

# St Austell Integrated Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY277674
<b>Inspection date</b>	26 February 2008
<b>Inspector</b>	Julie Wright
<b>Setting Address</b>	Burrows Centre, Lamellyn Road, Par, Cornwall, PL24 2DD
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<b>Registered person</b>	Happy Days Day Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Happy Days Nursery has been registered since 2003. It is in a self contained unit within the Burrows Centre in the St. Blazey area of Par, Cornwall. The community centre also provides a crèche facility and various training and support groups for parents and carers. The nursery has sole use of an enclosed outdoor play area.

The nursery is registered to provide care for up to 54 children up to the age of eight years. There are currently 59 children on roll, 22 of whom are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting is open from 07.00 to 19.00 Mondays to Saturdays throughout the year. Overnight care is not provided.

A team of nine staff are permanently employed to work with the children, six of whom are qualified to the equivalent of NVQ level 3, two are level 2 and one member of staff is working towards level 2. There are three suitably qualified bank staff available to provide cover as required. Staff receive training and development support from their organisation and externally from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children develop understanding and independence in personal hygiene routines. For example, they learn about the importance of tooth care when a dentist visits for a planned topic. Effective health and safety policies are in place to protect the welfare of the children. Staff are conscientious about hygiene practice and promote children's health. Accident and medication details are accurately maintained and the majority of staff have current first aid certificates.

Children's individual dietary requirements are known and met well in the setting. Menus are rotated and clearly displayed for parents. They are adjusted to suit the children's needs and preferences. Staff record what babies and younger children have eaten on a diary sheet. The nursery provides meals and snacks for children, with a balanced variety of foods. Children enjoy social mealtimes, sitting together in small groups. They are pleased to help set the tables and recognise their own placemats. For the younger children this means recognising their own photograph, whilst the older children identify their names. Staff take opportunities to extend and promote children's learning during meals. Children develop independence as they serve themselves food and pour their own drinks.

Children benefit from regular outdoor play sessions. The nursery provides suits for wet weather so that children can play outside on most days. They wear appropriate clothing and enjoy the experience of splashing in the puddles. Children take part in an activity each month organised in conjunction with an external company. The sessions promote physical development, such as through dancing and balancing. Staff prompt children to be aware of the effect of exercise when they play action and ring games.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are well cared for in a pleasant and stimulating environment. The premises are secure and maintained in a suitable condition. Rooms are warm and welcoming with bright displays of children's creativity. However, in some areas these are too high for the children to be able to see their photographs and paintings. Younger children have access to interesting play materials including everyday household utensils. They like to investigate and explore these, although at times some of the resources are not used under direct supervision. Younger children are also attracted to a fire extinguisher as the hose is accessible to them. Toys and equipment are well maintained and rotated to promote children's interest.

Children learn about safety during general activities and specific topics. For example, staff remind them to be careful as they move around and give age-appropriate explanations. Children enjoy visits from people in the community, such as a police officer or road safety person. They use the relevant dressing up clothes and recall their learning experiences. Children become familiar with the fire evacuation procedure through regular drills. Routine visual checks and written risk assessments are undertaken to promote safety. Staff implement suitable policies and procedures and demonstrate a clear awareness of safety issues.

Children's welfare is safeguarded as the staff have a clear understanding of child protection issues. They attend appropriate training to ensure up to date knowledge and awareness. Parents are clearly informed of the procedures and the responsibilities of staff to safeguard children.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are cared for in four age-appropriate groups called Babies, Tiddlers, Toddlers and Pre-school. During the daily routine children have opportunities to socialise with other groups, for example, the Toddlers and Pre-school children have lunch together. Babies are sometimes cared for in the Tiddler group, depending on ratios and the benefit to children. These arrangements help children in preparation for transition through the nursery. Staff interact well with the children, supporting and encouraging development in play. Children have a balance of structured, supervised activities, with times for independent exploratory play. Varied activities and resources are available in each room, which promote areas of learning and development, for example, creative, constructive and imaginative play. Role play areas generally represent a 'home corner', with appropriate resources. They are occasionally used to reflect a theme, such as a shop or hospital. However, they do not consistently provide an exciting or imaginative area to fully promote children's interest.

The 'Birth to three matters' framework and Foundation Stage curriculum are used effectively to plan for children's individual progress. In the Tiddler group the children are usually aged between one and two years. Staff demonstrate a good understanding of their needs and provide a nurturing environment. Children feel secure and happy, laughing and clapping in response to staff. For example, they thoroughly enjoy playing hide-peep, singing action rhymes and looking at picture books. They examine everyday items with interest, such as putting on and taking off different gloves. Language development is encouraged throughout the activities. Children emulate staff, repeating words or sounds and developing vocabulary. Staff provide varied sensory play opportunities for children under the age of three years. For example, children use jelly, pasta and 'gloop' as play materials. They show pleasure in the activities and make comments as they experience different textures. Each group has access to an enclosed outdoor play area, which promote areas of learning and interest. Staff plan purposeful activities for children and provide a stimulating outdoor environment.

