

Portchester Campus Day Nursery

Inspection report for early years provision

Unique Reference Number	110030
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Inspector	Heidi Wilton
Setting Address	Portchester Community School, White Hart Lane, Fareham, Hampshire, PO16 9BD
Telephone number	02392 364349
E-mail	brian.sutton@portchester.hants.sch.uk
Registered person	The Governing Body of Portchester Community School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Portchester Campus consists of a full day care nursery, preschool and out of school and holiday scheme. The provision is situated in the grounds and under the umbrella of Portchester Community School. The day nursery is registered to care for 35 children aged under five years, normal practice is to take babies from three months. The day nursery currently have 61 children on roll and of these 16 children are in receipt of nursery education funding. The nursery is open Monday to Friday, 8:00 to 18:00. The pre-school is registered for 24 children aged over two years and under five years although it is the groups normal practice to accept children from two years nine months. The preschool currently have 35 children on roll and of these 31 children are in receipt of nursery education funding. The preschool operates Monday to Friday 9:15 to 11:45 and 12:30 to 15:00 term-time only. The out of school club is registered to care for 24 children aged five years to 11 years. The out of school club currently have 42 children on roll and of these 23 children are under eight years. The out of school club operates Monday to Friday 15:30 to 18:00 during school term times. The play scheme operates during school holiday periods and is open 8:00 to 18:00, excluding Bank Holidays.

The provision is run by a management committee. Children who attend the settings come from a mix of cultural and social economic backgrounds. The preschool and nursery are registered EYE providers and are in receipt of government funding for three and four year olds. The setting supports children with learning disabilities and/or difficulties. All the groups have access to fully secure outdoor play areas. The setting have twelve staff qualified to level 3, three staff qualified to level 2 and one staff member working towards a level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children within all areas of the provision demonstrate a good understanding of good hygiene procedures. Children within the pre-school inform the visitor that 'we need to wash our hands to get rid of the germs'. Staff ensure all blankets and sheets are put into the wash after each use and are washed at appropriate temperatures. The setting ensures parents know about the sick child policy both verbally at the outset and through the written sick child policy. This ensures they are fully informed of incubation periods should their child contract a communicable disease. Staff record accidents appropriately to ensure parents are well informed. However, the setting have not gained written parental permission to seek emergency medical advice or treatment for the children within all areas of the provision. This does not ensure children are treated without delay in an emergency.

Staff use robust nappy changing procedures and ensure the nappy changing area is cleaned after each use with antibacterial cleaners. This minimises the risk of the spread of infection. All staff and the cook within the day nursery wash their hands thoroughly before preparing foods. The cook ensures all work surfaces are cleaned with antibacterial cleaners and uses a colour coded system for cloths and mops and buckets. This ensures the risk of cross contamination is prevented. The cook has a list of all children's allergies and dietary requirements to ensure she is well aware when buying and preparing foods. She cooks, the children in the day nursery, a homemade cooked lunch of cottage pie and vegetables and prepares a tea of sandwiches and fruit. Children within the pre-school have a healthy snack of fruit during the session and staff talk to the children about the healthy benefits of the fruits. The after school club provide children with a healthy tea of sandwiches and choice of nutritional fillings. During the holiday scheme children bring their own packed lunches and are encouraged to put ice blocks inside their lunch boxes to keep the foods chilled. The setting have a fridge where children are able to store foods that require colder temperatures.

The setting provide many opportunities for physical exercise within all areas of the provision. The pre-school children have fun on walks to the local parks where they climb the climbing frames and enjoy playing on the different equipment. They enjoy playing in the outside area where they move around in toy cars and love being pushed on the swings. Children in the day nursery also have fun on walks to the local park and enjoy playing ball games in the outside area. They climb the small rope ladders and have fun jumping through the zigzag line of black tyres. Children have fun interacting to familiar music within all provisions and enjoy moving their bodies to the actions. Children within the after school club enjoy playing outside and use their physical skills to make dens out of an assortment of different materials. They interact to favourite computer games and have fun as they move their bodies and feet on the dance mat.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Throughout the setting, safety is of utmost importance to the staff. They ensure all children are safe by recording them into a daily attendance register and secure all doors when they are not in use. All areas of the provision have robust procedures in place to ensure children are collected by their designated person. The setting have appropriate age and stage equipment in place such as cots, high chairs and potties which ensures children are safe and their needs are met. All areas of the provision have fully enclosed outside areas where children can safely play and learn.

