

Warren Hills Children's Centre Nursery

Inspection report for early years provision

Unique Reference Number	EY275837
Inspection date	09 May 2007
Inspector	Lynn Dent
Setting Address	Stamford Drive, Coalville, Leicestershire, LE67 4TA
Telephone number	01530 836462
E-mail	office@warrenhills.leics.sch.uk
Registered person	Warren Hills Children's Centre Nursery
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?

Warren Hills Children's Centre Nursery opened in 2004 to serve Coalville and surrounding areas. The nursery is open each weekday for 50 weeks of the year from 07.45 to 18.00; The nursery is housed in a purpose-built building attached to Warren Hills Community Primary School. All children have access to secure outdoor play areas. There are currently 57 children aged from 3 months up to 5 years on roll. Of these 28 receive free early education. The nursery currently supports a number of children with learning difficulties or disabilities.

Warren Hills Community School board of governors and head teacher oversee the operations of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager. She is supported by a management team which includes the day nursery manager, a part-time qualified teacher, family support workers and other professionals. There are 12 staff who work with the children in the day nursery. Of these, 11 are qualified to level 2 or above and 1 is working towards a qualification. The manager is working towards a higher level qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Daily routines ensure that children learn the importance of personal hygiene. Children regularly wash their hands and face. Particular attention is paid to ensure children use wipes to clean their hands before eating snacks outside. Children learn from an early age to wash their hands after messy play. This is shown as they do this independently after painting. Children clean their teeth after lunch. Therefore, they learn the importance of this practice. Younger children are helped with their personal hygiene whilst older children use the toilet and wash their hands independently. Practitioners maintain hygiene throughout the day as they clean nappy changing areas and tables. Routine cleaning of the premises, toys and equipment results in children's health being maintained. Practitioners wear disposable aprons and gloves when dealing with nappies or other bodily fluids. Consequently, the risk of germs spreading is minimised. The procedure for the management of accidents ensures children receive appropriate care and details are recorded and shared with parents. The procedure for the administration of medicine to children works effectively in practice. Practitioners ensure that the correct medication is given and keep a clear record kept. Consequently, this limits the risk of overdose. A clear policy regarding the care of children who are ill and the incubation periods for infectious illnesses are shared with parents. Consequently, they understand they must keep their children at home during this time. As a result the risks of infections spreading to healthy children are minimised.

A range of healthy meals are provided which include dishes from different cultures. For example, curry with rice, pitta bread and pizza. Meals are presented nicely and most children enjoy these. Currently no alternative meals are offered to children who express a dislike for their main course. However, they are encouraged to eat their dessert and receive a variety of healthy snacks throughout the day. Meal times are used effectively to help children learn good table manners. However, opportunities to discuss the benefits of healthy eating are missed during mealtimes and snack times. Bottles for babies are prepared as required. Consequently, their routines from home are maintained. Drinks are routinely offered throughout the day to younger children. Older children independently access drinks at all times. Children have space and time to rest during the day and baby's routines for sleep are maintained well by working closely with parents.

The 'Birth to three matters' framework and the 'Curriculum Guidance for the Foundation Stage' of learning are used well to ensure children's physical development is promoted. The use of the school hall means that children can have space to run around, move to music and follow instructions from the practitioners. For example, they jump around using two feet when pretending to be frogs. Children show good spatial awareness as they move carefully around their friends when running and racing. Older children can choose to play outside at any time. Babies are taken outside at regular intervals. Therefore, their development and learning is promoted by using different environments. Older children show good coordination as they ride wheeled toys and when throwing or kicking a ball. Babies are encouraged to crawl and walk by practitioners who successfully support this. Babies' hand-eye coordination is developing as they are encouraged to reach out for toys, play with musical instruments and use chunky crayons of chalk to make marks. Older children are competent in using tools for painting and drawing, manipulating play dough and building with Duplo and Lego. The oldest children competently pour drinks at snack and meal times and use spades and containers to pour sand and water. Therefore, physical development for all children is reinforced and challenged.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment for children is bright and stimulating. As a result children enjoy exploring. Interest tables are set out to entice children to access these and learn from the experience. Lots of sensory experiences are provided for all children. This is particularly effective for babies and toddlers who are surrounded by lights, mirrors and an extensive range of tactile materials which stimulate their senses as they explore. Excellent use is made of the outdoor play area. Children can access the outdoor play area at any time and this is made stimulating by small shaded areas, sand, water, craft activities, natural materials and outdoor play equipment. As a result children enjoy themselves and their learning and development are enhanced. Children are effectively protected from the sun because they wear hats and sun cream. Practitioners provide shaded areas during outdoor play. In accordance with health advice children do not play outside between 12.00 and 15.00. Consequently, the risks from the sun and hot weather is limited.

