

Abbeymore Nursery

Inspection report for early years provision

Unique Reference Number	EY305866
Inspection date	29 May 2008
Inspector	Aileen Ewins
Setting Address	161 Wokingham Road, Reading, Berkshire, RG6 1LP
Telephone number	0118 9260000
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Registered person	Bright Horizons Family Solutions Limited
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 outstanding.

WHAT SORT OF SETTING IS IT?

Abbeymore Nursery first opened in 1996 and was merged with Bright Horizons Family Solutions in 2004. The nursery is in Reading and operates from a converted Victorian house. The nursery is open each weekday, all year round. Opening hours are from 08:00 until 18:00. Children attend for a variety of times and sessions. There are fully enclosed outdoor areas available for outside play.

The nursery is registered to provide care for up to 124 children at any one time. There are currently 167 children on roll. This includes 68 children aged three and four years in receipt of funding for nursery education. The setting is able to support children with particular needs and difficulties and those for whom English is an additional language.

There are currently 28 staff employed to work directly with the children. Of these, 18 hold relevant qualifications. A further five staff are working towards a qualification in early years. The nursery employs a cook and two cleaners.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children show a strong understanding of personal health routines. Older children understand the need to wash their hands after messy play, after play outside, after using the toilet, after wiping their nose and before eating meals or snacks. Staff supervise the children to ensure they wash their hands thoroughly using liquid soap. The nursery is maintained in a clean condition and staff are aware of daily/weekly routines to maintain this good practice. Tables are cleaned down after food and messy activities with an antibacterial spray.

Staff follow correct procedures for nappy changes, using aprons and latex gloves; which helps to protect the children from cross infection. Babies are well cared for, particularly during sleep periods when they are checked and monitored each ten minutes. Two cot rooms are provided which are dimly lit and comforting, whilst babies over a year old, sleep in mattresses in the main rooms. Parents supply bedding which is individual for each child.

Staff have a solid understanding of the need to document accidents. These are countersigned by the manager and parents. Any medication given to children is supervised and administered by senior staff. Parents give written permission prior to medication being administered and all records are documented appropriately. Written consent is also in place for staff to seek treatment or advice in times of medical emergency, which helps to ensure children's safety and well-being. Only ten staff have completed first aid training, however, and the nursery is aware to update this knowledge to more staff. Parents understand the policy in regard to sickness and the need to keep children at home if unwell or suffering a contagious disease. This in turn helps to protect children's good health.

Children have a large garden to play in outside and enjoy a range of activities which promote a healthy lifestyle. Children play outside regularly and therefore receive plenty of fresh air and exercise. Children have fun on balancing beams, climbing frames, a wooden train, tricycles, scooters, hoops, balls, in the sand pit and play houses. Many areas are designed to have quiet areas, with seating around the perimeters of planted sections which give a certain amount of shade.

Children are provided with healthy and nutritious meals prepared and cooked at the nursery. The cook is fully aware of children's dietary needs and allergies and labels plates accordingly to meet these needs. The system is backed up using named, colour coded placemats. Healthy snacks of fresh fruit and vegetable sticks for example are provided each morning. Menus are displayed outside each classroom, which enables parents to be aware of the food their children are receiving. Lunches such as Moussaka with pitta bread or casserole served with potatoes and vegetables are provided daily. Children later enjoy afternoon tea of sandwiches or cheese scones for example. Meal times are very sociable occasions with staff sitting with the children as they eat. Older children are very confident in serving themselves and are happy to do so. They wait for each person at the table to take their helping before starting to eat and children offer to fill water jugs, which in turn adds to their confidence. A solid relationship has been made between parents and the cook; which enables parents to seek assistance about their child's eating habits and preferences. Children have access to drinking water throughout the sessions. Babies' needs are cared for well. Parents provide formula milk and weaning foods up to one year old.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is welcoming to children and their parents. A key pad entry system is in place for parents. The front door is locked during the daily sessions. Visitors sign in. Children's work is displayed around the nursery along with important information for parents. Parents are aware to sign their children in and out and not to let any strangers in as they arrive or depart. Children are further registered by staff into tracker books, as they take over children's care and careful arrangements are in place to monitor children in and out as they go through to the garden areas.

