



New Brighton Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY335779 |
| Inspection date | 20 February 2007 |
| Inspector | Elizabeth Margaret Grocott |
| Setting Address | Mount Primary School, Mount Pleasant Road, Wallasey, Merseyside, CH45 5HX |
| Telephone number | 0151 630 2731 |
| E-mail | |
| Registered person | Wirral Children & Young People's Dept |
| 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?

New Brighton Day Nursery opened in 2006 and is provided by Wirral Children and Young People's Department. It operates within New Brighton Children's Centre which is within the grounds of Mount Primary School. It operates from its own designated area within the centre. All children have access to a secure enclosed outdoor play area. A maximum of 56 children aged birth to five may attend at any one time. There are currently 69 children on roll, of whom 24 receive funding for nursery education.

The centre also offers family support outreach services and child and family health services. These include 'Stay and Play' sessions, parenting courses, a first-time mums' group and baby massage. There is a satellite setting within New Brighton primary school, which offers breakfast and after-school care.

The nursery is open each weekday from 08.00 to 18.00, with the exception of bank holidays and in between Christmas and New Year. The nursery supports children with learning difficulties and disabilities, and children who speak English as an additional language. All staff hold appropriate early years qualifications. The centre has the support of a Foundation Stage consultant to deliver 'Birth to three matters' and the Foundation Stage curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in a very clean environment where excellent procedures are followed to minimise risks of infection. Children learn about the importance of washing hands before meals, after toileting and ask to wash their hands after messy play. They take part in a broad range of activities, which enable them to learn about good health and how to take increasing responsibility for their own personal hygiene. The staff support all children well as they strive for independent personal care. Meticulous procedures are followed when changing babies' nappies. Nappy changes are recorded and procedures followed, with staff always wearing aprons and disposable gloves. Children's bedding is changed as it is used and exceptional standards of cleanliness are maintained in all areas of the nursery.

Staff follow excellent health and hygiene procedures when preparing food; all staff are trained in food hygiene. Children have a very varied choice of nutritious and attractively presented meals and snacks. They are able to help themselves to fresh fruit and vegetables at the table, and discuss which foods are good for you, which helps them develop good eating habits. Children's individual dietary needs are well documented to ensure staff are fully aware of special diets and the issues involved in catering for individual needs and preferences.

Children have very well balanced cooked meals with fresh vegetables and thought given to vegetarian options, to make them equally as appetising. The children and staff eat together at lunch time, which is very much a social occasion and enjoyed by the children. They eat heartily and serve themselves. A water cooler machine provides the children with opportunities to help themselves to drinks whenever they wish. They do so with enthusiasm, often getting drinks for friends and staff as well.

Children's physical health is well promoted. They regularly enjoy a range of activities that contribute to their health and develop their physical skills. They demonstrate a good sense of spatial awareness and move confidently during physical activities. They enjoy periods of healthy exercise and follow the 'Top Tots' plan. They play in the fresh air in the nursery garden, using wheeled toys and those that promote balancing and climbing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The indoor space is organised effectively, allowing children to move around safely, freely and independently. All areas are decorated with displays, photos and posters. Children's own pictures and paintings are clearly labelled and attractively displayed around the room, creating a colourful

and welcoming environment for children. There are designated areas for play, supplied with carpets, sofas and cushions to increase children's comfort.

Children develop good independence as they access resources freely for themselves. These are of very good quality and stored invitingly on low shelves, in attractive labelled drawers and boxes to aid individual choice. Toys are bright, colourful and in good condition. They are appropriate for the children's developmental stages and ordered from reputable suppliers.

Security is good and the buzzer system that is in place prevents unauthorised access to the building. Visitors are identified on entering the building and asked to sign the visitors' book. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Staff deployment is very good and guarantees that children are well supervised at all times. Staff give high priority to helping children understand how to keep themselves safe, by means of good routines and gentle reminders. Risk of accidental injury is minimised by the thorough and well documented risk assessment of potential hazards in both the play room and outdoor area. There is an impact absorbent surface in the outdoor area to minimise injury should children fall.