The setting have gained most required parental permissions although the after school club have not gained written parental permission for children to be transported by bus from their school to the setting where the club runs. This does not ensure children are safe when being transported and parents are not fully informed. All areas of the provision display fire evacuation procedures and practise the fire drill with the children to ensure they are fully informed about what to do in a fire. The setting risk assess the environment and resources continually to ensure hazards are identified and minimised. In addition, staff visit places they intend to take children on outings to ensure any hazards are identified. These are assessed to ensure children do not come to any harm when on visits and outings.

The nursery manager is the child protection coordinator and has a thorough understanding of her job role. She attends regular child protection training to ensure she is fully knowledgeable about how to safeguard the welfare of the children. All staff know what to do should they have any concerns about the children and know where to make referrals. The setting have a system for recording signs and symptoms within all areas of the provision to ensure any patterns of abuse or neglect are identified.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle well into activities within all areas of the provision. The setting provide settling in visits for children and their parents to ensure the transition period from home to the setting is smooth. Staff within all areas of the provision communicate verbally with parents to find out their children's likes, dislikes, favourite toys and comforters. This ensures staff have some knowledge about the children and can use this information to further help with the settling in process.

All children within all areas of the setting are offered an exciting range of appropriate age and stage activities and resources. The key worker system ensures staff know the children well and are helping them to progress. Staff complete daily planning sheets and conduct observations of the children in line with the Birth to three framework and the Foundation Stage. They record all observations within the children's individual records and use these to inform them of children's next stages of development.

Children attending the after school club arrive excited and talk happily with their peers and the staff. Those who are feeling tired are encouraged to have a rest in the book corner or sit quietly to watch their favourite television programmes. Children play happily with their peers but those who want to sit alone to read a book or draw a picture are given the space to do so. They have fun as they move the bars on the football table and become animated as they score a goal, throwing their arms in the air as they cheer. Children have access to a wide range of

board games and puzzles and have fun as they construct models from Lego. They inform the visitor that they enjoy coming to the after school club as there are "lots of great things to do". Children are given opportunities to have their own voice as they join in with small meetings to inform the staff what things they would like to do when attending the club. The holiday scheme offers a wide range of exciting activities and staff carefully plan outings to ensure children gain new and exciting experiences. Staff complete daily plans during the holiday scheme and these are displayed to ensure parents are fully informed about what their children are doing.

Babies and young children are given many hands-on and sensory experiences from which they learn about themselves and the wider world. They are able to crawl or walk to choose toys and resources as these are stored at their level. They excitedly clap their hands together to familiar rhymes and songs and become fascinated as they submerge their hands into water trays containing different resources. Babies and young children have fun as they learn new skills, such as crawling through pop-up tunnels and putting pieces of jigsaw puzzle into the correct gaps. Staff communicate well with parents and personal routines are followed for the babies and young children to ensure their needs are met.

Nursery Education

The quality of teaching and learning for children in receipt of funded nursery education is good. Children within both the pre-school and within the day nursery have many opportunities to independently access resources and engage with child-initiated learning. Resources and activities are stored in low level drawers and on low level shelves. Drawers are labelled with both the written name and a visual picture of what is contained in the drawer.

Staff complete planning of activities for the children and these plans show links to the stepping stones and early learning goals within the Foundation Stage. Activities are evaluated in order to assess whether planned learning objectives have been met. Staff complete observations of all children within the two pre-school rooms daily and these are transferred into the children's individual records. Key workers use these observations to inform them of what stages of development the children have reached and their next steps in learning.

Children have access to explore and learn within the outside areas of both pre-school provisions. However, these times outside are at structured times during the session when all children go outside at the same time. The setting do have plans in place to develop a system for free-flow learning between the inside and outside areas. Children within both provisions have many opportunities to sit together as a group and listen to stories and join in with circle time. However, during large group times within the pre-school some children become restless and disinterested and do not gain optimal benefit from these activities.

