



Forest Nursery

Inspection report for early years provision

Unique Reference Number	EY245238
Inspection date	22 February 2006
Inspector	Susan, Esther Harvey
Setting Address	Forest Lane, Pewsham, Chippenham, Wiltshire, SN15 3QU
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Registered person	Forest Nursery Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Forest Nursery opened in October 1995 the nursery operates from a purpose built facility. It is situated on the Pewsham estate on the outskirts of Chippenham, Wiltshire. A maximum of 28 children may attend the nursery at any one time. The nursery is open from 08.30 to 17.30 Monday to Friday throughout the year. Children have access to an enclosed play area.

There are currently 80 children aged 2 to 8 years on roll. Of these 45 children receive

funding for nursery education. Children come from the local area, the nursery supports children with special needs and children who speak English as an additional language.

The nursery employs ten staff. Nine of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn appropriate hygiene routines throughout the day with very little prompting from staff members. They independently wash and dry their hands before snack and meal times. Children manage their own toileting arrangements well. However children do not learn about how to prevent the spread of infection through regular use of tissues when they have colds.

Children benefit from the staff's secure understanding of first aid and the correct administrative procedures to be followed should an accident occur. Appropriate documents are in place for the recording of medication and accidents.

Children benefit from staff members commitment to encourage daily exercise and fresh air. They enjoy going out for daily walks around the parkland and independently put on boots and coats ready for the occasion. Children gain from having the experience to extend their large muscles skills. Activities assist with their balancing techniques as they carefully walk on a wooden beam and climbing frame while taking part in an indoor obstacle course. Children relish the opportunity to run around freely outside. They increase their small muscle control and co-ordination by the safe handling of scissors and cutlery.

Children enjoy nutritious home-cooked meals. They choose the type of vegetable to eat at lunch time. For example; a choice of boiled or mashed potatoes is offered to the children, the decision was agreed by a general vote of hands. They enjoy fresh fruit and vegetables each day, and are able to choose what they wish to drink, from either milk or water. Children choose when to have their snack and confidently pour their own drinks. They are proficient in the use of a knife and fork at lunch time and enjoy having the tables set with brightly coloured table cloths. Children learn about good meal time skills as they wait patiently for everyone to finish. Meal times are a social occasion for children as they sit and chat with each other and with the staff. Children's allergies and preferences are accommodated and discussed with parents prior to the children starting in the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and relax in an environment that is clean, well maintained, and welcoming to parents and children. They are given a warm welcome by staff as they

enter the nursery. Toys and equipment are attractively set out ready for children as they arrive in the setting. Children freely access an extensive range of clean, well maintained, age appropriate toys and equipment. The nursery is extensively decorated with the children's art and craft work which is professionally displayed around the walls. Children remain safe in the building and a risk assessment is carried out when taking children for walks around the parkland near to the nursery. Children learn to share the responsibility for their own safety. This includes taking part in emergency evacuation drills in order to learn about fire safety and listening intently for their name at register time.. They respond positively to the request from the staff to tidy away toys and resources before meals in order to reduce the risk of trip hazards.

Children remain safe and appropriate action will be taken should staff have concerns about a child in their care. Staff have a sound understanding of child protection issues and the child protection officer is committed to updating her knowledge where possible.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from being part of the small intimate nature of the nursery within a rural setting. This enables them to confidently separate from their parents and main carers within a family environment. Children develop good levels of confidence and self-esteem as they readily participate in the activities on offer. Children are self-assured as they quickly make their own decisions regarding the activities and resources they wish to explore. For example; a group of children decide to investigate the contents of the sand pit, while others clambered onto the climbing frame. They are cared for by staff with a sound understanding of the Birth to Three Matters framework relating to children under the age of three. Young children have the opportunity to experience a range of activities and develop their creative skills as they paint and handle play dough. A key person system is in place for all the children in order for their particular needs to be supervised. Children with special needs have the positive experience of being integrated well into the setting.

Children form warm relationships with staff and each other and seek each other out to play with a chosen activity.

Nursery Education.

Teaching and learning is good. Children are progressing well supported by the staff team's knowledge and confidence in the Foundation Stage curriculum and the stepping stones in order for the next stage in the children's learning to be identified. Planning is detailed and links in closely with evaluation of activities. Observations and assessments are used by staff to identify children's progress. There is a clear system in place to move children on to the next steps in their learning. Children with special needs progress with individual help and support from the special needs co-ordinator. Children's individual needs are met and they are fully integrated into the nursery.

Children show a sense of belonging as they greet each other and the staff by name

on arrival in the nursery. They confidently say "good morning" to each other and staff during the register time. They are actively involved in play and the activities on offer. The adult lead activities focus on several areas of the curriculum. For example; children are encouraged to identify various shapes through a game which they play in small groups. They learn to match the shape on a card in their hand with the shape on their larger card, they have individual attention with their key worker each day. During this time the staff focus on the individual ability of the children and identify the next stage of their learning, children enjoy the opportunity to choose an activity for the group and are able to independently access a wide selection of resources to extend their learning. Children are independent and initiate play with each other. For example; children enjoy using the role play area to act out familiar domestic scenes, like preparing cups of tea, and washing up. Children enjoy listening to stories and handle books with care. Children enjoy stories and rhymes, they predict and re-tell aspects of the stories confidently. They confidently identify their own name as they register themselves on entering the nursery. Children attach their name to a board on arrival in the nursery, and move it to an adjacent board as they leave at the end of the session. Children sing a familiar "good bye" song to each other when sessions end and some children leave for the day.

