

Felixstowe Nursery School

Inspection report for early years provision

| | |
|--------------------------------|---|
| Unique Reference Number | 251479 |
| Inspection date | 29 October 2007 |
| Inspector | Moira Oliver |
| Setting Address | Ambulance Hall, Ataka Road, Felixstowe, Suffolk, IP11 9DH |
| Telephone number | 01394 670766 |
| E-mail | |
| Registered person | Felixstowe Nursery School |
| Type of inspection | Integrated |
| Type of care | Sessional 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?

Felixstowe Nursery School opened in 1987. It operates from two rooms in the St John's Ambulance Hall in Walton, Felixstowe. The nursery serves the local and surrounding area and a maximum of 36 children may attend the nursery at any one time. The nursery opens five days a week during school term times. Sessions are from 09:15 until 12:15 every morning with the option of an early start and late pick up from 08:45 until 12:45.

There are currently 26 children from two to five years on roll. Of these, 16 children receive funding for nursery education. The nursery currently supports children who speak English as an additional language.

The nursery employs five staff, three of which, including the manager hold appropriate early years qualifications. One member of staff is working towards a recognised early year's qualification. The nursery receives support from the local authority and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff have a good knowledge and understanding of the setting's health policies and procedures that ensure children's well-being is supported. For example the toys, equipment and all areas used by the children are clean and well maintained. Separate cloths are used for different cleaning duties and food is prepared and stored hygienically at the correct temperature. Nappy changing routines are thorough and parents are aware of the nursery's policies, such as exclusion times relating to childhood ailments, reducing the possibility of cross infection for children.

Children understand the importance of simple good health and personal hygiene as they access tissues to wipe their noses, wash their hands after visiting the toilet and use anti bacterial gel to clean their hands before they have snack. The water in the hand washing bowls is renewed regularly but not after each child, therefore children's health is compromised.

Suitable action is taken when children are unwell or have accidents as the majority of the staff hold up-to-date first aid qualifications. Accident and medication books are completed, parents are informed and asked to sign the entry. Children's records are available to ensure staff can contact the parents at all times. However, parents have not been asked to provide written consent for staff to seek any necessary emergency treatment or advice, which potentially compromises the children's welfare.

Children are nourished with a variety of healthy foods for snack. They choose from a range of fresh and dried fruit, raw vegetables such as carrots, and bread sticks. Children choose when they come to the snack table and it is a very sociable time. They sit and talk to each other and a member of staff about the foods, as they cut them and look at the pictures of fruit on the place mats, helping to develop an understanding of healthy eating habits. Children confidently access their own cups as well as water or milk. Children pour water from a jug which is available at all times, ensuring they are hydrated.

Children of all ages take part in a range of activities that promote physical development and co-ordination. Daily access to the outdoor area and resources ensure that children develop large motor skills and good spatial awareness. For example, they negotiate obstacles such as children tables and the walls, as they ride round on the bikes and scooters. They practise throwing hoops onto pegs and climb up steps to the slide. Children develop fine motor skills as they manipulate dough, use scissors, pencils, glue sticks and tape with increasing skill.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming safe and secure indoor and outdoor environment. The staff are vigilant and check the premises daily before the children arrive ensuring that it is safe and free from hazards. For example, they sweep up the wet leaves so children do not slip on them, cover electrical sockets and ensure that all toys and equipment are in good condition. The premises are secure and staff monitor the children's arrival and departure times to ensure children cannot leave the premises unsupervised.

Children learn to keep themselves safe as staff talk to them about road safety and strangers. They invite people in from the community, such as police and fire officers, to help children gain

an understanding of how they promote their safety and welfare. Children are encouraged to sit on the chairs safely and to walk when indoors, with explanations given to help them to understand. Children remind others about walking and how they should be careful not to slip on the leaves outside, demonstrating their understanding.