Children are cared for in a very safe environment because regular risk assessments are carried out to identify and minimise the likelihood of accidental injury to children. Consequently, no risks are identified. Practitioners are vigilant about safety and protecting children from unknown adults. As a result the main door is only opened when parents identify themselves with their individual password. The main door to the nursery is alarmed. Therefore, adults are acutely aware if this remains open for more than a few seconds and immediately investigate what is happening. Consequently, children have freedom to learn about their own abilities and to take risks within the safe limits set by the practitioners. Children clearly understand the rules which keep them safe and respond very well to guidance from the practitioners. For example, they are reminded that they may hurt themselves if they climb on a bench near the coat pegs. The emergency evacuation procedure is practised regularly. As a result children gain an awareness of this. Children's welfare and safety continues to be protected during outings as a risk assessment of the venue is carried out before children visit. The outdoor play area is checked before use. Consequently, this remains safe for children to play.

Children use a wide range of high quality equipment, and resources, which, conform to safety regulations. These are stored at children's height allowing them to independently access these at will. Furniture is an appropriate size for children. Consequently, they can safely use this. Younger children are kept safe in high chairs because the appropriate safety harnesses are used. Practitioners are very aware of the signs and symptoms of potential child abuse and neglect. Details of injuries occurring outside the nursery are recorded and discussed with parents. As a result these help to identify potential child protection concerns. Practitioners clearly explain the internal procedures for this type of concern and are also confident to report these to the Local Safeguarding Children Board. The very clear child protection policy and procedures underpin the welfare of the children.

Helping children achieve well and enjoy what they do

The provision is good.

Practitioners provide a warm and welcoming environment for children. They are greeted with smiles, cuddles and discussions about what they have been doing at home. Consequently, children feel special and are very happy within the setting. The practitioners interact effectively with children to support their learning and play. However, they show skill in knowing when to allow children to explore, initiate and extend their own play and learning. As a result children expand these independently. For example, a child fills a lorry with sand, then tips it out. He

informs adults that it is a tip-up truck and it pours sand onto the road like at home. The environment and activities are thoughtfully planned. As a result children can select resources and participate in activities, play opportunities and first hand experiences which allow them to build on their natural curiosity. This is shown as a child paints her hand and prints on paper. She then changes the colour and does this again. This results in shrieks of joy and jumping up and down with excitement. Children happily engage in a good range of activities and experiences. They are confident to extend this showing good imagination and can use items to represent their play. For example, children play with replica animals. They sit on a child-sized sofa and pretend to ride a horse shouting "Giddy up". An older child is planting plastic flowers in compost. He loads the plant pots into a large car and takes them to sell at the shop. This also shows he is effectively consolidating what he already knows.

Practitioners clearly have a sound knowledge of child development and make good use of the 'Birth to three matters' framework. This ensures children in this age range receive good care and play to enhance their development. Monitoring and assessment of children's development and achievements is good. Observations by all practitioners and detailed records made by the child's key worker are used effectively. As a result the planned activities are focused to meet individual children's needs and the next steps in their development are identified. Practitioners actively encourage children's communications and language development by using good questions. This requires children to think and respond in single words or sentences according to their developmental stage. Practitioners are skilled in understanding baby's communication and take good account of their routines. This is shown as practitioners explain and show that they use simple phrases, single words and gestures to help children with communication or hearing impairments. Consequently, children's individual developmental needs are met. All children's care needs are effectively met because practitioners know the children well. Children know what is happening throughout the day as practitioners use pictures to label toys and during circle time to show what activities they can do throughout the day. Therefore, the children learn to make decisions about they want to do. Younger children show an understanding of this as they take pictures of what they want to do to the practitioners.

