

# Tubbenden Nursery

## Inspection report for early years provision

<b>Unique Reference Number</b>	137252
<b>Inspection date</b>	01/03/2007
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<b>Registered person</b>	Tubbenden Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

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## 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 provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### 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:  
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## 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?**

Tubbenden Nursery operates from Tubbenden Infants School which is situated in Sandy Bury, Orpington, Kent. The nursery was registered in 1992, and is well established in the area.

The group has a Nursery Management Committee, which is a sub-committee of the school governing body, with the additional members of the Nursery Manager, parent representatives and the Head teacher of the school. All parents are automatically members of the Tubbenden School Parents' Association upon children's entry to the nursery.

Available play space is within a well equipped classroom. The children also have regular use of the assembly hall/gym. The outside play area leads out directly from the classroom, and other areas of the school premises are also used for outdoor activities; such as the playgrounds.

The nursery is open from 08:30-16:00 and currently provides care for 35 children from three to five years of age. There are currently 34 funded three and four year olds on roll. The nursery operates morning and afternoon sessions, from 09:00-12.00 and 13:00-16:00. There are systems in place to support children with learning difficulties and/or disabilities and the setting supports children with English as an additional language.

The nursery is registered to provide full day for 22 children aged from three to under five years. Overnight care is not included in the registration.

The nursery has an admissions policy. Entry to the nursery does not give automatic admission to the reception class. The nursery operates during term time only. Five qualified staff work directly with the children. Staff hold childcare qualifications to level 2, 3 and 4.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn about effective personal hygiene practices. They listen carefully to instructions from staff about correctly washing their hands, drying them and disposing of tissues and paper towels. Children demonstrate these skills by independently using the resources and equipment available to them, such as soap, low level sinks, low level toilets and paper towel dispensers. Good hygiene practices are followed by all staff and students, such as using appropriate cloths to clean spillages and prepare surfaces for eating, therefore preventing cross- infection. Children who are ill during their time at the nursery are dealt with quickly and

sensitively through the use of an effective sick child policy.

Children's ongoing health needs are promoted well. Knowledgeable staff quickly respond to children's accidents and record details appropriately within the accident book. This information is shared effectively with parents for continuity of care.

Children who are using long term medication are given the care they need due to staff receiving appropriate instructions and training regarding the safe administration of medication.

Children make very healthy choices of fruit and vegetables at snack time during both sessions of the day. Children who stay all day have a cooked school meal provided for them that promotes healthy eating. Children independently choose their fruit and raw vegetables and confidently help themselves to more. They help themselves to drinks throughout the day as a jug of fresh water and disposable cups are accessible to them. Children choose from either milk or water to replenish their thirst during snack times. They are encouraged to experiment with tastes during food activities which introduce some foods that children have not tried before such as passion fruit, pawpaw and peppers. Staff take careful consideration of children who have food allergies and ensure that cooking and food activities promote their dietary requirements.

Children have plentiful opportunities to participate in physical activities, although these are mainly adult led, involving music and movement and the use of school equipment, such as the balance beams and climbing equipment in the school hall and parachute games. Children use outdoor provisions such as the school playgrounds on a daily basis, usually within a set time to allow children to use this as a nursery group. The children have access to a purpose built nursery garden but do not always have an opportunity to choose when to go outside for fresh air.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children play in a very safe and secure environment which promotes children's independent play. Excellent security measures are in place within the nursery to ensure children are not able to leave the premises or the school unaccompanied. Staff are especially vigilant when children use other areas of the school ensuring that they are effectively supervised at all times. Clear and comprehensive risk assessments are carried out to ensure all safety issues are checked and well maintained.

Children have access to an excellent range of safe, well maintained, age and stage relevant activities and resources. These are stored in appropriate storage containers encouraging children to access additional resources independently and safely.

