

The College Nursery

Inspection report for early years provision

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Inspector Lynn Clements

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The College Nursery opened in 1988. It operates from three rooms in a purpose built building in the grounds of Peterborough Regional College. A maximum of 72 children in the early years age group may attend the nursery at any one time. There are currently 68 children aged from three months to under five years on roll. Of these, 34 children are in receipt of early education funding. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school is open to the public and to students of the college. The nursery is open each weekday from 8.00am to 6.00pm 50 weeks of the year. All children share access to secure enclosed outdoor play areas and the babies have their own secure outside area.

The nursery currently supports a small number of children with special educational needs and/or disabilities and a large number of children who speak English as an additional language.

The nursery employs 15 members of staff. Of these, 13 hold appropriate early years qualifications. This also includes a fully qualified chef and cleaner. The manager is qualified to degree level with two further members of staff are currently working towards Foundation degrees.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team has a good knowledge of each child's needs which enables them to promote their learning and welfare very well. This attention to detail makes sure that all children's needs are met, along with any additional support needs. This support enables the children to make good progress given their age, ability and starting points. Children are extremely safe and secure and very much enjoy learning about the world around them. Partnerships at all levels are exemplary and significant in making sure that children make smooth transitions between settings and receive excellent continuity of care. Regular self-evaluation by the management team, staff and parents makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure children's next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage
- increase child-height storage, for example in the toddler room, enabling

children to engage in more self-selection to further enhance the opportunities for independent learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well by the extensive recruitment and vetting procedures, including the successful induction of new staff. On going appraisals and attention to providing appropriate training, further makes sure that staff continue to work and interact well with all children. All members of staff understand the importance of protecting children from harm. They clearly understand how to make a child protection referral if they have a concern about a child. Risk assessments are thorough and attention to considering the health and safety of children, staff and the environments is exceedingly good. A range of relevant policies and procedures are in place which are implemented in practice and shared with all staff, parents and carers. This enables the smooth day to day running of the setting and provides positive outcomes for the children. All documentation required by legislation is in place and maintained correctly. The setting is well organised both inside and out. Children in the baby and pre-school room have a very good range of child-height storage with plenty of toys and resources to choose from, helping them to build on their self-help skills. However during this inspection the toddler room was undergoing development and was not as well resourced to fully support independent play. The available resources are used well to achieve the planned goals in learning and development; the environment is conducive to learning, safe and well cared for.

The provider and staff place the promotion of equality of opportunity at the heart of all their work and their aspirations are understood and acted upon consistently at all levels. The setting effectively and actively promotes equality and diversity and tackles unfair discrimination. Adults are highly effective in ensuring that all children are well integrated. For example excellent support is in place to make sure that children and families who speak English as an additional language have access to translated documentation and translators from the main college. This enables clear and open communications between all groups of parents and carers, in the best interests of the child. Effective strategies are in place to support children with special educational needs and/or disabilities and the nursery staff are proactive in taking a multi-agency approach when working with other professionals. The setting is highly committed to working in partnership with others. They take a lead role in establishing effective working relationships both with the main college and by networking with other providers of the Early Years Foundation Stage in the local area. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the settings work. Parents and carers report that staff are approachable and really easy to talk to, being warm and welcoming at any time. They appreciate the time taken to find out about their opinions and views on the nursery and know that these are taken seriously and acted on to enhance and improve the service provided. Parents and carers feel secure when leaving their children and like the key person system which gives them a dedicated member of staff to interact with and share learning that happens at home. They enjoy the

parents and carer evening and the regular opportunities to take home their children's learning records to note their achievements and share in their children's time in the nursery.

Self-evaluation involves the management team and all staff. Parents and carers are also involved as they complete questionnaires and share their views. Development plans are in place, for example to provide a dedicated sleep room for the baby unit. The nursery is also included in the colleges strategic plan to support its long term development. These systems help to provide a true analysis of the strengths and area for development of the early years provision in order to sustain continuous improvement.

The quality and standards of the early years provision and outcomes for children

Staff have a good knowledge of the learning and development and welfare requirements. This helps them to promote children's learning, social, physical and economic well-being. Daily diaries provide parents, carers and staff with clear information about each child and well maintained all about me records ensure that staff understand about children's interests, likes and dislikes. Learning records are completed with observations, photographs and children's own creations. Staff use these records to plot progress and to inform future planning. However, the next steps for learning identified in the children's learning records are not consistently linked to the Practice Guidance for the Early Years Foundation Stage. This potentially impacts on the learning objectives remaining challenging at all times. Planning is in place and includes learning opportunities and activities both indoors and out and staff are well deployed to support children's development. A good range of teaching methods are used throughout the nursery, including baby sign language, audio and visual clues, intonation and open questions. As a result children make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and to develop skills for future learning. Children, including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals. They all have good relationships with adults and play well on their own and in harmony with other children. Staff support and encourage children to become motivated and interested in a broad range of activities and in taking responsibility for choosing what they do. Relationships are good and children's behaviour is managed well.

Children take the initiative working well independently as well as collaborating and co-operating with others. For example, children persist for extended periods of time to complete their painting of play apparatus. They develop their understanding of information communication technology as they complete simple programs on the computer and interact with age-appropriate computer software. Children link sounds and letters, naming and sounding letters of the alphabet. They use their developing phonic knowledge, for example as they attempt to write their name on white boards in readiness for their bug hunt. Babies learn that things exist, even when out of sight, for example as they enjoy playing peek-a-boo

or investigate objects and space such as looking for hidden objects or putting things in and taking them out of the treasure baskets. All children enjoy exploring role play, based on real or imagined experiences, for instance as they play in their pretend hairdressers. Here they talk about safety such as being careful with the water and shampoo so that it does not go into eyes and being careful with the comb so it does not hurt the doll when they brush her hair. Children enjoy investigating freely outside, for example sharing stories such as the three little pigs and joining in with repeated refrains. They have fun painting equipment and playing in the pasta tray feeling the different texture of these medias. Children use the large climbing apparatus with increasing coordination and control demonstrating how they can balance and move their bodies in different ways. Babies are beginning to develop an understanding and awareness of themselves as they study their own hands and feet and begin to crawl around the room where they explore the environment with interest, this is enabled by members of staff who provide sufficient space for them to move, roll, stretch and explore. Children, including babies, make good progress in their learning in relation to their capabilities and starting points.

Children show an exceptional understanding of the importance of following good personal hygiene routines. This includes cleaning their teeth after meals. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. The nursery employs a fully qualified chef who is interactive with the children, finding out about the foods they enjoy and making sure that meals are nutritionally balanced to help children thrive. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. Children show a strong sense of security and feel safe within the setting. They demonstrate an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children safely use a range of tools and equipment within the setting and know how to handle these in order to stay safe. They are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others safety. The high quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met