitioners have good awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. They are aware of their role and responsibility to protect children and of the agency to contact with concerns, so children's welfare is well maintained.

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

The provision is satisfactory.

Babies and young children receive individual attention and develop warm, trusting relationships with practitioners. Interaction is good and practitioners know the children well and address care needs effectively. Practitioners are developing their knowledge and working practice of the Birth to Three Matters framework. They implement the framework well to plan and provide a range of appropriate focus activities. However, general organisation of resources is poor and children in most areas of the nursery have little opportunity to self-select toys and initiate their own play. Some rooms lack stimulation and interest for children. Consequently, this does not promote independence and choice.

#### **Nursery education**

The quality of teaching and learning is satisfactory. Previous staff changes have had an impact on the pre-school area. However, the new management structure now has systems in place to ensure continuity and effective delivery of the curriculum. Practitioners working in the pre-school have sound knowledge and understanding of the early learning goals and Foundation Stage. They plan and implement activities and resources, which help children make satisfactory progress in their learning. Children's individual progress records, however, do not inform future planning for their next steps in learning; and planning does not include how activities can be

adapted to suit children who learn at different rates.

Relationships with children are good; and practitioners effectively question to promote independent thinking. Focus activities are planned well and practitioners are clear on outcomes linked to the stepping stones. The children are offered free play sessions; however, due to limited resources provided and poor organisation of them, these sessions are not inspiring and provide little choice for children to initiate their own play and develop independence and responsibility.

The children have a 'make marking' area; however, this is not fully developed to be attractive and inviting and further opportunities to practise writing skills are not sufficiently promoted. Children have resources and opportunities that promote word and letter recognition, as well as reading and linking sounds to letters. However, the layout of the book area does not provide a comfortable environment for children to sit and make better independent use of books. The children's spoken language is developing well as they confidently talk about family members or predict events at story time. They are happy to interact with their peers and practitioners in role play or at group time. Children's levels of concentration are good as they persevere with activities or listen to stories and group discussions.

The children have good opportunities to recognise shape, measurement and numbers. Daily routines and activities encourage some mathematical learning: for example, cutting out shapes, measuring children using the height chart, or counting the children present at registration. Children learn about volume and size through using equipment such as containers in sand and water play. However, children have little opportunity to problem solve and fully develop mathematical skills, as shown by limited calculation in planning records and by practical learning.

Practitioners foster children's curiosity and investigation skills. They have opportunity to explore and learn about items of interest as a table is provided and includes items such as magnets, torches, wormery and growing cress and grass. Sufficient resources and activities are in place to further promote knowledge and understanding of the world such as learning the days of the week and changes in weather; accessing the computer and using the paint programme; recognising and celebrating festivals and events such as Divali and Shrove Tuesday.

Children are developing a sense of time as they are confident with the routine of the day; they respond well to music which informs them that it is tidy-up time ;and know that they are going into the garden next. They also use news books to recall and record past events from home on a weekly basis.

The children have opportunity to develop skills in using a range of tools and materials. They enjoy creativity in the role play area using their imagination well as they dress up as restaurant workers, and doing action songs or working with plasticine, paints and collage materials. They enjoy artwork and design. However, creativity and manipulative skills are not fully promoted as practitioners tend to provide lots of pre-cut shapes for the children to complete.

Practitioners work directly with the children for the majority of the time. Overall, interaction is satisfactory and most practitioners use open questioning to encourage

thinking and ensure all children are included. Most practitioners work well to support learning through play and practical experiences. For example, through discussing healthy foods at the lunch table then playing with the children in the pretend restaurant, helping them with shopping lists. Themes are extended to promote children's learning: for example, when covering topics such as people who help us, inviting community workers to the setting such as police officers and lifeguards.

Children's care, learning and play needs are satisfactorily met in the nursery.

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

The provision is good.

Children are developing a strong sense of themselves, as practitioners provide an environment where they are welcomed and encouraged to participate in all activities. They enjoy their time in the setting, gaining confidence and self-esteem because practitioners praise and encourage for effort and achievement. Children demonstrate a good sense of belonging as they respond to familiar adults and settle well into the daily routine. Procedures to support children with special needs are in place and practitioners have good awareness and understanding of equal opportunities and inclusion. General discussion, around topics of celebrations and festivals, and resources that reflect diversity, are in place and undertaken. This helps the children become aware of a wider society, thus developing self-esteem and respect for others.

