

# The College Nursery

Peterborough Regional College, Park Crescent, PETERBOROUGH, Cambridgeshire, PE1 4DZ

<b>Inspection date</b>	16/04/2013
Previous inspection date	14/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- There is a good variety of resources available to the children, both inside and outdoors. They learn about the world around them and how to take care of living things, through caring for the nursery fish.
- The partnerships with parents are strong. Information shared between parents and staff ensures that staff are able to meet children's care and learning needs effectively.
- Staff know the individual children very well. This enables children in all age groups to feel secure and form trusting relationships.
- Leadership and management are strong and there is a clear motivation to develop the nursery in order to improve opportunities for children's learning.

### It is not yet outstanding because

- Occasionally, staff provide fewer opportunities for children to take part in small group activities. As a result, children's rapidly developing, listening and attention skills are not always fully explored.
- Staff do not always ensure that older children's very good understanding of behavioural expectations continues to develop as well as possible. Subsequently, some children lose focus, this is specifically with regard to lunchtime.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector completed a joint observation with the acting manager.
- The inspector spoke to the acting manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's action plan and a range of other documentation.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

The College Nursery was registered in 1988. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of Peterborough Regional College, and is managed by the college. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 16 members of child care staff. Of these, 14 hold appropriate early years qualifications at level three. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop further all children's understanding of behaviour by being clear about boundaries and expectations in routines
  
- there is scope to improve children's listening and attention skills by planning regular short periods when individuals listen to each other, such as, singing a short song, sharing an experience or describing something they have seen or done.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The manager and staff provide a stimulating and welcoming environment where children feel confident and secure. Key people have a good understanding of the characteristics of effective learning and how children learn through play. The educational programme covers all areas of learning and this helps children to make progress that is well within the developmental bands for their age. Each child is supported well by their key person, and information on achievements is shared between staff members to aid planning and ensure that all children are challenged. Planning for learning is tailored to individual needs and interests. Teaching is rooted in a secure knowledge of how children learn.

The nursery produces a wide selection of photo books. Children point and smile at the

photographs, these opportunities help them to develop a strong sense of belonging. All children are supported well in extending their sentences and practising their language skills. For example, staff ask children open-ended questions, such as, 'Do you know what it is?'. Key people enjoy the experience of sharing stories with children one-to-one and sharing props to bring the story to life. However, there are fewer opportunities for children to listen in small groups and share songs, rhymes and stories. As a result, their listening and attention skills are not always promoted as effectively as possible. Children's creativity is encouraged as they select their own paper, glue, and a wealth of collage materials and create their own artwork. Children have very good opportunities to enhance their writing skills, as the areas for making marks across the nursery are well stocked. Older children are beginning to write their names and copy letters. Children develop their technological skills by using torches and push-button toys with skill. Older children navigate the computer to complete an age appropriate game, using the mouse competently. Staff working with babies are very attentive and have high expectations. For example, babies are encouraged to find their own shoes and when they put them on for themselves, the staff offer praise and encouragement.

Children love the outside environment and they clearly demonstrate this as they run around enjoying the equipment. For example, as they climb up steps and slide and whizz around on the bikes, which further develops their physical skills. To develop an understanding of the natural world children explore and investigate mini-beasts. Staff introduce appropriate resources, for example, magnifiers and bug catchers. They then encourage children to be involved in their own learning and pursue their own interests and lines of enquiry while being involved, having a go and enjoying what they are doing. Children use language which helps them to develop their understanding of size, for example, as they talk about the worms they find, 'it's bigger, look at this tiny one'. Children are involved in taking care of the nursery fish. For example, they help to feed them. Therefore, they are learning about living things.

Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as a speech therapist or area Special Educational Needs Coordinator. Staff are trained in how best to support children and how to encourage their communication, such as, using one-to-one sessions, to embed learning opportunities. This means children make good progress and are developing well. The nursery produces a number of photo books to support children who have English as an additional language; these are produced in dual languages. Consequently, they make consistent progress from their starting point because they are supported well while enjoying good opportunities to play and learn independently and with other children. All children benefit from uninterrupted play sessions; as a result they are excited, enthusiastic and engaged in their play. Children are challenged well through their activities and are well prepared for the next stage in their learning.