Staff have a clear understanding of child protection issues and know how to proceed if they have concerns about a child in their care. This supports children's well-being. They have suitable reference materials readily available at the premises. Those with management responsibility understand the clear procedures in place and they have a very secure knowledge of the wider issues, such as recruitment and effective liaison with other agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and generally arrive happy and ready to participate. They explore and experiment through a range of very well planned activities that are appropriate for their stage of development. Children's creative and imaginative development is promoted through activities, such as art and craft, painting, music, role play, construction, sensory play and free expression. Children benefit from good levels of staff supervision, support and involvement in their play. All children are included in activities with quieter children being actively encouraged to participate in planned activities or invited to join in free play with other children.

Children are encouraged to express themselves and build on their conversational skills through skilful staff questioning and genuine interest in individual conversation. Children benefit from staff knowledge of individual characters, likes and dislikes. The youngest children's care needs are very well addressed through the implementation of an observational monitoring system based on the 'Birth to Three Matters' framework. Babies and young children are cared for sensitively and staff respond appropriately to their needs. They are well occupied and experiment with coloured ice, black glittery sand and coloured cooked spaghetti. Treasure baskets are provided for them to explore natural resources and staff support them at all times on their level.

All children are making good progress because staff recognise the individuality of each child, and good quality adult-child interactions support the children's sense of self. Planning sheets are evaluative and cover all of the early learning goals.

Nursery Education

The quality of teaching and children's learning is good. Children benefit from staff's understanding of the Foundation Stage of learning. Staff interaction and questioning encourages children to think and solve problems as they take part in both self-initiated and adult-led play activities. Staff observe children as they play and learn, taking anecdotal notes of their observations. These observational notes and evaluations of activities are used systematically to ensure planned activities encourage all children to build on what they already know. Planning shows differentiation for children who need additional support or increased levels of challenge.

Children develop good relationships with staff and other children in the group. They learn to cooperate and work well together. Children show good levels of concentration for both self-selected and adult-led activities, for example, a new programmable toy is introduced. A small group of children quickly learn how to operate the toy and cooperate well as they build a track for it to go along. They build a bridge for it to go under and steps at the side of the bridge. With appropriate adult interaction, children learn how to predict how many times they need to press the toy's button to make it go along the track. Children are independent and go to wash their hands after painting, they help themselves to a flannel and clean their own faces after lunch and put on their own coats before they play outside.

At circle time children confidently talk about how they are feeling and show concern for each other at the lunch table. They correctly count the number of plates, knives, forks and cups they will need as they lay the table ready for dinner. They serve themselves with water from the machine and choose which vegetables they would like to put on their plates. Children enjoy group story time, listen well and are encouraged to become involved in the story as it unfolds. There is a good range of interesting books and children freely access them on a regular basis. They have plenty of opportunities to make marks and write for a variety of purposes. They make shopping lists, take orders in the Chinese restaurant and experiment with Chinese characters in their New Year celebrations. More able children are forming recognisable letters and some can write their own names. Children learn about their own cultures and beliefs and those of others through appropriate resources and planned activities.

Children count confidently, with more able children showing an understanding of number concepts and recognition of some numerals. Number rhymes are used well to introduce children to practical subtraction. They sing familiar songs and use their fingers to count down 'Monkeys Jumping on a Bed'. Spontaneous opportunities to routinely count, order and sort in their free play, and to count the plates and cups at snack time are promoted. Children regularly use the nursery camera and take photographs of each other, which they then print out from the computer in the office. Children enjoy craft activities and are encouraged to use a range of materials, explore the texture of paint and build models using construction bricks. They have good opportunities to access pencils, crayons, scissors, felt tips, glue and recyclable materials in their workshop.

Children enjoy good opportunities to be freely creative. They enjoy role play with their friends, working in the restaurant, dressing up and taking orders. Staff interact well asking them what they are doing and encouraging them to extend their game further. Children develop good independence in making choices and helping with jobs, for example, helping to sweep up the sand and washing the dishes after lunch.

