



## Park Avenue Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	127435
<b>Inspection date</b>	08 June 2006
<b>Inspector</b>	Freeda Wildon
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<b>Registered person</b>	Stephanie Elizabeth McGahan
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Park Avenue Day Nursery opened in 1993. The provision was extended in 1997 to include an Out of School Club. The Nursery and Out of School Club operates from a converted clinic in Deal, Kent. A maximum of 60 children may attend the setting at any one time. The setting is open each weekday from 08.30 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from two to under seven years on roll. Of these,

40 children receive funding for early education. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs six members of staff. All hold appropriate early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about personal hygiene through the daily routine, for example, children wash their hands before eating and after using the toilet. Children visit the toilet independently, however, procedures are not yet in place to afford children privacy and dignity. For example, there are no doors on the toilets and nappies are changed on a mat on the floor in the cloakroom. Effective procedures such as wearing protective gloves for nappy changing and to clear up bodily fluids sustain good levels of hygiene. All regular staff working with children have up to date training in first aid. There are two readily accessible first aid boxes in the nursery and in the after school room. As a result, staff are able to act in the best interest of the children should they become ill or an accident occurs.

Healthy eating is promoted by the staff through the introduction of healthy and sociable snack time. Children and staff sit together and make healthy choices such as milk, water, crackers, cereals, fruit and vegetables. Parents are invited to be involved in the healthy eating policy by bringing in fruit to share. Water is readily available so that children can help themselves and keep their bodies hydrated. Children's dietary needs are known and displayed so that staff are aware of their needs and parental preferences.

Children take part in a range of physical activities, both within the setting and in the park across the road. Young children are able to practise their physical skills and learn new ones with gentle support from staff. Staff allow children to take risks in a safe environment such as using nails, hammers and saws. The after school club children particularly enjoy games in the enclosed area in the front of the building and in the park over the road. These activities contribute to children's good health.

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

The provision is satisfactory.

Children are generally protected from possible danger through an organised environment because staff undertake regular risk assessments within the setting. However, they have not introduced appropriate procedures for ensuring children are safe while away from the premises. For example, formal risk assessments have not been established for checking that the park used by the children is safe. Children are able to select from a safe range of equipment, which is regularly checked and cleaned by staff. Children are given gentle reminders from staff about the personal

safety, for example staff explain why it is not safe to have marbles on the floor.

Fire drills are carried out periodically and a fire log is kept but these are not cross referenced with the attendance register to take into account the patterns of attendance of children and staff. The children's welfare is protected from possible child protection issues because staff are aware of their responsibilities and who to contact if they have a concern. Staff are also aware of the procedures if an allegation is made against a member of staff.

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

The provision is satisfactory.

Children arrive happily at the nursery and are welcomed by name. Staff are kind and caring in their interactions, for example, they comfort and reassure the children if they are worried. Children develop a sense of belonging because their work and their photographs are displayed around the setting. Children have access to a range of toys and equipment which covers all areas of development. One member of staff has attended the Birth to three matters framework training but as yet this is not used to plan for young children. As a result, some activities are not always developmentally appropriate for younger children, such as large group time. The role play area is set up as themes, for example, space or underwater. This limits opportunities for children to be involved in pretend play. Children in the after school club have access to a wide range of activities and told me that they enjoy attending the club.

Teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage. As a result, children are making satisfactory progress towards the early learning goals. The environment is prepared by staff so that children have free access. They provide children with a wide range of opportunities and activities base on 'children's well-being'. Staff keep observation records and record children's next steps. However, these are not yet used to inform the planning. Not all the children's development records are up to date. Therefore it is difficult to measure children's progress and know if the challenges set are adequate, especially for the more able children. Staff use appropriate questioning techniques to help children learn.

Children are confident and sociable, they play well together and have special friends. They are interested and eager to involve themselves in play. Children know the routine well and respond to the music indicating tidying up time, staff remind them that it is time for lunch or a snack. As a result, children have a clear understanding of what is happening next. Registration is done in a large group before snack time as a result children spend too long waiting their turn. The manager recognises that two smaller groups are more appropriate. Children are independent, they visit the toilet and wash their hands, they pour their own drinks and take turns preparing the fruit for snack time.

Children are confident speakers and talk to their friends and in groups. Snack times and lunch times children engage in conversation with their friends and with staff. This is social time when children talk about their likes and dislikes and what is happening away from the setting. Children receive frequent opportunities to recognise their own

names as part of the daily routine. For example, when they self register, and at lunch times. Children are linking letters to sounds when they attempt to write their names on their work. There is a good range of books in the book corner inside but children do not visit the area, however, children enjoyed listening to stories in the garden. More able children write their names on their work but opportunities to write for a purpose in the role play area are limited.

Children count as part of the routine, for example, they count the plates needed for snack time and the number of girls sitting at the table. Children enjoy visiting the mathematical area and using the equipment. However, staff are not deployed in this area to support the children. Over all staff use mathematical language to promote mathematics with the children. Children explore space and measure, for example during water play as they fill empty containers. Children receive opportunities to use a range of tools and materials such as painting brushes, threading and scissors to develop their small muscle skills. Staff have created a magic box to develop children's imagination. Throughout the session children are generally encouraged to use the creative area to paint and glue. Displays include pre-cut templates and these reflect staff's hard work. However, this limits children freely expressing their imaginations in areas of creative development.