Children's starting points are identified through information provided from parents and through staff closely observing them when they first start. This enables them to clearly identify each child's level of ability, on which they continue to build. Ongoing observational assessments and summary reports, which parents are encouraged to contribute to, are effectively used to monitor the progress children make. Parents share learning and development from home by contributing to the individual rooms' 'Learning Together Tree.'

Parents are invited to attend parents' evenings and have easy access to a broad range of information about activities through room information boards within the nursery.

### **The contribution of the early years provision to the well-being of children**

Children have built up strong attachments and relationships with their key person. This enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem. For example, children approach the inspector and hold their arms out for a cuddle; this shows they are confident and self-assured. Babies who are returning to the setting after a short break and are a little shy are given the confidence to begin to explore and become involved. This is because the staff nurture and encourage them, which means children settle readily. Staff focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development and children are happy and eager to attend the nursery.

Babies and younger children play happily alongside each other and show a growing awareness of those around them. Older children, mostly, play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. However, with particular regard to lunchtime, staff in the pre-school do not offer clear guidance for children about acceptable behaviour. As a result, some children do not always know what is expected of them; although, this does not impact on other children's learning and development.

The nursery is equipped with a good range of age-appropriate toys, games and resources, which children and babies freely access. This promotes their learning and independence well. Children enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Children have plenty of opportunities for fresh air through outdoor play. They use the enclosed garden for a wide range of activities, such as, bug hunts, den building, bikes and ride-on toys. Children are provided with healthy choices for food and drink at snack times. Parents are asked to provide details about any allergies, cultural or health needs and these are managed effectively by the staff. Children's independence skills are promoted well in routine activities. For example, they put on and fasten their own coats for playing outside and help themselves to water at lunchtime and throughout the day. Children are treated to a wide variety of well thought out meals; the nursery strives to provide a range of different flavours and tastes.

Children are taught to keep themselves safe as staff remind them not to run indoors or climb up the slide the wrong way or they might hurt their friends. Children manage risks safely as they are closely supervised on the climbing frame. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of the manager. Closed circuit television in the rooms secures the identity of all callers.

Children enjoy good experiences outside of the nursery. These include going regularly to the attached college for story time sessions or face painting by the beauty students. Introducing children to group situations where they can socialise helps them to become familiar with the transition into other settings. Transitions within the nursery are effectively and sensitively managed, taking account of each individual character and their unique needs. Each child takes home a photo book of their new room and a new room information booklet. This ensures a smooth transition for all children and their families. The manager strives to establish positive relationships with the local schools, inviting them to visit the nursery to meet the children. This ensures consistency of care.

### **The effectiveness of the leadership and management of the early years provision**

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. They work closely together and are well motivated to continually improve standards of care and learning for everyone. The manager monitors the educational programmes to ensure every child is making progress within the seven areas of learning.

All staff have a clear knowledge and understanding about local safeguarding procedures and how to report any concerns they may have. This ensures that children's welfare is protected. Safeguarding discussions are given high priority at staff meetings and all staff have attended safeguarding training, this is kept up-to-date with refresher workshops. There are robust procedures for the recruitment and retention of suitable members of staff. They have opportunities to keep their knowledge up-to-date through attending training courses and in-house training. The management team and their senior team are supportive of staff as they drive further improvements to continuously build on their good levels of practice. For example, staff performance is effectively monitored through direct observation of their practice, regular supervision and annual appraisals.

Staff have regular meetings where all team members are involved in the nursery's self-evaluation. The management team demonstrate a positive attitude to continuous improvement and they have identified some well-targeted plans for the future. For example, the nursery have detailed plans in place for an extension to build a dedicated sleep, snack and teaching room. All recommendations from the last inspection have been met. For example, children in the toddler room have access to a wide range of resources at child height. All required records and documents are established and reviewed. Risk assessments identify and minimise potential hazards and, consequently, children's safety is well maintained.

Quality displays mean parents are continually provided with information about the service and the learning activities offered. A recent questionnaire has detailed much satisfaction in the way the nursery operates. This was confirmed through discussion with parents at the inspection when they spoke highly of the staff and the care their children receive. For example, parents explain they travel quite a distance because they feel the nursery is the best in the area. Staff work effectively with other agencies involved with children to

ensure those, for example, with special educational needs and/or disabilities, receive relevant support and consistency to meet any specific or identified needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	256808
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	910166
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Peterborough Regional College
<b>Date of previous inspection</b>	14/03/2011
<b>Telephone number</b>	01733 762 180

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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