Children who become upset are nurtured by staff and distracted into favourite activities to help them feel happier. Children within both pre-school provisions play happily together, helping each other to fill water bottles within the water tray. They enjoy listening to stories and staff enthusiastically read the story pausing at intervals. This gives children opportunities to interact and talk about the storyline and characters. Staff skilfully use opportunities within everyday play to promote the learning of new vocabulary. The staff member extends the learning as children explore different fruits and vegetables by discussing the names and praising the children as they repeat the names. Children within both provisions have many opportunities to explore emergent writing as they make marks with chalks and water on the ground outside and use notepads and pencils within their imaginative play.

Children's learning of number within both pre-school provisions is fostered incidentally through everyday play. Children are encouraged to count the different fruits and vegetables and successfully count three carrots and two onions. The member of staff extends the learning further by encouraging the children to use the visual aids to find out what there are more of and children successfully identify there are more carrots. Children are encouraged to develop their counting skills as they chop the banana into small pieces at snack time.

Children within both pre-school provisions gain new information and knowledge from exploring different and new experiences. They have fun as they explore the texture of rice and giggle as they watch the cogs turn on the sand wheel as the rice tumbles down. Staff extend learning when opportunities arise such as when the children find creatures within the outside area. Children become excited when they find the frog and staff talk to the children and extend their knowledge by discussing with them the colour of the frog and where frogs live. They enjoy looking through a variety of photo albums within their environment and recollect about past events and become excited as they look at how they have changed as they have grown.

Children are able to independently access a variety of arts and crafts within both pre-school provisions. They have fun as they paint and shred tissue paper to stick onto their pictures. Children become animated as they engage in imaginary play and have fun being different roles, such as shop keeper and customer. The role-play areas are rotated regularly to ensure children are offered different learning experiences.

Helping children make a positive contribution

The provision is good.

Children within all areas of the provision are treated equally and are shown equal respect as individuals. Posters are displayed of families and children from different cultures and this fosters an awareness amongst the children. The setting plan theme days, such as a French and Chinese theme day. This enables children to develop an understanding of other cultures and countries through tasting multi-cultural foods, dressing up in cultural clothes and looking at cultural artefacts. The learning disabilities and/or difficulties coordinator is new to her job role. She has attended the relevant training and has communicated this training to the whole staff team. This ensures they are fully knowledgeable about what to do should they have any concerns about the children. The setting work in partnership with parents and outside agencies and continue action plans to ensure consistency if achieved for the children.

Children behave well within all areas of the provision. Staff gently remind children of the rules and use the traffic light system to promote good behaviour during the day. In addition, children's achievements are celebrated on the 'proud cloud' which in turn boosts their self esteem and confidence. Staff use the traffic light system as warnings for unacceptable behaviour and use timeout methods when necessary. They talk to the children at child level about the unacceptable behaviour to help them resolve the reason for the behaviour. The after school and holiday scheme use life skills to promote good behaviour by giving children responsibilities during the session. Children's spiritual, moral, social and cultural development is fostered.

Staff within all areas of the provision communicate verbally with parents at the beginning and end of each session. In addition, the baby and toddler room staff complete written feedback about the children's routines to ensure parents can reference this when they are at home. Parents within all areas of the provision are happy. They feel the staff are all friendly and approachable and state that the setting is 'brilliant'. Staff display notices within all areas of the provision to ensure that parents are well informed about important information. Parents

receive regular newsletters to ensure they are updated with information about the setting, routines, reminders of policies and special events.

The partnership with parents and carers for children in receipt of funded nursery education is good. Staff display photographs within all areas of the provision which enables parents to see the things their children have been doing and learning. Notices are displayed to inform parents of planning and learning taking place and this enables parents to continue and consolidate learning at home. Parents are given information about what letters, numbers and colours are being focused upon each week which also enables parents to consolidate learning with their child at home. Parents are informed verbally about the Foundation Stage and Birth to three framework at the outset to ensure they are aware of the education provision being offered. Staff display signs and communicate to parents verbally about what topic is being explored and parents are encouraged to send in items for their child to share with the group. This ensures parents are part of their child's learning and offers children a good link between the home and the setting. The setting have parents evenings once a year when parents communicate with their child's key worker about their child's development and progress. Parents all know they can access their child's individual records at anytime and can talk to the key worker about their child's development. The setting have implemented lovely scrap books for all the children. Children love to put their art work and photographs into these books and are proud to take them home to share with their parents.