Children develop a knowledge and understanding of the world as they explore and investigate, for example during woodwork, they use hammers, nails to build and construct. Growing projects, such as bulbs and plants enable children to observe growth and change. Children develop a sense of time through the daily routine as staff remind children of the routine and tidy up time. The nursery's two computers and the addition of a microscope which links to a computer are popular with children and support their learning. Children's awareness of the local environment and wider world is developed through outings and visitors into the setting.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children enter the nursery happily and are warmly welcomed by the staff. Young children separate from their carers easily and parents are able to stay to settle their children. Children know the routine well and respond to the tidy up time music and help the staff to tidy away. They are generally well behaved because staff praise and encourage them and value their achievements. Staff generally use appropriate strategies to manage young children's behaviour and help them understand what is appropriate behaviour. Children attending the after school club are aware of the boundaries and they have contributed to the club rules.

Celebrations of festivals from around the world help children learn about different lifestyles and the wider world. For example, festival of lights, Chinese New Year and Jewish New Year. There is a selection of resources in place that reflect positive images of culture and ethnicity to further extend children's understanding of the differences in our society. Visitors to the setting and visits to local areas help children learn about the local community. Children who speak English as an additional

language attend the setting. Although there are some displays of numbers in different languages, there are no dual language books or displays of words in their language. A special educational needs coordinator (SENCO) is in post and there are appropriate systems in place to support children who have special needs. The SENCO is familiar with the code of practice and liaises appropriately with outside agencies to promote positive outcomes for children. As a result, children with special needs play alongside their peers. There are ramps at the entrance to the nursery and at the door leading to the garden. The toilet in the after school club has been adapted so that it can be used by wheelchair users.

Partnership with parents and carers is satisfactory. Staff greet parents warmly and welcome them into the setting. Although the operational plan is available to parents at the entrance parents are not sure about the policies and procedures and said that they might have seen them. They did not know how to make a complaint beyond speaking to the registered person. In addition the complaints procedure does not reflect the new regulations which is now mandatory. Of the parents and carers spoken to, all but one knew about the Foundation Stage and the stepping stones. They are informed about their key worker in the operational plan, however, not all of the children have been allocated a key worker. As a result they are not fully aware of the children's progress. Parents said that they are happy with the care and feel that they can approach the staff to discuss their children's development. However, parents do not have frequent opportunities to contribute to their children's development records as these are only shared with parents twice a year at parents evenings.

## **Organisation**

The organisation is satisfactory.

Children settled well in the nursery and the after school club. The daily routine is balanced to include quiet times, play time, meal times and physical play. The registration certificate is displayed for parents. With the exception of the complaints procedure and the recording of all children in the setting the records are general well maintained. The attendance register includes the arrival and departure times of the children and the staff. However, the register does not include children who attend for six sessions because the parents are attending parenting classes with the Health Visitors. In addition a detailed record is not kept on these children to cover all emergencies. There are suitable contingency plans in place to cover for absences to ensure children always have appropriate supervision. All staff are qualified to level three or two and the registered person and the staff are committed to improving their knowledge of childcare.

The leadership and management of the setting is satisfactory. There is a system in place to find out about children's attainment on entry. Staff meet regularly to discuss and plan the educational programme. A new system has been introduced to plan for children's well-being and involvement. The planning is not fully effective because observations are not used to inform it. In addition, not all of the children have been allocated a key worker. As a result, some of the children's development records are not up to date. Consequently more able children are not challenged. Staff use a reflective diary and evaluate the education programme. There are systems in place to

monitor and review the provision as a whole and the registered person recognises the strengths and weakness. For example, she recognises that there is room for improvement in planning for the education. However these improvements will not be implemented until the September term. As yet, staff appraisals are not in place. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last Nursery Education inspection it was agreed that the setting would improve on;

staff knowledge and understanding of the Foundation Stage, to plan a coordinated programme of daily activities; the effective use of assessment to identify children's next steps in order to inform the planning; the organisation and deployment to ensure that the children are sufficiently challenged and supported in their learning; the leadership and management of the setting in order to evaluate the effectiveness of the educational programme. Improvements have been made and staff have a sound knowledge and understanding of the Foundation Stage. Staff record children's development and their next steps, however, these are not used to inform the planning. As a result, this has been raised as a recommendation at this inspection. Children are making satisfactory progress towards the early learning goals.

At the last Care inspection, three actions were made to continue to develop a system of risk assessments in order to identify and eliminate hazards in the environment which adversely affect the safety of the children. Children are generally protected from possible danger within the setting because staff undertake regular risk assessments. However, they have not introduced appropriate procedures for ensuring children are safe while away from the premises. This is a recommendation from this inspection. The provider was asked to devise and implement policies and procedures for health and hygiene practices, which are understood and used consistently by the staff. Effective procedures are in place. The third action was to ensure that all records relating to day care/childminding activities are complete, and readily accessible on the premises and available for inspection at all times. Records are accessible on the premises.

It was recommended that the provider ensures that the operational plan reflects the policies and procedures that underpin the running of the nursery and after school club, and staff and parents are familiar with its contents; devise and implement procedures for checking safety and suitability of toys and equipment; develop staff's knowledge and understanding of child protection issues. The operational plan is available to parents at the entrance; procedures are in place to clean and check the toys and equipment and staff have a sound knowledge and understanding of child protection issues. The improvements result in positive outcomes for children.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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 satisfactory. 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 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 clear procedures for nappy changing and toileting to provide dignity and privacy for children
- keep an accurate record of all children attending the setting
- ensure effective systems are introduced to ensure children remain safe while away from the premises
- up date the complaints procedure so that it is in line with current regulation
- continue to develop staff knowledge and understanding of young children's development by using the Birth to three matters framework.

#### **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 effective use of assessment to inform the planning of activities to ensure all children make consistent progress (this also applies to care)
- further develop opportunities for children to explore pretend play (this also applies to care)
- further develop the partnership with parents to ensure that they are well informed of their child's progress along the stepping stones towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*



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