



Little Waves Community Nursery

Inspection report for early years provision

Unique Reference Number	EY332399
Inspection date	26 January 2007
Inspector	Sue Davey
Setting Address	Nursery Building, Windwhistle Primary School, Kingsley Road, Weston-Super-Mare, BS23 3TZ
Telephone number	01934 416422
E-mail	
Registered person	North Somerset Council
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?

Little Waves Community Nursery is part of South Weston Children's Centre and was registered in 2005. It is situated in the Bournville area of Weston-super-Mare, and provides day nursery facilities for local children and families. It is based in purpose built premises on the site of Windwhistle Primary School. Children access two playrooms, kitchen and toilet facilities, plus an enclosed outside play space. The nursery is registered to care for up to 36 children under five years of age. It is open each weekday between the hours of 08:00 and 18:00, for 51 weeks a year.

Currently there are 53 children on roll. Of these, 24 receive funding for nursery education. The nursery cares for children with special needs and those who speak English as an additional language. There are nine staff employed to work directly with the children. The manager is qualified and experienced in her role, and over half of the remaining staff have childcare

qualifications to level 2 or 3 and experience in childcare. One is currently working towards a level 2 qualification. The setting receives weekly support from an advisory teacher through the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is maintained through effective hygienic procedures that minimise the spread of infection. For example, children who need to sleep have individual bedding; staff make sure tables are clean before children eat; they do not admit children who are sick or infectious; and they encourage children to wash their hands at appropriate times. There are hygienic arrangements for changing nappies, and face flannels are laundered after each use. Children learn to take care of their own personal needs and older ones access the toilets independently. They make good use of the tissue dispensers in each play area and know to dispose of used tissues appropriately. The premises are clean, light and well ventilated. There is a 'no shoes' policy in the baby and toddler room. This helps to maintain a clean environment and so protect the health of very young children who spend most of their time sitting or crawling on the floor. A number of staff hold certificates in paediatric first aid and they seek additional training if a child's condition requires specific medical procedures. Records show that accidents and medication are well documented and parents are informed.

Children benefit from the provision of appetising and nutritious meals and snacks, which includes plenty of fresh fruit. They learn to make healthy choices and often help prepare the food. Staff involved in food preparation have received training in basic food hygiene. Mealtimes are a social occasion when staff and children sit together. Children are encouraged to serve themselves and pour their own drinks. Drinking water is always available and babies are fed according to home routines as advised by their parents.

Children get plenty of fresh air and exercise as they have daily opportunities for outside play. They make good use of the wide range of equipment, which includes balancing and building materials, climbing apparatus, ride-on-toys, and balls. Indoors and out, children develop spatial awareness as they move around without bumping into each other. They bend and stretch to music, walk on tiptoe, hop, skip and jump. In the under-two's room, babies have space to roll, stretch and crawl. The well-positioned, low-level furniture and wide steps encourage their walking and climbing skills. A separate room provides a quiet haven for little ones to rest and sleep when they need it.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery building provides a child friendly and welcoming environment to parents and children. The playrooms are well equipped and thoughtfully arranged with good quality furniture and resources. This means children can move around with ease and see what there is to play with. Toys and materials are in good condition and appropriate to the children's different ages and stages of development. They are stored in low-level containers so that children can easily

help themselves. In the baby and toddler room, staff position themselves close at hand so that little ones can explore the steps safely. When this is not possible they use a barrier to make the steps inaccessible. Babies and children are closely monitored and regularly checked while they sleep.

Staff are vigilant and supervise children well. Through effective risk assessments and daily checks, they identify potential hazards and take action to minimise risks. They also consider all aspects of health and safety before taking children on outings or when planning a new activity. Children learn to take responsibility for their own safety. For instance, during craft activities and helping to prepare snacks, they handle scissors and knives appropriately. Outside they make good use of climbing equipment. Staff closely supervise activities and if appropriate, allow children to take controlled risks and challenge themselves to carefully walk down the slide.

