



Parkend Nursery

Inspection report for early years provision

Unique Reference Number	EY311483
Inspection date	09 February 2006
Inspector	Glenda Sinclair
Setting Address	Parkend School, Yorkley Road, Parkend, Lydney, Gloucestershire, GL15 4HL
Telephone number	01594 835624
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Registered person	Helen Elizabeth Cornock
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?

Parkend Nursery first registered in 2005. It is situated in a terrapin in the grounds of Parkend Primary School in the rural setting of the Forest of Dean. It operates Mondays to Fridays from 08.30 to 17.30. The nursery does not run normal sessions throughout school holidays but it does run an occasional holiday play scheme. An after-school club provides care every afternoon and staff collect children from Parkend Primary School. The club is open to other children if parents are able to

make their own transport arrangements. There are currently 17 children on the nursery roll of whom 9 are funded. There are 9 children on roll for the after-school club. All staff have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene as they follow the example set by staff, who wear gloves to serve food and to change nappies. They also wear hair nets when serving lunch. Children wash their hands after using the toilet and before eating. After lunch, children clean their faces and hands with baby wipes. Children have many opportunities throughout the day to have exercise in the fresh air. They also have indoor activities designed to keep them fit such as dancing and musical statues.

Parents choose whether to provide their own packed lunches or select a nutritious hot meal from a menu provided by an outside contractor. Staff encourage parents and children to choose healthy options for their lunch boxes, which are stored appropriately to ensure that food is kept fresh. Snacks mainly consist of fruit and children learn that fruit makes them grow. Children choose from water or milk to drink and water is provided on request to prevent dehydration.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Very good attention is paid to all aspects of safety and security. The nursery's terrapin is small but it is bright and child-friendly. There are appropriate floor coverings to ensure that children cannot slip in the messy play areas and a stable door in the kitchen enables staff to continue to supervise, whilst preventing children entering a possible risk area. Toys and equipment are plentiful and in excellent condition. They pose no safety hazard to the children playing with them. Staff do regular risk assessments and all the necessary emergency procedures are in place to protect children, in case of fire. In hot weather, staff put up a gazebo over the outside play area to protect children from the sun. Parents are not always signing the accident records which poses a risk to children's health and safety.

Security is excellent. A number controlled padlock prevents unwanted visitors entering the nursery grounds. It also prevents children leaving without the knowledge of staff. Visitors must sign in at the school and the nursery. Staff are knowledgeable about child protection issues and the procedure to follow if they have concerns about the welfare of an individual child.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to many enjoyable and stimulating activities. They relate well to each other and to the staff, who encourage them to consider each other's feelings, be confident and enthusiastic. The needs of the younger children are planned for appropriately by using the Birth to Three framework.

Nursery Education

The quality of teaching and learning is good. The staff have a sound understanding of the Foundation Stage. They use this to assess children's progress and these assessments are used to guide the planning of suitable activities. They also allow time for long sessions of totally child-led free play, whilst using their knowledge to support and extend children's learning through this play.

Children learn to be independent by pouring their own drinks and putting their own coats on. They are confident and curious, happy to approach adults and ask questions about what they want to know. For example, one child came across a crossword puzzle in a piece of paper he was cutting and asked the nearby adult 'What's that?' They learn to be considerate and ask after sick members of staff.

Children listen well to stories and join in at the appropriate times. They know how to handle books and what the spine of a book is. They have many opportunities to 'write' from the whiteboards in the outside play area to the ample materials in the playroom. However, staff do not always encourage them to 'write' their name on their own pieces of work. Children have a special space to display their work, which encourages their sense of pride and achievement. There is often a buzz of conversation in the playroom. Children are confident to talk about their own experiences and meal times are particularly well-used for discussing families and special events.

Children use mathematical language as a natural part of their everyday language and will confidently discuss size and shape. They are beginning to make simple calculations as staff ask 'and one more makes?'

Children learn a little about other cultures as they celebrate festivals such as Diwali and the Chinese New Year. They have occasional visitors from their own community such as the vet and the hairdresser. They go out into the large school field to look at wild life and one four-year-old confidently announced that foals are baby horses. They learn about their own bodies and that exercise makes their heart beat faster. They know that 'If you give me lots of food, I will be big.' They use their imaginations well and a simple tape measure transforms the home corner into a gaol. It then becomes a washing line. Music plays a part in the children's creative development. A specialist comes in weekly bringing different instruments or puppets and the children have the opportunity for some music and movement.

Helping children make a positive contribution

The provision is good.

The staff know the children well and use this knowledge to respond to their individual needs. They encourage children to look at difference in a positive way. For example,

children spent a few minutes looking at their own hands and faces and those of their friends and coming to the realisation that they all looked different. There are no children with special needs in the nursery at the moment. However, staff are able to show that they have the knowledge and systems in place to meet any special needs.

Children behave very well. Staff use praise very naturally to reward and encourage good behaviour and any achievement. They positively encourage politeness and consideration and provide the children with good role models. Staff foster spiritual, moral, social and cultural development well. One particular strength is the way staff show children how to negotiate rather than squabble amongst themselves.

Partnership with parents is good. Staff provide parents with regular updates on their children's progress. The prospectus gives parents very good basic information about the nursery's policies, the Foundation Stage and the Birth to Three framework. Staff encourage parents to take activities home which they can share with their children.

Organisation

The organisation is good.

Leadership and management is good. Staff work well together as a team following the strong management lead. Staff have regular six monthly appraisals and staff meetings give them the opportunity to reflect and develop good practice. There is a nursery development plan in place and some items on this list have already been addressed for example, the provision of hot food for those children who want it and the lowering of the sinks to child height.

Employment procedures are in place to check that suitable people are employed and new staff have a probationary period of three months. During this time they have monthly appraisals. All necessary documentation is in place to safeguard children and the register shows that ratios are adhered to and that staff are recording the actual times of children's arrival and departure. The management keep a record of staff's training needs. Courses are booked, as required.

Overall, the provider meets the needs of the range of children for whom she provides.

Improvements since the last inspection

Not applicable as this was the first inspection since registration.

Complaints since the last inspection

There are no complaints to report 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.

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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):

- ensure that parents sign the accident record

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 that children are given many opportunities to make marks and begin to form the letters of their own name

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