Nursery Education

The quality of teaching and learning is good. As a result all children are making good progress in relation to their starting points. More able children are making strides in reaching the early learning goals set within the 'Curriculum guidance for the foundation stage'. Practitioners have a clear knowledge and understanding of the foundation stage of learning. Consequently, they effectively plan and provide a wide range of appealing experiences that stimulate and engage children's interests. The stepping stones within the Foundation Stage of learning are identified in the planning. However, further planning is required to ensure that the activities provided for more able children are clearly identified. In practice activities are adapted successfully for these children, for example during number games and counting. Practitioners are skilled in ensuring that the planning is flexible. As a result discussions and documentation show that themes are adapted to make them meaningful to the children. During the theme of transport, children did not identify with trains. Therefore, the planning and experiences were adapted to involve buses which the children understand. Careful, regular monitoring of the focussed experiences provided for children ensures the learning intentions for children are achieved. Children's learning is assessed when they enter the setting and when children move rooms. Observations and discussions with parents and former practitioners identify children's current stage of development and learning. Ongoing assessments of children's achievements ensures children are making progress and their next steps for learning are identified. Practitioners are enthusiastic and actively involved in the children's learning. Therefore, children remain engaged

and stimulated to achieve to their full potential. All children have time to return to activities to consolidate and build on what they already know. A range of teaching methods ensures learning opportunities are adapted to take full account of children's language and individual developmental stage. Therefore, children persist with what they are doing.

Children actively participate in group discussions. Most are confident speakers. More able children use language effectively to organise their thoughts and explain what they are doing. For example, practitioners ask children to explain what they need to do to plant seeds. A few children have some difficulty listening in a group situation. Practitioners are acutely aware of this and adapt the sessions accordingly. For example they use "Bodger" a fluffy toy, to emphasise when children are not listening. He sits on a desk when it is quiet and disappears into the practitioners pocket when it is too noisy. Children have a range of meaningful opportunities to develop their writing skills. Therefore, they use pencils with accuracy for early mark making. Older and more able children can explain what these mean and are writing recognisable letters. Some children can independently write their name. All children recognise their own name, while others recognise their friends name too. Most children can count and order number. More able children competently use numbers to solve problems. For example, a child correctly states that the number of eyes on five puppet frogs. Without recounting he correctly calculates the number of feet on the puppets. However, there are missed opportunities during play to extend children's counting and other mathematical concepts. For example, counting how many children are at the table during snack and which container of sand is heavy or light. Children's knowledge and understanding of the world is good. They receive a good range of opportunities to learn about the local environment and the wider world. This is shown as children confidently explain the life cycle of frogs and what they need to make seeds and plants grow. Dolls from a range of cultures, cooking equipment in the role play areas, dressing up clothes and a range of books help provide children with a range of resources which promote positive images. They use computers to complete games which support other areas of learning. As a result they develop the skills to use computer equipment competently. Children are creative because they can independently access a range of equipment and tools to develop this. Their creativity is shown in their the art activities and in their imagination during play.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Detailed information is collected from the parents as their children enter the Foundation Stage of learning. Ongoing discussions, meetings and open evenings ensure that all parties are kept fully informed of the children's achievements and next steps for leaning. Consequently, the children's learning is focussed and builds on what they already know. The setting provides support and open evenings to explain to parents how they can help their children learn through play. For example, practitioners show parents how to make play dough and parents are invited to share books with their children. Therefore, parents are actively involved in their children's learning. Practitioners provide a wide range of information to parents and carers. They receive good information about the setting, the 'Birth to three matters' framework and the Foundation Stage of learning at induction. Notices and displays within the nursery keep parents informed of current planning, health information and menus. Practitioners spend time with parents daily. Discussions are supplemented by daily information sheets for parents of younger children. Consequently, parents are kept informed of their children's achievements and feel confident to approach practitioners to discuss their children. The setting use detailed questionnaires to consult parents and ask for their views on all aspects of the nursery. Consequently, this ensures that their views and opinions are taken

into account. All parents have the opportunity to meet and discuss their children's progress with their key worker. As a result information is shared and the children's current individual needs are effectively identified and met.

