

The Park Neighbourhood Nursery

Inspection report for early years provision

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Inspection date	18/07/2011
Inspector	Julie Neal
Setting address	The Old Park School, Hollow Road, Kingswood, Bristol, BA15 9TP
Telephone number	01454 862614
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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).

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 Park Neighbourhood Nursery is run by a registered charity and has been registered since 2004. It operates from the ground floor of a converted school building in Kingswood, South Gloucestershire. There are enclosed outdoor areas suitable for children's use.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting may care for a maximum of 62 children under eight years of age at any one time, all of which may be in the early years age group. There are currently 102 children in the early years age range attending at different times. The setting receives early education funding for two, three and four-year-old children. The setting opens all year round, except for public holidays and over Christmas. It operates from 8am to 6pm Monday to Friday.

There are eighteen members of staff working with children, all of which have appropriate early years qualifications. Several of these are working towards higher level qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. Children make good progress towards the early learning and development goals, relative to their starting points, because staff have developed effective systems of planning that are based on supporting individual learning objectives for each child. Systems to monitor the effectiveness of the setting are good. Action plans for the future focus very well on promoting good quality outcomes for children and, as a result, the setting shows it has the capacity to make continuous improvement in order to achieve and sustain high standards.

What steps need to be taken to improve provision further?

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

- develop consistency in recording the dates of review on all risk assessments in order that it may be clearly seen that these are regularly reviewed and updated
- develop partnerships with other providers of the Early Years foundation Stage, in respect of children who attend more than one setting, in order to share information that supports individual children's progress and development

The effectiveness of leadership and management of the early years provision

Good leadership and management in the setting has resulted in a knowledgeable staff team who are confident in their understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the good implementation of procedures that safeguard children and protect them from harm. Employment procedures are rigorous and ensure that all staff are suitable to work with children. All staff take part in safeguarding training, attending external courses and having regular 'refreshers' in house, such as at team meetings. As a result, staff are confident in their awareness of safeguarding concerns and secure in their knowledge of the correct procedures to follow in order to protect children. Safeguarding policies and procedures, and all other policies that support children's welfare, are made available to parents. Children are kept safe and secure. Electronic keypads prevent any unauthorised entry to the premises and the presence of all visitors is recorded. Extremely good daily health and safety checks ensure children enjoy a safe and clean environment. Risk assessment records are detailed and cover all areas of the premises, activities and resources used by children. However, sometimes it is not clear when risk assessments have been reviewed, without cross referencing other supporting documents, because staff are not consistent in recording the date of review.

Self evaluation within the setting is good. The management team have successfully promoted a culture of reflective practice, and as a result, all staff take an active role in monitoring the setting's effectiveness in promoting good quality outcomes for children. Self evaluation is rigorous and enables staff to identify where improvements can be made; action plans for development clearly show how these can be achieved. For example, the setting has recently made significant changes to the outdoor play area, transforming this into an interesting learning environment which children enjoy using immensely. Training for staff in making the best use of the outdoor learning environment has resulted in children enjoying a greater breadth of activities that support their individual learning styles. Children enjoy an inclusive environment where good relationships with parents ensure that their individual needs are understood and met well. Information is shared effectively, ensuring that staff are aware of any changes to children's needs as they grow and develop. Parents receive daily information about the activities their children enjoy and any key achievements they have made. The good use of photographic displays in each room show parents how their children have participated in a wide variety of activities. Parents receive regular information about their children's progress towards the early learning goals and are included in identifying future aims and objectives. The strong systems in place to monitor children's progress and development enable staff to identify where additional support may be needed. Staff have well established relationships with other professionals and agencies that provide support for individual children and are experienced in planning together to promote each child's progress. Some children also attend other settings that provide the Early Years Foundation Stage, such as childminders or pre-schools. There is no process in place to share information relating to children's learning and development with these settings in order to ensure there is consistency in planning for future progress. As part of the setting's evaluation of inclusive practice, it was

identified that few staff had knowledge of using sign language, although they have experience of supporting children with a variety of needs that may affect communication. This has led to staff training in the use of sign language, and they are beginning to use this with children to raise their awareness of different forms of communication.

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

Children's welfare, learning and development are supported well overall. The staff team's good implementation of health and safety procedures ensures children enjoy a safe and secure environment where they are protected from illness and cross infection. There are strict procedures for the administration of medicines. For example, parents are informed that, in most circumstances, if children need more than one dose of a painkilling medicine during the day, then it is likely that the child is too poorly to be attending the setting. Staff have a good understanding of children's individual health and dietary needs and these are met well. Meals and snacks are well planned and nutritious; mealtimes are used very well to promote children's independence and social skills. For example, babies understand that they have their hands washed before meals and happily hold out their hands for washing. Very young children who are keen to try cutting their vegetables at lunchtime are supported well, being given time to complete their task and praised well for their efforts. Older children choose what they want to eat at mealtimes; the good range of healthy choices that are attractively presented to children encourage even the most unadventurous eaters to try new things. As a result, children learn to enjoy a healthy diet. Children of all ages enjoy a good variety of activities that develop their physical co-ordination and control, and promote regular exercise as part of a healthy lifestyle. For example, children make good use of resources, such as hoops and balls to develop their own games, throwing the balls to bounce in the hoops and then hopping and jumping to where the ball lands. Children are safety conscious as they use equipment such as scooters and bikes, conducting their own simple risk assessments as they work out their routes to avoid impacting on their friends less energetic activities. Children demonstrate their safety awareness as they play. For example, children using role play equipment use a towel to get a pan out of the oven and tell others to be careful because it is hot.

Children make good progress towards the early learning and development goals in all areas, relative to their starting points. This is because staff use their good observations well to identify each child's current stage of development and to plan their next steps in learning. Observations of children have been used most effectively to review the organisation of play rooms and how different age groups access resources. This has led to changes that have enhanced children's learning opportunities. For example, low level displays of photographs that babies can reach out and touch have been used most effectively in helping this age group develop their sense of self and of other people who are special to them. Children have individual learning plans, which are reviewed regularly to ensure that each child continues to be suitably challenged in order to make progress. Overall,

children's learning records are well maintained and show how each child has made good progress over time, although there are some minor weaknesses in linking observations to evidence, such as children's drawings and mark making.

Children of all ages are eager learners who are keen to explore activities and resources. For example, babies have a wonderful time as they investigate a variety of everyday objects and materials. They feel the different textures of materials, such as fur fabric and bubble wrap. They relate some objects to their own experiences. For instance, a baby selects a washing up brush from the box, examines this carefully from different angles and then uses it in front of the mirror to brush their hair. Children are confident communicators who benefit from the staff team's good use of questions and discussions to extend learning and to encourage children to use their critical thinking and problem solving skills. For example, while examining seaweed, children are encouraged to think of the different sea creatures that might live amongst it. They talk about different types of seaweed they have seen, such as when on holiday, and make comparisons about shape, colour, and texture. Children are confident in their use of everyday technology, using cameras, torches and interactive toys purposefully and with a clear understanding of what they aim to achieve. Children confidently use the computer and show a good understanding of how to use a mouse and keyboard with chosen programmes. They use a variety of programmes that support their understanding of shape, number, and simple calculation, and their awareness of letters and letter sounds. Children are happy and well behaved. They show a good understanding of the settings ground rules, and that these are based on keeping safe and being kind to one another. Children benefit from the excellent levels of praise and encouragement given to them by staff, and as a result their self esteem is good. Babies and very young children are content because staff understand their individual needs and routines very well and so are prepared when children become tired or hungry.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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