Children are confident in their use of information technology and freely access the "mouse" to manage shape and counting games. This enables them to extend their learning and improve hand and eye co-ordination. Children learn to link sounds to words through the regular use of "letter" of the week, and are practiced at remembering the appropriate sound. Children easily count up to ten and beyond with confidence, children enjoy singing songs like "five little ducks went swimming one day" which enables them to understand through language, the concept of subtraction. Children benefit from first hand experiences regarding the natural world, as visitors to the nursery include live animals for them to handle. Children learn about nature as they investigate the make-up of a snowdrop and identify the colours in the flower. Children learn about caring for others as they take part in a sponsored activity to support a charity, they enjoy singing their favourite songs like "hickory, dickory, dock, the mouse ran up the clock" and laugh as some children make up their own ending to different rhymes. Children confidently choose which song the group will sing next, they relish the opportunity to listen to live music and sing with the visiting music teacher. Children gain from parents who bring in a selection of instruments. For example; children's musical vocabulary is increased as they remember the visit when they heard a "cello" played. Children recall significant events that have happened to them in their lives and confidently share this with the others at register time.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated as individuals and are appropriately supported in the setting. They are fully included in the setting and the care of children with special needs is well maintained. Children mostly behave well and are kind and considerate towards each other. However helping children to understand the effects of their behaviour on others is not always followed through in practice. Children learn about moral values

through stories and festivals covered throughout the year. They access a wide variety of dressing up clothes, books, puzzles and small world toys, to help them increase their awareness of diversity. Children's social, spiritual, moral and cultural development is fostered. They enjoy sharing news about their home life and are learning to listen to others.

Partnership with parents is outstanding. Children benefit from the affectionate welcome families receive when starting at the nursery. The personal approach for parents by the management heightens the value placed on families and children. Information to parents is extensive this includes a full prospectus relating to the national standard policies and procedures, and a regular news letters keeps parents up-to-date with the latest nursery information. Parents are involved in their children's learning as they work on activities with their children at home and record the information in a shared book. The information is then used by the staff to support children's learning assessments. Children gain from the strong partnership between parents and the nursery staff. Parents have the opportunity to discuss their children's progress at arranged parents evenings and staff are readily accessible at all times. There is a robust system procedure in place should parents have any concerns or complaints.

Organisation

The organisation is good.

The setting meets the needs of the children for whom it provides care and education. Children benefit from staff who are qualified and work well together as a team. Staff organise the space in the nursery to maximise the play opportunities for the children. For example; the upstairs area of the nursery is used for small groups of funded children or children who are under three. All the documentation is in place to support children's health, safety and well-being. Staff are fully aware of the policies and procedures which are regularly reviewed by the manager.

Leadership and management is good. Staff have a sound understanding of the Foundation Stage curriculum. Staff regularly evaluate the sessions and fully apply this in practice to support children's learning and development. Staff link the curriculum with the stepping stones which enables children's individual learning needs to be met and identify their next stage of learning. The professional development of staff is valued and supported by the manager, who has a clear vision for the recently refurbished nursery following a destructive fire which destroyed the building and all resources. Children benefit from the commitment of the manager and staff to further develop the quality of care and education offered to all children.

Improvements since the last inspection

The setting have made improvements acting on the recommendations raised from the previous care and education inspection. The provider was asked to ensure that parents signature was obtained following medication given to children; that parental permission was given to take children on outings; that staff attendance in the nursery was recorded and that a fire log be kept.

A fire log book is kept as requested by the fire officer; staff attendance is recorded appropriately; parental permission for walks and outings and parental signatures following doctor prescribed medication being administered to children have been provided.

Children have benefited from staff members understanding of the signatures needed for administration of medication and outings, and the recording of when fire equipment is checked in a log book. Children's welfare has been improved by the recording of when staff are present during the session.

The provider was also asked to ensure that parents are involved in their children's learning; to link assessments and observations of children with the early learning goals; and to give children the opportunity to express their own creativity through having access to a wide range of craft materials.

Children's welfare has been improved by staff members knowledge and understanding of the documents needed for the safe and efficient management of the provision. Children's education has been improved through the opportunity to have free access to craft materials; evaluation of the planned activities have identified the next steps of learning which is linked to assessments and observations of children; parents are fully involved with their children's learning through a joint effort with the nursery staff and the adoption of individual files and activities for each child to do at home. Children's achievements are recorded by staff and parents which enables a sound partnership between home and the nursery for the benefit of children's individual educational needs.

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.

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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):

- raise children's awareness of good hygiene practices and preventing the spread of infection, with regard to colds and the consistent use of tissues
- raise children's awareness of the effects of their behaviour on others

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 the policy and procedure for behaviour management by staff are consistently applied in the nursery

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