



Charlton Nursery

Inspection report for early years provision

Unique Reference Number	EY284059
Inspection date	20 April 2005
Inspector	Sue Davey
Setting Address	The Downs School, Charlton Drive, Wraxall, Bristol, North Somerset, BS48 1PF
Telephone number	01275 810304
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Registered person	Charlton Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

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 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: www.ofsted.gov.uk.

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?

Charlton Nursery opened in 2004. It is situated in the grounds of The Downs School, Wraxall, North Somerset. The Nursery operates from a detached building within two and a half acres of land and provides day-care and education for 75 children aged 6 weeks to 5 years. Rooms are split into four age groups and children can move up as soon as they are able to cope with the demands of the next room. The Nursery benefits from a large secure outside play area mostly laid to bark that includes play

and climbing structures. Opening hours are from 07.30 to 18.30 Monday to Friday 51 weeks per year.

There are currently 100 children on roll. Of these, 27 children receive funding for nursery education. The nursery employs 18 staff including a full-time manager, a cook and a kitchen assistant. Out of 15 staff, who work directly with children, 14 hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Babies and children enjoy a wide range of activities indoors and outside which contribute to their good health. They benefit from effective procedures which are implemented by all staff. For example, they play with toys and equipment that are regularly cleaned and checked for defects. Adults do not wear outdoor shoes in the baby room so that babies can crawl and explore in a clean environment.

Suitable equipment is provided for all age groups to develop their physical skills. Babies enjoy bouncing, crawling and pulling themselves up on low level furniture as staff encourage their increasing mobility. There are also plenty of safe toys to grasp, mouth and shake. Older children take great delight in the outdoor area which they visit daily. Here they confidently climb, crawl, balance and ride wheeled toys. They practise their throwing and catching skills and have plenty of space to run around. All ages benefit from regular walks in the adjacent bluebell woods. Children are becoming increasingly independent with regard personal hygiene. They understand the need for hand washing after using the potty or toilet and before meals.

Children thrive because of the excellent quality of food which is provided. All meals are prepared and cooked on the premises using the freshest ingredients and organic dairy produce. The children clearly enjoy their meals. They snack on fresh fruit; eat a wholesome and nutritious cooked lunch and have freshly baked bread for tea. All staff are aware of individual children's dietary needs and take account of their likes and dislikes. Consequently, children look forward to meals times; as one child remarked, "Mmm chicken pie, my favourite!"

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. This includes security of the building and arrangements for collecting children. The light and spacious accommodation is maintained to extremely high standards and appropriate equipment is in place to protect children from mishap. Children help to look after each other by tidying away the toys and asking for help when lifting heavy equipment. All age groups can easily and safely access toys and materials because

they are stored at low level. All equipment is of high quality and appropriate to children's age and stage of development. Various resources are made available as children develop a sense of responsibility. Staff skilfully allow children to take risks and try new things in a way that tempers curiosity with caution. Older children discuss the safe use of indoor and outdoor equipment. They know that throwing sand is dangerous and that scissors must be carried safely. Children eat from china plates and bowls and they appreciate the need for care when using them.

Children are very well protected. Staff have a clear understanding of child protection policies and procedures and give top priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children enjoy their time in nursery. They are greeted warmly; they quickly settle to an activity and they have very good relationships with the staff. New children are introduced to their group at their own pace and staff sensitively help children separate from their parents or carers.

Children show great enthusiasm when trying out the toys and resources. They build, dig, listen to stories, sing, draw and paint. They dress up, role-play and eagerly explore many stimulating and tactile materials such as paint, cornflour mixtures, oats, sand and various water play activities. Babies are very well cared for and useful information is sought from parents to make sure their home routine is adhered to as far as possible. However, information from parents on what children know and can do is not routinely gathered or used to help plan for further progress. Children make independent choices about what they want to play with. They show good concentration skills appropriate to their stage of development and confidently seek support from staff if they need it. All children take part in a balance of indoor and outdoor activities during the week if not daily. Staff know the children very well and instinctively provide appropriate activities to help them make further progress. Although, throughout the nursery, plans often focus on resources rather than what children need to learn next. The Birth to Three Matters framework is used effectively to assess the development of babies and younger children.