Children are protected because staff clearly understand their roles and responsibilities in child protection and have an in-depth knowledge. They are confident to put appropriate procedures into practice when necessary. Procedures to ensure children only leave the premises with authorised adults are robust and all staff are aware of changes parents have made in collection arrangements, ensuring children are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the nursery and thoroughly enjoy their mornings. Staff are very aware of individual children and offer good levels of support to children who need help to leave their parents. Staff are experienced and have a good knowledge of child development and how children learn, therefore they plan interesting and stimulating activities for the children. All children are able to select the toys and equipment from the range that is provided by the staff and happily move from one activity to the next. Children make friends with their peers and have good relationships with the staff enjoying each other's company.

All children, including the younger ones, have the freedom to move between the activities at their own pace, providing lots of opportunities to repeat and practise their ideas. Some choose to play alone and spend long periods of time engrossed in imaginative play with the dinosaurs or stacking and sorting natural materials such as shells, stones and corks.

Nursery education.

The quality of teaching and learning is good. Children are confident in their surroundings, enthusiastically selecting resources. Children develop their independence skills through a range of planned activities and assist with daily tasks such as tidying up and selecting stories to be read to the group. Children participate in group time activities and confidently stand at the front to tell their news to the rest of the group. The children behave well, they are aware of the expectations and boundaries in place, for example walking indoors and lining up before going outside. Staff support them to learn how to share the resources.

Children learn self-help skills as staff plan activities, such as dressing-up to support them in dressing and using buttons and zips. They confidently access their files to put their pictures in ready to go home and select their cups when they choose to come to the snack table. Children are making strong friendships and actively seek out others to join in role play.

Children have good communication skills and express themselves with confidence during the sessions. They happily chat to staff as well as their peers about what they did on holiday or at home. Children are developing a love for books and stories, they role play reading familiar stories to others, holding the books for others to see the pictures. They know how books work and begin at the front turning one page at a time. Children have many opportunities to mark make both indoors and out. They enjoy using large chalks on the boards and write in diaries taking orders in the 'Bob the builder's yard'.

Children successfully use mathematical language as they talk about symmetry or compare the sizes of their towers. They use numbers to count the clips in the doll's hair and in a number book, tracing over the numbers with their finger. Children are beginning to understand simple calculation as they count their teeth or the stars on each side of their flag. They enjoy making patterns and talk confidently about the shapes in their patterns.

Children are keen to discover about the world around them. Planned themes develop their awareness of a range of cultures and traditions, taking part in celebrations such as Diwali, birthdays, Hanukkah and Harvest. Staff use people from the community to help children gain an awareness of their local environment and the roles of people such as fire and police officers. Children have opportunities to explore the natural world and learn about how plants grow as they plant acorns and daffodils and learn to care for them.

Creativity and expression is developed with activities such as role play and children use their imaginations. For example, they prepare and pretend to eat the play food or get into the pretend builder's truck with their tool belts full of tools. They delight in wrapping each other up in carpet mats as they put their 'babies' to bed. Children have opportunities to handle a range of media, such as, sand, paint, soil, soap flakes and dough and they enjoy mixing water into the sand to change its texture and properties. They have opportunities to paint and stick, however, there is only one easel and children cannot access a range of craft materials independently to express their creativity further.

Staff have a good understanding of the Curriculum guidance for the foundation stage and have attended a briefing on the Early Years Foundation Stage ensuring they are keeping up-to-date and developing their practice. They find out about the children right from the beginning through discussions with the parents and the records that parents complete about what their child enjoys and can do. They know the children very well and have a good awareness of needs, interests and skills enabling them to plan for individual children. Staff assess and evaluate focused activities and individual children's learning so plans for the next step can be adjusted accordingly.

Helping children make a positive contribution

The provision is good.

Children are cared for in an extremely happy, calm, relaxed and caring environment where staff welcome and value them as individuals. The staff get to know all the children very well, supporting them and enabling them to flourish. Children develop a sense of belonging as they confidently find their own name cards to register themselves and place their card on their peg. They learn to care for each other and welcome new children to the nursery, finding them toys to play with and encouraging others to say hello. Children play well together and learn to share and take turns with the support of the staff. They confidently express themselves and are able to tell others when they do not like something they are doing.