Children's behaviour is good. They benefit from positive role models provided by practitioners and respond well to adult intervention. Unwanted behaviour is discussed with children and they are reminded of the rules of the setting, which are depicted in pictures at child height. Positive behaviour is praised and rewarded on a regular basis by awarding stickers such as 'I've been a star' and certificates. Practitioners consistently praise children, which values them as individuals and encourages positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Key workers are allocated and liaise with parents to ensure children's individual needs are met. Parents are provided with verbal feedback and daily reports of activities, meals, sleeps and toileting habits. Children's learning is shared effectively with parents as there are a number of parent evenings to discuss progress and development; quarterly reports; and assessment records shared whenever required. Monthly newsletters inform parents of relevant events and themes and plans are displayed for parents to view, which contributes to the children's learning at home. A complaints procedure and formal log are in place which parents can see on request.

### **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory. A good percentage of practitioners are

appropriately qualified in child care and early years and attend training workshops to update skills. Systems planned for implementation will provide regular monitoring and mentoring of practitioners to assess performance, ensure training needs are identified, and develop work practice. Practitioners work as a team and meet regularly to discuss working practice and cascade training. New management structure now provides clear direction and clarification of roles and responsibilities. Robust recruitment and vetting procedures ensure the safety of children within the facility. Good procedures are in place for the induction of new staff in order to ensure that they are aware of the setting's working practices and policies.

Practitioners, working with children who are in receipt of funding for nursery education, have sufficient knowledge of the Curriculum Guidance for the Foundation Stage to help children make progress in their learning. Use of the Birth to three matters framework in the nursery ensures that babies and young children are sufficiently supported and provided with care and learning opportunities to enhance their development.

All policies are in place to promote the children's health, safety, enjoyment and achievement. However, in daily routines organisation of resources and aspects of hygiene practice have identified significant weaknesses which impact on children's good health and ability to enjoy and achieve.

Group sizes and ratios contribute towards children's safety and ability to take an active part in the setting. The deployment of staff promotes positive relationships and ensures that children's needs and individual routines are met. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection visit the provider was required to improve staff deployment to ensure that ratios are maintained and undertake more regular fire drills, recording comprehensive details of evacuations. Following a complaint visit, the group was required to ensure good hygiene practices in regard to hand washing, and make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

All of the above requirements have been addressed at the setting: which overall improves organisation and has a positive impact on aspects of children's health, safety and partnership with parents.

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

Since April 2004 Ofsted have received one complaint.

The complaint related overall to National Standard 1: Suitable Person. Concerns raised included hand washing practices, meals provided, activities provided for children and availability of complaints procedure for parents.

We asked the provider to investigate and report back to Ofsted within 7 working days.

The provider reported back with details of all the issues raised. Ofsted followed up the report received with an unannounced visit during which all concerns were addressed. As a result of our investigations, two recommendations were made in relation to Standard 7: Health, and Standard 12: Working in partnership with parents and carers. The recommendations were observed to be addressed at inspection. In addition to the above, issues were also raised following the exclusion of a child without prior notice in which, due to the connected contractual dispute, Ofsted were unable to intervene. The provider remains qualified for 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**

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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):

- improve health and hygiene procedures to ensure children have clean cups for drinks at all times in the pre-school area
- improve hygiene procedures throughout the provision to ensure that all equipment, furniture and resources are suitably clean
- improve organisation of resources to be accessible, attractive and inviting for children's use and for children to initiate their own choice of play.

#### **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):

- increase children's independent use and enjoyment of reading material, for example through development of the book area
- use children's individual progress records to inform future planning for next steps
- increase opportunities for children to develop their manipulative skills and



creativity and in art and craft activities

- further promote opportunities for children to independently develop writing skills, for example by developing mark making area, writing own names on work and extending materials in role play
- increase opportunities for children to develop mathematical understanding of calculation and problem solving.

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