Organisation

The organisation is good.

Children's care is supported by the organisation and nursery routines. Staff work hard to develop positive relationships with the children and they work effectively as a team across all areas of the provision to ensure children are well cared for. The staff team all demonstrate a good knowledge of policies and procedures as these form part of the robust induction process. This ensures staff are delivering a consistent and safe provision for all the children. The setting meets the needs of the range of children for whom it provides.

All staff, except one staff member have up-to-date first aid qualifications. This ensures staff treat and care for children appropriately in an emergency or accident. The setting know their responsibility to ensure the regulatory body are informed of any serious injuries or accidents although current systems do not ensure the regulatory body are informed within appropriate timescales. Parents are happy with the recording of incidents and accidents and feel the staff team deal with all accidents appropriately.

The leadership and management are good. The nursery manager oversees all areas of the provision and has senior supervisors in charge of the different areas of the provision. The management ensure all staff are adhering to the National Standards and oversee the planning and assessment of the education provision. The management structure work effectively together and communicate any concerns, suggestions and ideas to the overall nursery manager. The nursery manager communicates with the community officer of the school who deals with all finances and budgets. The community officer is involved with the planning process as he communicates with staff about what resources are needed to ensure the planning can be put into place with the children.

The management ensure staff's performance is monitored regularly. The community officer regularly monitors the performance of the manager and staff team through observations and annual appraisals. He completes the appraisal for the nursery manager and discusses any

achievements, training needs, concerns and targets. The nursery manager observes the supervisors and staff team on a day to day basis and talks to them continually about any concerns and celebrates any achievements. She conducts annual appraisals for the staff team to discuss their performance, training needs, achievements and targets for the future. All staff attend regular training and are encouraged to do so. This ensures the staff team update their knowledge and expertise. All staff feedback information from training they have attended to the whole staff team. This ensures the staff team are all updated with the latest knowledge and guidance. The nursery manager and community officer of the school also attend further training to update and enhance their knowledge.

Improvements since the last inspection

At the last education inspection the setting were asked to address two recommendations. They were asked to implement appraisals for all staff's performance. The setting have now implemented annual appraisals for all staff. This ensures staff reflect upon their practice and work hard to develop their expertise to meet the needs of the children.

They were asked to improve the programme for creative development to enable children to express themselves, particularly during role-play and art and craft activities. The setting now offer a wide range of resources and equipment to enable children to express themselves through role-play and arts and crafts. These areas are rotated regularly to ensure children explore new and different experiences.

At the last care inspection the setting were asked to address seven recommendations. They were asked to implement a comprehensive induction procedure to ensure staff and students are aware of all working practices for all three provisions. The setting now have a comprehensive induction procedure for all staff and students. This ensures they are aware of the working practices to enable them to meet the needs of the children.

The setting were asked to ensure all staff ratios are maintained throughout the day in the day nursery. The setting maintain staff ratios and demonstrate a good understanding of the required ratios needed within the setting. This ensures children are looked after appropriately and their needs are met.

The setting were asked to re-evaluate the practice of undressing children at varying times in the day nursery. The setting have re-evaluated the practice of undressing children and ensure all children are given privacy when being changed.

The setting were asked to ensure the safety of children with regard to chemicals and electric sockets in the day nursery. The setting keep all hazardous cleaning chemicals in high or locked cupboards and any electric sockets in reach of children are covered with socket covers. This ensures children are kept safe and protected.

The setting were asked to extend the complaints procedure to inform parents of Ofsted details as an avenue for external investigation for all three provisions. The setting have extended the policy to ensure the regulatory body details are included. This ensures parents are aware of routes to follow should they have a concern.

The setting were asked to record existing injuries in a confidential manner in the pre-school. All existing injuries are now recorded confidentially. This ensures the welfare of all children is safeguarded.

The setting were asked to ensure all three provisions have all policies required and that they are comprehensive and available to parents. The setting have all policies required within all three provisions and make them available to parents at the outset to ensure they are fully informed.

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 all required written parental permissions are gained for all the children
- further develop systems to ensure the regulatory body are informed of any serious accidents or injuries within appropriate timescales.

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):

- further develop the organisation of the daily routine to enable children to free-flow between the inside and outside areas
- further develop the organisation of group times to ensure all children are engaged and stimulated.

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