Children's safety and welfare is further safeguarded through staff's knowledge and understanding of child protection issues. Some staff have received specific training in this area and all know where to seek advice and guidance should concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting eager and ready to play. They quickly settle to self-chosen activities, either spontaneously or following a reassuring cuddle with a familiar member of staff. The consistent routine provides structure to the day and children feel secure because they know what to expect. Throughout the nursery, children have good access to a wide range of suitable toys and resources, which includes a selection of natural materials. In the baby unit, they especially enjoy examining the textures and properties of items in a treasure basket. For example, a young baby played excitedly with an assortment of shiny papers, chains and fabric. The toddlers' current favourite is a collection of feathers, which they watch in wonder and delight as they flutter to the floor. Staff have a sound knowledge of the Birth to three matters framework. They note what children are interested in and record their observations against each component. However, as with Foundation Stage children, there is scope to improve the links between observations, children's interests and what they need to learn next. Key workers set out their observations, photographs and examples of children's work in a learning diary, which they share with parents.

Children of all ages enjoy close relationships with the motivated and enthusiastic staff team. They benefit from their interaction in play and routine activities. For instance, staff explain what they are doing as they change nappies; they chat to the children during meal times; and join in with their role-play by pretending to buy food in the shop. They look at books and read stories together as a regular feature of group activities, and on a one-to-one basis.

Nursery education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and provide appropriate opportunities indoors and outside across all areas of the curriculum. Within the daily routine, children choose where they want to play and enjoy a good

balance of self-chosen and adult-led activities. Staff join in with children's play and talk to them about what they are doing. They take note of children's interests and use this information to plan further activities. Staff use their observations and those relayed by parents, to keep track of children's progress through the stepping stones. They meet together as a team to discuss individual children and consider future planning, but there are some gaps in the system as described previously. Recently, older children have been spending time in the adjacent nursery class where they access a full range of curriculum activities. There is not yet a system in place to cross reference children's achievements and identified learning needs between the two areas. However, there is good verbal communication between both sets of staff.

As well as spoken language, staff encourage children to use signs and gestures to communicate their needs. The wide range of books and labelling helps children to understand the purpose of reading and writing. They know that books are a source to find things out and make good use of the 'Little Library'. They recognise their name in print on their coat-pegs and tablemats. Some children can read the names of others in the group. There are pencils and paper in all areas of the playroom and outside, so that children can practise their writing skills in various situations. Children learn to sit quietly and listen attentively to a story through focused activities with Lola the leopard. They join in with action songs and follow instructions on a music tape to move in specific ways. Children demonstrate their concept of mathematics in their conversations. For instance, they identify the 'little bird' and the 'big bird' in a series of pictures; they count the rungs on the climbing-frame and exclaim, 'at the bottom' and 'at the top'. One child announced at snack time, "We've got the same drinks". Children learn simple calculation as they work out how many plates they need sing number songs and pretend to buy and sell fruit and vegetables in the shop. A number line on the shed and corresponding numbers on the bikes helps them to match and name numerals as they 'park' their vehicles. Children learn about volume and capacity as they pour their own drinks and experiment with sand and water. They experience weights and measure through cooking activities.

Children discover cause and effect as they experiment with guttering, balls, cones and water. They recognise that 'water makes the ground go grey' and they gaze in awe as their models cast large shadows via the overhead projector. They show an understanding of technology in their role-play as they use swipe cards in the cash register, keyboards and mobile phones. In the nursery class, they have regular access to a computer with appropriate software. Children design and build with a variety of materials. They particularly enjoy creating bridges and walkways in the garden using large planks and crates. Children learn about nature as they plant and tend bulbs or use magnifying glasses to examine insects in the garden. Over a number of months, they have been on a creative journey with the weekly help of a resident artist. Linked to their interest in birds, the children create their own models with clay, sticks and feathers. They also work with wire mesh, papier-mâché and foliage to make a series of dens. Children enjoy regular music sessions together, often accompanied by a visiting musician. They use instruments to tap out a steady beat and join in with familiar songs. The musician introduces an extra dimension to snack time as she holds children's attention by singing about what they are doing.