The nursery cares for a number of children with behavioural difficulties. However, practitioners are consistent and effective in managing unacceptable behaviour. Consequently, most children show good behaviour and manners. The strategies used to manage unacceptable behaviour are developmentally appropriate and take full account of the children's understanding. For example, a child kicks another child and hits a practitioner. He is distracted by an alternative activity. When the distraction does not work, he is taken away from the activity and sits with a practitioner who explains in simple terms that he does not like hitting or kicking because it hurts. During this time the practitioner remains calm and offers support to help the child calm down. As a result the child adapts his behaviour and he is allowed to return to play with his friends. Positive encouragement by practitioners means that most children share, take turns and play harmoniously together for sustained periods of time. Children show a clear awareness of the needs of others. For example, a child shares her play dough when another child asks to play. All children are happy at the setting and babies settle well because practitioner's work well closely with parents to effectively maintain routines from home.

Children's spiritual, moral, social and cultural development is fostered. This is shown as children show a sense of awe and wonder when they receive new experiences, for example planting seeds.

All children receive good care which takes full account of their differences and individual needs. Consequently, they develop a sense of security, feel valued and have good self-esteem. Children are positively encouraged to learn about the wider world in which they live. For example, resources promote positive images and posters are displayed in a range of languages to help children understand this. As a result children learn to respect differences in others around them. Children have a good role model of non-stereotypical roles as one of the practitioners is male. Consequently, they learn this is acceptable. All children are fully included in the nursery because they have equal opportunities to participate in all activities. For example, a baby who does not enjoy playing in the paint is encouraged and praised when he does this for the first time. Children are confident to use Makaton sign language to express themselves as this is acknowledged and encouraged by experienced practitioners. Consequently, this shows that children's individual needs are met well. The nursery does not currently have any children officially recognised as having special needs. However, a number of children are currently going through this process of identification because the practitioners and the nursery special needs coordinator are skilled and vigilant in the early identification of potential problems. As a result outside professional help is quickly sought. This enables children to have the support they need to achieve to their full potential. This is further enhanced as the nursery employs additional practitioners than required to provide daily support. All children make choices about their play. Older children help to tidy up. Therefore, they learn to take responsibility for their environment.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides. Robust recruitment and vetting procedures ensure children are cared for by suitable, qualified and experienced practitioners. A comprehensive induction ensures all practitioners are armed with the necessary information and skills to successfully implement the nursery policies and procedures. Consequently, children's welfare and safety is effectively enhanced. The management

are shows a commitment and are proactive in ensuring practitioners undertake regular training to continue their professional development. This is shown as the nursery is closed for training five days each year and the management provides additional time for practitioners to complete their professional qualifications. The operational plan works very well in practice. Comprehensive policies and procedures are successfully implemented because these are reviewed annually to ensure they continue to work in practice. Practitioners are deployed effectively and ratios are generally exceeded. This ensures all children receive consistent good care and support in learning and play. The whole environment, inside and out, is stimulating and well organised to provide good play and learning opportunities. Practitioners work very well as a team and show a commitment to ensuring all children achieve. This is due to the effective hands-on role model provided by the management. Resulting in mutual respect between practitioners and the management. Practitioners are involved in the effective planning for the children's care, learning and play. They are also involved in planning the improvements they wish to see in the environment, particularly the outdoor play areas. Detailed developmental and personal records are organised well. As a result these underpin the children's care and learning.

Leadership and management is good. They have a clear view of what they wish to achieve in order for children to make the best possible progress. This is shown as they have taken the appropriate action to meet the recommendations from the last inspection. Planning of activities, play and experience is broad and balanced. Ongoing monitoring of the Foundation Stage planning means that it works in practice and there is a clear focus on achievement for all children. The practitioners work in partnership with outside agencies and professional who support them in ensuring all children make progress. Consistent procedures means all children make good progress towards achieving their full potential in an environment where every child matters.

Improvements since the last inspection

At the last inspection the registered person agreed to ensure the written statement about special needs is consistent with current legislation. The registered person has taken the appropriate action to meet the recommendation. The policy has been updated to reflect this. Therefore, children with special needs enjoy equal opportunities in the inclusive setting.

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):

- ensure that the meals meet the dietary needs of all children
- use everyday routines to develop children's understanding of healthy eating.

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 show how activities are provided and identified for more able children
- continue to develop opportunities to enhance children's mathematical 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