Children accomplish a clear understanding of their own and other people's safety. They receive extensive explanations about keeping safe with excellent examples from staff about people who can help them and those who are safe to approach, such as police officers in uniform. Children learn about the impact their actions have on other people such as walking through activities and treading on other children's fingers. Children are evacuated safely from the building due to the well organised and consistent fire drills carried out independently by the nursery and as part of the whole school. Procedures have been well thought out to ensure correct

documentation is taken with staff to make emergency contact with parents. Effective evaluations are made of drills to ensure children's safety is paramount. Highly knowledgeable staff ensure that children's welfare is promoted well, through extensive procedures to support staff's decisions when identifying concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have access to an excellent range of resources, equipment and activities. These are well planned and facilitated for most children. Children receive good levels of interaction from staff to engage them in stimulating and interesting activities, especially within free choice sessions. Staff are genuinely interested in children's learning and enthusiastically participate, when invited, in children's play, enhancing children's enjoyment of the activities provided for them, such as joining in children's role play within the post office and enthusiastically commenting on their creations whilst making parrots. All children participate in group activities and discussions together. This gives all children an opportunity to listen and experience new situations. However, sometimes these adult led activities are aimed at more able children who confidently respond to the staff's effective questions, but some less able and younger children lose interest due to the complexity of lengthy discussions. Although children attending are aged three and above, the group do not take into consideration the use of the Birth to three matters framework to support younger, less able children's development.

#### **Nursery Education**

The quality of teaching and learning is good. Staff use very good open ended questions to encourage children to answer in their own words. Children receive high levels of interaction from staff who have a clear knowledge of the Foundation Stage and who understand the aims of activities and how children can learn through these activities. Children have a good sense of belonging within the group due to the positive interaction and participation from staff. Children's activities are planned effectively through daily plans, linked to themes and topics based on numbers and letters. Staff liaise well with each other to take responsibility for certain activities and effectively challenge more able children's learning through group situations. All activities are evaluated at the end of the day to demonstrate their effectiveness towards children's learning and then inform the next day's planning. A few children's next steps for development are added to the planned activities rather than the next steps informing the daily plans. There is limited differentiation within the planning to show how to promote learning opportunities for those who are less able or those with special educational needs, particularly in group discussions and activities. Children with special educational needs are given additional support whilst in the group and staff work closely with other professionals to provide the development that they need. However, the group takes considerable time to produce Individual Education Plans for such children which sometimes limits the progress that they make. Children who speak English as an additional language receive excellent support through all activities to promote their home language and their communication skills.

Children are very confident communicators. They enthusiastically speak in groups, motivated by the staff who introduce new and complex words into their vocabulary. They make marks in all areas of play; within the role play, labelling their art work and when playing with malleable materials. They are developing a keen interest in linking letters to sounds and objects, this is initiated through adult led group activities but then encouraged through stories, food tasting and all aspects of play. Children show a great interest in mathematical concepts. They count confidently and recognise most numbers up to 10. They demonstrate skills of sequencing and sorting with pegs and fruit and vegetables. They associate shape with every day objects, recognising familiar shapes in fruit and play objects such as a circle for a pizza and a triangle for the wedge that is cut out of it.

Children are very interested in exploring and investigating the world around them. They show a strong interest in malleable and sensory materials available within the nursery such as water, dough, wet and dry sand, slime and shaving foam. They have a keen sense of time and place, relating their experiences to discussions within the group; such as films they have seen, places they have visited and time spent in assemblies and what its focus was. They recall past events within the nursery including cultural celebrations such as Chinese New Year and visits from the ambulance and paramedics. They clearly understand what objects are made of and can compare these with real objects such as the play fruit with real fruit. Children confidently and independently use the computer and programmable toys to enable screens and movements to be changed by clicking appropriate buttons.

Children thoroughly enjoy art and craft activities, demonstrating their skills at producing their own pieces of individual work. They have access to a range of materials and media to skilfully produce planned craft activities that are closely linked to the themes of the week; such as gluing materials, feathers and sequins to make a parrot for "p" week. They confidently participate in role play to show their understanding of everyday experiences such as visiting the post office. Children enthusiastically sing as a group and on their own, singing familiar and made up songs showing a clear understanding of volume and emotion.

Children's fine physical development is promoted well. Children use both palmer and pincer grips to make controllable marks and use tools such as paintbrushes and glue sticks. Children use good control to move the mouse of the computer to good effect. Some children confidently use scissors to carefully cut around objects, others are developing skills by snipping and cutting in straight lines.

### **Helping children make a positive contribution**

The provision is good.