Nursery Education

The quality of teaching and learning is good and children are making consistently good progress in all areas of learning. Staff are very knowledgeable about the early learning goals. They observe and assess the children's development and regularly talk to parents. This helps them to support children and provide appropriate activities even though it is not reflected in the planning. Staff interact well with children and encourage them in their play. Consequently, children are eager to learn and try new things; they ask questions and make good use of the activities and resources. The daily routine includes a balance of adult-led and child-initiated activities. However, the structure of some activities does not always make the best use of time and children lose interest.

Children have good communication skills. They confidently answer questions and

show great enjoyment at story and singing time. All children can read their own name and many can form recognisable letters. They have a clear understanding of numbers and shapes and experiment with volume through sand and water play. Planned activities introduce children to the wider world and regular walks in the woods teach them to appreciate nature. Children enjoy painting and creative activities. They are able to give a full explanation about their work and show a sense of pride in their achievements. For example, following a walk to look for mini beasts a child painted a picture saying, "This is a wiggly worm and he's under a rain cloud but this is the sun coming out". Music is a regular and popular feature. Children use simple percussion instruments; they follow instructions to play loud or soft and can keep a steady beat.

Helping children make a positive contribution

The provision is good.

Staff provide a meaningful range of activities and resources to promote a positive view of the wider world. This helps to increase children's awareness of diversity and their understanding of others. For instance, children practised carrying buckets of water after learning that some people have to walk a long way to fetch their water every day. All children have equal access to the toys and activities and their choices are respected. Staff obtain relevant information from parents to make sure that children are cared for according to their wishes and individual needs are met.

Children are polite and very well behaved in response to staff's positive approach and good role-modelling. They are learning to share, take turns and show care and concern for each other. For example, a child made sure there was space beside him for a new little girl to sit down. Older children are given responsibilities such as laying the table, tidying up the home-corner or putting out clean towels for everyone. In this way, the provision fosters children's spiritual, moral, social and cultural development well.

Staff build good relationships with parents and carers. They talk to parents on a daily basis to obtain and provide information about their child's wellbeing. Pre-school staff hold termly parents' evenings to discuss children's progress in all areas of learning. Parents are encouraged to share their own observations of their child's development although this is not routinely recorded. Children's artwork is attractively displayed and staff take many photographs of children at play to share with parents. These strategies help children to feel a sense of belonging and pride in their work.

Organisation

The organisation is outstanding.

Children's care is greatly enhanced by the excellent quality of the organisation of the provision. The directors and manager employ highly qualified and experienced staff to work directly with the children. Regular meetings and personal appraisals ensure that staff feel valued and make a positive contribution to the effective running of the nursery. The layout of the rooms and allocation of space indoors and outside

maximises play opportunities for children. Staffing ratios are above minimum standards so that all children receive excellent attention. All legally required documentation which contributes to children's health, safety and wellbeing is in place and regularly reviewed. The high quality of the provision means that the nursery meets the needs of the range of children who attend extremely well.

Leadership and management of nursery education is good. A senior member of staff oversees the organisation of the Foundation Stage curriculum. She regularly meets with staff to discuss planning and activities which help children to make good progress towards the early learning goals. Staff are encouraged to reflect on their practice and so they evaluate the effectiveness of activities on a daily basis.

Improvements since the last inspection

Not applicable as this is the first inspection since registration.

Complaints since the last inspection

There are no complaints to report.

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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):

- develop the system of planning to identify what children need to learn next based on staff's knowledge of what children know and can do (also applies to nursery education)

The quality and standards of the nursery education

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

- make improvements as indicated in the care section above

- make sure activities are structured so that children are able to make best use of their time.

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