



St Bart's Day Nurseries at Smiles

Inspection report for early years provision

Unique Reference Number	EY312239
Inspection date	05 May 2006
Inspector	Freeda Wildon
Setting Address	23 Foads Hill, Cliffsend, Ramsgate, Kent, CT12 5EL
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Registered person	Ms E. Norris and Dr. T. Hooper
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 satisfactory.

WHAT SORT OF SETTING IS IT?

St Bart's Day Nurseries at Smiles is one of four settings run by the St Bart's partnership. It opened under the current ownership in 2005. It operates from five rooms in a detached house set in a residential area in Cliffsend, Ramsgate.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 17.00 throughout the year. There is a large secure outdoor play area for use by the children.

There are currently 48 children on roll, aged from six weeks to under five years. Of these 16 children receive funding for nursery education. Children come from the local towns and villages. The nursery staff have experience of caring for children with special educational needs and children who speak English as an additional language.

The nursery employs 10 staff including the manager. A caretaker is also employed. All staff have, or are working towards, an early years qualification. The setting receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The premises are clean, and effective procedures by practitioners sustain good levels of hygiene. For example, they wash their hands before handling food, wear protective gloves and disposable aprons for nappy changing, and frequently clean tables with anti-bacterial spray. Children learn about personal hygiene through the daily routine, such as hand washing before eating and after using the toilet. Younger children do so with gentle reminders from practitioners.

Sufficient practitioners have a first aid qualification. There are accessible first aid boxes available and a medication policy, generally well-maintained accident and medication records and parent's permission to seek emergency treatment or advice. This helps practitioners act in the best interest of a child should they require medical attention.

Children are served healthy snacks provided by the nursery such as fruit, vegetables, breadsticks, milk and water. However, water is not always readily accessible for the pre-school children. As a result, children are not always able to access a drink to keep themselves hydrated. Practitioners in the baby room offer children drinks regularly and drinks are taken when babies go on an outing. Children's dietary needs are known and displayed so that all practitioners are aware of their needs. Babies benefit from the key worker system and practitioners take care of babies' needs. As a result, children develop positive relationships and adults contribute to their emotional wellbeing. Practitioners caring for children under three years old use Birth to three matters framework guidance to promote their physical skills appropriately, for example, climbing, knocking down towers, crawling and pulling themselves on the furniture. Babies and toddlers enjoy walks to the local park and enjoy fresh air. Older children enjoy outdoor play; children run, jump, balance, climb and dig holes. Adults allow children to take risks in a safe environment, such as climbing and balancing on the swing bridge. These activities contribute to children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The bright and welcoming environment is prepared and ready for use when children

arrive at the setting, contributing to keeping them safe. Safety-conscious practitioners ensure children are able to move around freely and safely both inside and outdoors. In addition, twice-daily risk assessments ensure children are safe through the day. There is a good range of toys and equipment that are clean and in good condition because adults regularly clean and check toys. As a result, children are able to play safely with a range of toys that promote their development. Fire evacuation procedures are displayed, understood by staff and practised regularly so adults ensure that children are safe.

Systems for monitoring access to the premises are effective; clear and consistent procedures for the safe departure of children are implemented to ensure children are only permitted to leave the setting with an authorised adult. Good procedures are in place for outings and contribute to keeping children safe. Children are protected from harm because practitioners are knowledgeable about the signs and symptoms of abuse. The child protection procedure complies with those of the Local Safeguarding Children Board and is available and accessible to parents at the entrance of the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children are happy and settled at the setting because practitioners welcome them warmly. They enter the nursery and separate from their main carer easily because children and practitioners have built many positive relationships. Children are developing a sense of belonging because they bring comforters and special toys to help them settle. Practitioners praise and encourage children for their efforts and babies are held and cuddled. Practitioners have recently attended initial training on Birth to three matters framework to enable them to support children in their early years. Separate planning has been established for babies and practitioners have introduced treasure baskets for babies. Consequently, children under three have many opportunities to explore sensory materials, different media, and real objects to help them understand the world around them. They learn about cause and effect as they play with action toys. Young children's language skills are developing as they repeat words given to them by the practitioners. Children enjoy stories and cuddle up with adults as they listen to their favourite stories. As a result, children are developing a love of books.

Children develop their creativity as they explore different media, for example, paint, jelly and corn flour. Outside play is popular amongst all the children and children move confidently inside and out. A range of resources is provided and practitioners support children in their pretend play. All children enjoy revisiting past events as they see themselves in photographs displayed on the wall.

Nursery Education

Quality of teaching and learning is satisfactory. Children are happy in their play and make satisfactory progress along the stepping stones towards the early learning goals. Good relationships have been developed, resulting in well-settled and confident children. For the majority of the time children independently select from

toys and activities available. However, for a proportion of the day children are taken to the pre-school room for adult directed activities. This interrupts children's interest. Observations are made on children; however, these are not yet used effectively to inform the planning of activities to ensure all children are sufficiently challenged. Overall children are eager to take part in the activities, sit, and concentrate well.