All children and their families, including those with learning difficulties and/or disabilities or who speak English as an additional language, receive good levels of support from the staff enabling them to make good progress. Children gain respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Children's spiritual, moral, social and cultural development is fostered.

Children benefit because the staff understand the importance of working in partnership with parents, ensuring their individual needs are met and they can make progress in their

development. The staff are friendly and approachable and get to know the families well. Parents get involved in fund raising events and also community events such as Felixstowe in Flower where they contribute, with their child, to make an impressive floral display.

Partnership with parents and carers is good. Detailed information about the nursery is displayed and available to the parents at all times to ensure they are informed about the curriculum. Planning is displayed and ideas for home links included to aid parents to support their children's learning at home. Parents are involved in their child's assessment profiles, they are invited in to look at them in the nursery where staff are available to answer any questions they may have. Parents add comments about their child which contribute to the profiles making them a more accurate record of their child's learning. Parents are very happy with the care and education their children receive at the nursery. They cannot speak highly enough of the friendly staff. They are happy that their children are so keen to attend nursery and they feel that they are very well informed on a daily basis.

Organisation

The organisation is good.

The staff work as an effective team, supporting each other as well as the children. They demonstrate a good level of understanding of child development and are experienced and qualified in childcare. They reflect on their practice through evaluations and observations and continually develop their skills and knowledge through training and workshops. Children are protected, due to effective recruitment procedures, ensuring staff are vetted and suitable to look after young children. The staff are committed to providing good quality care and education for all children, they have a high regard for the well-being of the children and are caring and sensitive.

Organised documentation is in place to support the nursery's practice. Staff ratios are good ensuring children receive high levels of support and individual attention when needed. Staff are deployed effectively and are all aware of their roles and responsibilities. Detailed records are kept on each child to ensure staff can provide for the needs of all children. Children, staff and visitors are recorded daily and children put their own card on the wall to register themselves. However, the main register is not completed until 30 minutes after the children arrive which potentially puts their safety at risk.

Leadership and management of the nursery education is good. Staff show commitment to the children's achievements in their learning and development, which is demonstrated by the children's enthusiasm and involvement in their learning. Regular staff meetings take place and daily discussions ensure that information is shared and all staff have opportunities to share their own ideas. Appraisals are carried out and any training identified is supported by the manager, encouraging staff development. There is good recognition of individual staff's skills within the team, resulting in confident staff who are proactive in ensuring an inclusive environment.

Improvements since the last inspection

In the last care inspection the setting was asked to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer, in the child protection policy. This is now included ensuring the setting can take appropriate steps to ensure the safety of the children.

They were also asked to ensure children's safety from hazards, chairs are now stacked no higher than four, away from the children's play areas, so that they do not pose a hazard to children.

The setting was asked to ensure entries in the accident book remained confidential, they still use the same book, however, previous entries are covered with a card to observe confidentiality.

The setting was asked to ensure each child washes in clean water. They have partly addressed this by changing the water in the bowls frequently. They aim to change it three times during the session, recording when they have done so. However, because it is not changed for each child, not all children have clean water to wash in after using the toilet, therefore potentially compromising their health.

In the nursery education inspection they were asked to actively encourage parents to become more knowledgeable of the Foundation Stage and how their child is working through the stepping stones toward the early learning goals. Parents are informed daily of the theme and the focussed activity, highlighting the learning intentions. They receive a wealth of information which is displayed and available daily about the Foundation Stage as well as regular opportunities to look at, contribute to and ask questions about their own child's assessment profile, involving parents in their child's learning at nursery.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required 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.

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):

- take steps to ensure each child has clean water for hand washing
- improve registration procedures by ensuring children are recorded as soon as possible after they arrive and depart
- request written permission from all parents for seeking emergency medical advice or treatment.

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):

- develop children's creativity by providing more opportunities for children to access a range of media to allow self selection and expression.

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 2599)* which is available from Ofsted's website: www.ofsted.gov.uk