Children have regular opportunities for outdoor play and move confidently, imaginatively and safely, using good coordination. They balance along a path they have built from large blocks. They demonstrate good spatial awareness and are able to use a range of large and small equipment to develop their large and fine motor skills. There are opportunities in place for promoting health and bodily awareness, such as recognising the changes that happen to their bodies when they are active.

Helping children make a positive contribution

The provision is good.

Children have a good relationship with the staff, which encourages their confidence and communication. Staff are interested in what the children say and do, and the children relate well to each other. They receive plenty of praise and encouragement and have an allocated key worker, which enables them to make personal attachments to a carer. Children are encouraged to be kind and thoughtful to others. They show kindness and consideration for each other as they assist with painting aprons and handing out plates and cutlery, reminding children to say 'thank you' as they go. They have the use of books, computers and good resources reflecting culture, race and disability.

Well thought through written policies for behaviour management and learning difficulties and disabilities ensure consistency of approach to individual needs.

Staff are good role models and are clear of their responsibilities. They provide a very calm and caring atmosphere, enabling children to be secure and confident. Children behave very well and listen carefully to instructions. They are familiar with the routine of the day, for example, they know to wash their hands before meals and wait until everyone has finished at lunch time. Children's spiritual, moral, cultural and social development is appropriately fostered.

Partnership with parents is satisfactory. The partnership that has formed with parents contributes significantly to children's well-being, developing a sense of security and belonging. Parents receive good quality information on the nursery and their child's activities through access to written weekly activity plans, informative newsletters and interesting notice boards. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting and on a regular basis during their time there. Settling in procedures are sensitive and appropriate.

Information about the 'Birth to three matters' framework is attractively displayed for parents to see, with photographic evidence to support this. However, systems in place do not ensure that parents have appropriate knowledge of the Foundation Stage of learning. They are not yet familiar with the six different areas and are not encouraged to become involved their child's

learning at home. Parents are extremely happy with the service they receive, in particular the friendly, approachable staff team and the high standards of cleanliness.

Organisation

The organisation is good.

Children settle very well to familiar surroundings and show very good understanding of well established daily routines. The new premises are bright, clean and offer a good care environment. Space and equipment are successfully arranged to allow children to use all areas and resources independently on a continual basis. Safety and security are effective in protecting children from harm, with effective staff deployment to support and supervise the children.

Thorough staff induction ensures an awareness of the setting's comprehensive policies and procedures to keep children healthy and safeguard their welfare. Staff training is provided and is linked to appraisals and professional development to support the ongoing improvement of the setting. Staff are attentive to the children and respond quickly to their requests for support or direction. The staff team work very well together, providing a stable environment for children's care.

Children's welfare is promoted through the very well organised recording systems and written operating procedures, which meet the requirements of registration. The high ratio of adults to children is maintained, allowing good levels of individual attention. However, there is no domestic support in preparing for and clearing up after the main midday meal. This means that valuable adult attention is taken away from children during these times.

Leadership and management is good. The setting benefits from the ongoing support of the Foundation Stage consultant who has regular contact and oversees planning to support children's progress. Staff reflect on good practice and evaluate their planning, identifying areas for improvement. The manager takes an active role in supporting and meeting regularly with staff, influencing their practice by sharing her experience and skills. Systems are well developed to evaluate and monitor the nursery education, as well as staff performance. The key worker system is effective and staff know the children well. There is a strong unity in the staff team, meaning that outcomes for children are met well.

The other services within the Children's Centre are well attended and meet local need. The satellite setting at New Brighton primary school is still being established and will also be designed to meet local need.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable

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

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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):

- ensure that domestic duties, for example, food preparation, do not take staff away from their work with children.

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):

- improve the partnership with parents and carers by ensuring that information about the nursery education provision is shared and provide further opportunities for parents to become actively involved in their child's learning and development.

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