Children receive opportunities to recognise their own names as part of the daily routine. For example, they self-register when they arrive at the setting. They understand the routine and settle quickly to the activities provided. In the main nursery, children are free to select because practitioners have prepared for the environment for them to do so. They are independent, for example, they pour their own drinks and visit the toilet. Systems to encourage independent self-selection throughout the sessions are not yet established to enable children to plan their own play and make choices.

Children are confident speakers as they speak in small groups and with their friends. For example, they discuss their nursery's new pet and talked about their pets at home. There are book areas that children visit and choose a book. They have favourite books, enjoy reading and know how to handle books. As a result, they are developing an interest in reading. There are opportunities within the setting for mark making and children write their names on their work. However, they do not write for a purpose in the role-play area. Children develop their creativity as they explore different media, for example, paint, sand, water, corn flour. However, displays on the wall show some of the children's work is adult-initiated. Children sing as part of the routine and listen to music from the tape recorder in the book area.

Children receive opportunities to use a range of tools and materials that promote their small muscle skills, such as paintbrushes, threading and scissors. They enjoy a range of activities and equipment that develop their physical skills, for example, riding on scooters and bicycles. Less able children are supported by practitioners who show them how to pedal. Children have opportunities to participate in games such as dominoes and puzzles, where they learn to match and sort. They develop their designing skills as they play with construction toys. Practitioners use numbers and simple calculating to develop children's mathematical thinking. More able children can count to 10 and beyond. Visitors to the setting and local outings help children learn about the local community and the world around them. For example, the zoo lab visits the setting and children visit the local museum and harbour.

Helping children make a positive contribution

The provision is good.

Babies and children are happy and settled. They enter the nursery happily and babies separate from parents and carers easily because practitioners encourage them to stay and settle children. In addition, they bring comforters and special toys from home. Good relationships are developing between the practitioners and children through the key worker system. Young children gain a sense of belonging and trust, as they are able to snuggle with their special person. Children cooperate well and help each other, for example, hanging their painting on the line. Children are

encouraged to take care of their needs, such as visiting the toilet independently, blowing their noses and pouring their drinks. However, drinks are not so accessible in the pre-school room; as a result, children have to ask for a drink.

Children are well behaved because practitioners praise and encourage them; they value their achievements and are ready with a camera to record this. This develops children's self-esteem. Children take great pleasure introducing their parents and visitors to their new nursery pet. They are learning to take care of the environment by tidying up and learning about living things such as plants, insects and their pet. Children are able to enjoy quiet moments inside alone or with a friend while others play outside.

Practitioners have a positive attitude towards diversity. Children become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals and special days, for example, Chinese New Year, Diwali and Birthdays. A range of books, resources and posters increase children's awareness of diversity. Children find out about the local and wider world through visits into the local community. In addition, children take part in events such as 'bad hair day' to raise monies for a local charity.

A special educational needs coordinator is in post and appropriate systems have been established to support children with special needs. She is familiar with the code of practice and liaises appropriately with outside agencies to promote positive outcomes for children. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are encouraged to be involved with their children's care and learning by sharing children's development records daily. This daily information includes the education program and Birth to three matters framework. Parents' questionnaires have been introduced to seek parents' views of the nursery. Parents are happy with the care and education that is provided for their children. Practitioners greet children and parents warmly and have built positive relationships with them. Parents are well informed of the policies and procedures through the display boards and regular newsletters. The complaints procedure has been updated and displayed for parents to see.

Organisation

The organisation is good.

The required documentation for the safe and effective management of the setting and the welfare of children is well maintained and stored securely. All of the practitioners hold relevant qualifications or are in the process. The registration certificate is displayed along with details of the setting's public liability insurance; as a result, parents are easily able to confirm details of the setting registration. The daily routine is not always prepared to allow all children to freely access the resources because pre-school children are taken away for periods from the main room for activities, which are adult initiated and adult led. However, the registered person and the manager display a positive attitude towards change and are in the process of re-organisation so that there are positive outcomes for children. Younger children

have a balance of child-initiated and adult-directed activities. As a result they are happy and secure.

The leadership and management of the setting is satisfactory. The person who delivers the foundation stage has a satisfactory knowledge of early learning goals. She plans the education programme. Recently other practitioners have joined the team, yet not all are included in the planning. As a result, they are not all aware of the learning intentions of the activities provided. The registered person and the manager have a clear view of what is needed to improve the education program and have identified weaknesses. However, no actions have yet been implemented. This setting is under new ownership and as yet there is not system in place to find out about children's starting point on entry to the setting so that practitioners can plot children's progress. The registered person encourages practitioners to access regular training to build on their skills and enhance their practice in childcare and education. This helps support children within the setting. The provision meets the needs of the range for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Ofsted received a complaint against the setting relating to Standard 11, Behaviour Management. The complaint had been fully investigated by the providers. The provision remains registered.

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.

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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):

- re-organise the sessions so that children can self select. (this also applies to 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):

- continue to develop the planning to ensure the more able children are adequately challenged
- ensure activities provide children with balance of staff initiated and child selected
- develop a rigorous system for reviewing and evaluating the education programme

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