### **Nursery Education.**

The quality of teaching and learning is good. A well planned programme of activities promotes the children's sound progress and development. Staff extend and encourage children's learning through play. They provide appropriate challenges to children, to suit individual ages and abilities. Staff record observations on the children and plan for their next steps in development. Children develop concentration and show interest in their environment.

Children develop confidence and form good relationships with staff and each other. They are happy when they arrive and separate easily from parents and carers. Children show immediate interest in the activities and engage in play. They develop competence in their independent skills and show self-esteem. Children become confident communicators and express themselves well. They listen carefully and concentrate during activities, such as during stories and games. Children see that print has meaning and begin to recognise and write letters. Some writing materials are accessible, although they tend to be in specific areas and not widely available.

Children use mathematical language in various activities. They are encouraged to count, order and sequence as they play. The maths area provides resources which help children to compare weights and measures. They talk about capacity as they fill and pour sand or water into containers. Staff encourage children to make simple calculations and solve problems in everyday situations.

Children investigate and explore a wide variety of sensory play materials. They use malleable resources to manipulate, roll and make shapes with. Children show interest in nature and learn how things grow. For example, they create a small garden outside, plant a window box and sow cress seeds. They become aware of life-cycles, for instance as they investigate insects. Children develop interest in everyday technology, such as when using the computer and mouse. They make a collage of machines that are used in the home. Remote control and programmable toys provide opportunities for children to discover cause and effect. Well planned activities and events promote children's knowledge and understanding of the wider world. Children show interest in the current 'Greek' themed table of resources. For example, they select items of clothing and try them on. A picture book shows them different life styles in other countries. Children taste traditional foods, such as olives and cheese.

Children move around with confidence and show a clear sense of space. They benefit from physical play opportunities, indoors and outside. Children manoeuvre themselves around on wheeled toys and enjoy organised action games. They develop fine motor skills during activities, such as when they use the scissors or hammers and pegs.

Children take part in frequent creative play activities. They use a wide variety of materials to make pictures and collages with. For example they print with paints, using vegetables, pasta and their hands. Boxes are used for model making, for instance, children construct dragons for the Chinese New Year. Music and movement sessions encourage children to use their imaginations as they dance and sing. Children select resources and play imaginatively together, such as when they wrap their dolls in blankets. Overall, children make good progress towards the early learning goals given their capability and starting points.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs are effectively met in the setting. Staff are aware of children's requirements and preferences, such as their personal routines and interests. They have a good understanding of equal opportunities and promote positive attitudes in children. Planning includes a variety of significant events throughout the year. Children benefit from a range of activities which help them become aware of similarities and difference in communities. They begin to understand that people have different languages, writing and lifestyles.

Children are well behaved, cooperative and constructive in their activities. They understand the expectations of behaviour and respond positively to staff. Children feel important and develop self-esteem as they are nominated 'special helper' of the day. They show a sense of self and pleasure as they admire their reflection in the mirror when dressing up. Children enjoy taking part in fund raising events which help children to become aware of different needs. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff provide a warm welcome to parents and promote positive working relationships. Effective systems are in place to share information on a regular basis and ensure consistent care, for example, with a notice board, in discussion and through a daily diary. Staff provide reading books that children can borrow which involves parents in children's learning. The monthly newsletter informs parents of themes and activities the children will experience. Staff suggest songs and stories that can be encouraged at home to consolidate learning. Parents are invited to attend workshops, such as 'Baby Signing', which is being introduced in the setting. Staff advise parents that they make observations and assessments of children's development. The records are available at any time and discussed

with parents at the progress meetings. However, procedures are not in place to effectively encourage parents to contribute to the on going records of development. Staff seek parent's opinions on the provision and collate statistical information. This information provides positive feedback on the care given. At inspection parents confirm that they are pleased with their children's progress and value the nursery.

### **Organisation**

The organisation is good.

Leadership and management is good. Children are secure and happy in the care of a suitably qualified and consistent staff team. Clear procedures are in place for staff to monitor and evaluate the effectiveness of the provision. These include staff appraisals, team meetings and reviews of children's activities. Staff attend relevant training to update their childcare knowledge and awareness. They work well together and demonstrate a clear understanding of their roles and responsibilities.

Staff plan stimulating activities in line with the 'Birth to three' matters framework and the Foundation Stage curriculum. This promotes children's development and they make good progress in the setting. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. Records and documentation are very well organised and maintained in good order. Comprehensive policies and procedures contribute to the care, safety and welfare of children. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to develop the recording of the fire drills to include timings. The setting was also asked to ensure that Ofsted is promptly informed of staff transfers and persons regularly on the premises. Since then the procedures to record fire drills have been reviewed and responsibility for human resources defined. These actions result in improvements to the safety and welfare of children.

### **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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## 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):

- improve how visual displays are sited and further evaluate the safety and accessibility of resources for the younger children
- further develop the imaginative role play areas for children and the opportunities for spontaneous mark making (also applies to 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 the opportunities for parents to contribute towards the children's observation, assessment and development records.

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