

City College Nursery

Inspection report for early years provision

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Inspector Lisa Mayes

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Type of setting Childcare - Non-Domestic

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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

City College Nursery opened in 1989. The provision operates from purpose built premises sited within the college campus in Norwich, Norfolk and provides a service to the local community, college students and staff.

The nursery is registered on the Early Years Register to care for a maximum of 55 children in the early years range. There are currently 76 children on roll. Children attend for a variety of sessions. The provision is open all year round, Monday to Friday, from 8am to 6pm.

The nursery employs 20 members of staff of whom 18 hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a secure environment that promotes children's welfare. Children generally enjoy their time at the nursery and make satisfactory progress in their learning and development. However, systems in place for planning and assessment do not give sufficient regard to this. The partnerships with parents are a key strength of the setting. Policies and procedures are in place to support children attending with English as an additional language. Whilst self-evaluation is in its infancy the management team are motivated to seek further improvement in order to secure positive outcomes for children.

What steps need to be taken to improve provision further?

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

- observe children to find out about their interests and what they can do, then analyse these observations highlighting children's achievements and identifying areas where they need further support
- increase the opportunities for children to further develop communication, language and literacy skills
- develop the use of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- encourage children to think about issues from the viewpoint of others.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the policies and procedures that help promote their welfare at all times. Staff attend regular training to keep their knowledge up-to-date and know what to do in the event of a safeguarding concern. Risk assessments are clear and cover all areas of the setting, and daily

checks help to identify and minimise the risk of accidental injury to children. Children are supervised at all times as staff are deployed effectively around the setting and outside areas. Systems for vetting new staff are in place and help to ensure that all adults working with the children are suitable to do so. All these factors demonstrate a high level of commitment to promoting children's safety in the nursery.

Staff work well in partnership with parents and carers and they demonstrate a good understanding of the benefits of working closely with parents. Formal parents' meetings are held once a year when they are able to talk to the key person about their child and share their learning records, but there is also an open door policy and parents are able to speak to staff at any time. Contact books keep them informed of their child's week at nursery and parents of babies receive written daily sheets providing information about their daily care routines. Parents spend time in the setting at events such as 'stay and play' sessions. This effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development.

The management team are motivated to seek further improvement in order to secure positive outcomes for children. However, the system in place to monitor and evaluate the provision does not fully identify strengths, weaknesses and areas for improvement. Links are developing with other providers in order to further support children. Appropriate systems are in place to support children with special educational needs and/or disabilities. Children gain some understanding of the wider world through the display of positive images around the nursery.

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

Children develop a good sense of how to stay safe within the nursery. Some children will use their initiative and take responsibility for their own safety and some learn through effective explanations from staff. For example, whilst outside some children ride their bikes into other children's brick constructions and staff explain why this is not a safe action and that the bricks could fall on them. This supports children well and helps them to learn the consequences of their actions and safe practices. Children are starting to develop a sense of security and confidence in the nursery due to generally good staff interaction.

Staff have a sound knowledge of the requirements of the Early Years Foundation Stage. Children make satisfactory progress towards the early learning goals. However, staff do not always provide a balance of adult-led activities to challenge children's learning. Assessments of children's development are completed but not always used sufficiently to inform planning and support progress for individual learning needs.

Children are able to make choices in their play and babies enjoy exploring their environment. Staff have warm and caring relationships with children and praise their achievements, which helps them to feel good about what they do. Babies and toddlers develop coordination as they begin to feed themselves and older children

competently use knives and forks at meal times. Babies who are mobile explore their immediate environment with growing curiosity and enjoy shaking musical instruments. Older children have access to a computer and use a range of programs. These simple activities satisfactorily lay the foundations to support children's future skills. However, there are few opportunities for older children to share and enjoy a wide range of fiction and non-fiction books and for children to experiment with writing for themselves. This lack of provision limits children's development in communication, language and literacy.

Children are being encouraged to understand the need for good hygiene routines. They are encouraged to be responsible for their own health and hygiene with regard to hand washing and brushing their teeth after meal times. Younger children are offered appropriate support and reminded about washing their hands after going to the toilet and before eating snacks and meals. Children are provided with healthy meals in line with their dietary needs that are freshly prepared by the college kitchen. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy-changing procedures to minimise the risk of infection. Drinking water is available at all times to ensure that children remain hydrated. Children engage in a wide range of physical activities outdoors to support their development of fine and gross motor skills. This includes using a range of wheeled vehicles and climbing equipment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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