Staff acknowledge children's individuality well and reflect this through the care that is offered, such as encouraging home language within the nursery and print in dual languages around the room. Staff positively use the information gained from parents regarding children's individual needs. Children learn to respect and value each other's differences and learn about different cultural celebrations through discussion, planned activities and visits from outside agencies.

Systems are in place to support children with learning difficulties and/or disabilities. Children's behaviour is very good. Children have a clear awareness of each other and

follow the good role models of the staff. They are aware of the rules and boundaries within the setting. Children's personal and social skills are promoted well which results in confident and independent children. Most children show a keen interest in their learning and confidently choose what they want to play with during free choice sessions. They involve other children and the staff in their play inviting them to share their experiences. The children's social, moral, cultural and spiritual development is fostered.

Partnership with parents is good. The nursery receives very positive feedback from parents regarding their professional relationship with staff and the quality of care expected of them. They receive plentiful information regarding the Foundation Stage to enable them to understand the framework. They have opportunities to see their child's developmental records on request. Staff request basic information regarding children's development when starting the nursery to initiate observations on their ongoing progress.

## **Organisation**

The organisation is good.

Children are cared for by well qualified, motivated and dedicated staff who have relevant checks to allow them to have unsupervised access to children. Children confidently enter the nursery due to the welcoming environment. Robust recruitment procedures ensure that suitable staff are employed to work with the children. Staff continually train and develop their knowledge and skills to promote good quality childcare and education. Effective deployment of staff ensures a high level of support and good supervision for children. Ratios are adhered to at all times ensuring children are well supervised.

Leadership and management is good. Staff work well as a team under the direct supervision of the manager and support from the management committee. The regular monitoring and supervision from the manager ensures staff are fully aware of good teaching practice and how to promote interesting and different learning experiences. Good procedures are in place to evaluate the nursery education system including parental questionnaires and feedback from the close partnership with the school. This results in children learning in a pro-active and stimulating environment. Efficient procedures and practices ensures that documentation is well maintained, secure and confidential, therefore children's ongoing welfare is promoted.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the nursery was given two key issues regarding the nursery education and five recommendations to improve the quality of care for children.

The nursery was asked to focus on groups and individual children with specific and common learning needs through their assessments and adult led activities. During each session children have free flow opportunities within the nursery room to choose what activity they would like to play with. Staff support children's learning well during these session, varying the open ended questions to extend children's learning.

However, during some group activities, the learning opportunities mainly concentrate on the more able children's learning and sometimes results in some less able children becoming fidgety, having lost interest in long periods of discussion and listening. The nursery was also asked to broaden the opportunities for children to explore and investigate the local environment. Children have plentiful experiences through the local environment. They do not go out of the building to gain these experiences. However the staff team effectively plan for visitors to share their experiences and for children to have valuable learning experiences through the life bus, visiting animals, post office role play, doctors, dentists, police, ambulance, paramedics etc. therefore enriching children's experiences of the community around them. This meets both children's development and care needs.

The nursery was asked to ensure the rest area did not disrupt other children's activities. Minimal numbers of children stay for lunch, these children have quiet activities between the time when children go home from the first session and the time when the next session begins. Children read books, sit completing quiet drawing activities and puzzles, talking about their morning and what is happening in the afternoon. Children therefore have plentiful opportunities to rest during this time without disrupting other children's play.

The nursery was asked to ensure that their first aid equipment was accessible. The first aid box is accessible in the staff's storage cupboard with all details of children's medication and first aid instructions.

The nursery was asked to provide children with healthier snack options. Children have access to an abundance of whole pieces of fresh fruit at snack time. Children choose from raw vegetables as well as fruit to promote healthy eating.

The nursery was asked to provide positive images of disabilities. Children have access to resources that portray positive images of disability within our society. They actively observe children within the school, participating in all activities, who have short and long term disabilities, such as legs in plaster. Displayed around the nursery are posters portraying disabled and able bodies people in every day roles and social situations.

### **Complaints about the childcare provision**

Since April 2004 there have been no complaints made to Ofsted that requires the provider or Ofsted to take any action in order to meet the National Standards. 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.

## **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.
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The quality and standards of the nursery education are good.

#### **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 planning and group activities meet the needs of all children, particularly those that are less able, for example by using the B-3 framework. (also applies to Nursery Education)

##### *The quality and standards of nursery education*

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- see improvements as indicated in the care section

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:  
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