Helping children make a positive contribution

The provision is good.

All children and families are welcome in the setting. Staff talk to parents to find out about children's individual needs so that appropriate care is given. Many books and resources show positive images of the differences and similarities in our society. Children learn about different festivals and traditional events throughout the year. This sometimes includes a 'visit' from a Hindu persona doll. Children are settled and happy within the nursery. They enjoy close relationships with staff and form friendships with each other. Children feel a sense of ownership and self-worth, as they know where to store their personal belongings and see their work displayed. The nursery supports a high proportion of children with additional needs and some staff are very experienced in this area. Staff work closely with parents and other professionals to make sure children receive the best possible care. A speech and language specialist attends each week. She works with the children but also helps staff to implement various strategies to encourage children's progress. Individual play plans identify appropriate targets and these are reviewed on a regular basis.

Children have a positive attitude to learning. They are interested in the materials and activities provided and are developing good concentration skills. They behave well in response to staff's consistent and positive approach. They learn to negotiate and take turns by discussing problems as they arise and making good use of sand timers. They identify and name feelings through specific stories and appropriate role modelling by staff. Children play cooperatively and often recognise when another needs help. For instance, children spontaneously help each other to put on an apron. Even very young children fetch a special toy when they see another child upset. Children gain a sense of responsibility as they tidy away toys at the end of a play session. They also help care for the nursery fish. Overall, children's spiritual, moral, social and cultural development is fostered.

The setting's partnership with parents and carers is good. The friendly and approachable staff establish positive relationships with parents, which in turn helps children to feel settled and secure. Parents receive a wealth of information about the setting and their child's progress. Photographs, displays and posters give colourful examples of the curriculum activities children take part in and provide a good talking point. Parents contribute to their child's learning diaries by using 'Wow' slips to record children's achievements at home.

Organisation

The organisation is good.

The nursery's policies and procedures underpin the effective day-to-day running of the nursery and the well-being of children and families. All regulatory documentation is in place and records are up to date. Recruitment arrangements ensure that staff are thoroughly checked to make sure they are suitable to work with young children. Ratios of staff to children often exceed minimum standards and the key worker system means that staff know the children well. Staff work well as a team. They meet regularly to share information and discuss individual children. Good organisation means that staff receive non-contact time to keep children's learning diaries and assessment records up to date. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Senior staff are effective role models and their enthusiasm and encouragement motivates other members of the team. Consequently, throughout the setting there is an ethos of reflective practice and a strong commitment to further improvement. All staff take part in the appraisal system. They have good access to training and take advantage of opportunities for their own professional development. The nursery manager and advisory teacher carry out regular reviews to monitor the effectiveness of the curriculum and the quality of teaching and learning.

Improvements since the last inspection

At the last inspection, the setting was asked to ensure registers show accurate times of arrival and departure. This is now being done as parents and staff use the signing in and out sheets each day. There were also a number of actions set regarding nursery education. The staff team have been very proactive in drawing up an action plan to improve this area of the provision. Actions related to staff's understanding of the Foundation Stage; the range of experiences provided; assessment of children's progress and monitoring of the curriculum.

An advisory teacher now has regular input to the nursery. Consequently, staff have a clear understanding of the Foundation Stage curriculum. They know how to challenge children appropriately through their interactions and by offering a balance of experiences across all areas of learning. They have developed a method of planning to incorporate children's interests; they record observations and chart children's progress towards the early learning goals. However, there is still scope to improve further the links between observations and planning the next steps in children's learning. The nursery manager and advisory teacher have developed an effective system to monitor and evaluate the quality of nursery education. They meet regularly with staff on a one-to-one basis and in team meetings. This time is used to discuss the learning diaries, curriculum matters and planning.

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):

- further improve observation and assessment skills, to identify more clearly what children need to learn next (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):

- develop links with the nursery class so that children's achievements and identified learning needs are well documented across the two areas

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