The nursery is clean, light and airy. Cleaning rotas are in place for staff as well as the daily cleaning taking place after children have left at the end of the day. Toilet and changing areas are checked regularly. Rooms are organised to meet children's needs. Many rooms lead off to the garden areas, whilst upstairs rooms are bright and spacious. A lift serves parents with small children in pushchairs, as well as giving disabled access. The eight main rooms of the nursery provide sufficient space for children's activities and are designed with carpeted areas as well as hard floor areas, for messy play and meal times.

Outside, the main garden is spacious. Garden areas are fenced and gated. Children are escorted outside, counted in and out. Children are well aware of the rules when transferring outside, which helps to ensure their safety. Inside, safety is important too. Daily checks are made both for the nursery itself and its surrounding areas. Children are gently reminded to walk when inside. Thorough risk assessments are in place and staff regularly updated with health and safety information. Stair rails at a lower level allow children to transfer up and downstairs safely. Children can access their resources easily and these resources are suitable for their age and development. Staff are deployed efficiently, both when children are inside and out in the garden areas.

Fire procedures are displayed throughout the nursery and bi-monthly fire drills take place. Regular practice ensures both children and staff know how to leave the building effectively in times of emergency, which in turn helps to keep children safe. During these practice evacuations babies and young children are taken swiftly from upstairs into safe areas.

Staff understand how to safeguard the children in their care and have a strong awareness of the signs and symptoms of abuse; understanding the necessity to follow the effective procedures in place should they have a concern over a child. In-house child protection training has been completed. Staff are also aware of how to protect themselves from false allegations. New or un-vetted staff do not change nappies nor take children to the toilet. Staff are not left alone with children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the nursery. A wide range of activities and resources are available each day, which are suitable for the children's age and development. Children receive a mix of free play and planned activities and are encouraged to develop curiosity and imaginative ideas as they choose resources. Outside a range of activities are provided, which include climbing frames, beams, tricycles and balls, hoops, sand and water play and sit on cars. Small groups form, especially with the younger children, who sit with staff for stories outside and to play with cars or dolls. Crates are provided outside and older children soon turn these into a train

or a tower as they play. In group activities children laugh together as they join in with parachute games, which helps to develop confidence and form friendships.

Babies are cared for well. There are plenty of areas which provide space and seating for cuddles and quiet times; as well as areas for sensory play and games. Staff react well to babies' gurgles and smiles. A baby gestures for more as a member of staff plays peek-a-boo under a blanket. Toddlers and younger children thrive as they experiment with paints, corn flour, chunky pencils and paper, delighting in different textures and materials. Staff deployment is strong and therefore younger children benefit from individual and small group attention. Young children start to become aware of their environment and have brought the garden inside as they tend to their pots, watering them each day and digging with the small buckets, spades and forks in the miniature garden. Each room has goldfish and children help to clean these out and feed them; whilst learning how to care for their pets and drawing pictures of their favourite fish.

Children are listened to and staff respond to their needs. Staff ask children lots of open questions and therefore children are encouraged to respond non verbally; as well as to learn, use and understand a wide vocabulary. Planning for all age groups is displayed and good procedures are in place to observe and identify children's development through Birth to three into the pre-school rooms.

Nursery Education.

The quality of teaching and learning is outstanding. Staff have an exceptionally high understanding of the Foundation Stage curriculum and Birth to three matters. Parents are made aware of the weekly and daily planning and these are evaluated by staff after each session. Activities are revisited if children enjoy them and planning is set according to children's current interests. This enables play to be child led and enjoyable and children therefore take an active approach to their own learning. Children's development is observed by all members of staff. Observations are regularly made on all the children with developmental books updated by the child's key person. Children's development is tracked through the six areas of learning informing staff of each child's attainment, what is being discovered and how to extend the development further. Each three months reviews are made and twice yearly conferences held with children's parents.

Various opportunities are in place for children to develop creative skills. Areas are set aside for messy play, such as malleable tables, painting with straws, sponges, string and brushes. Children can view their own work on the wall around topics such as fruit painting, patterns and illustrations of favourite books or characters such as The Cat In The Hat. Weekly sessions are in place for children to cook. Children decide what to make and join in if they wish, as staff instruct them how to make play dough or chocolate cakes. Free play and more structured times are organised for children to discover musical instruments. Children play independently with these or in set activities use xylophones, bells, drums and tambourines for example, together as a group.

Children are provided with activities which encourage counting, calculation, number and shape awareness. Children participate confidently in weighing, using scales and cups for cooking activities. Maths tables allow children to experiment with sequence blocks and puzzles whilst other children delight in making peg puzzle shapes. Forward thinking staff help children to count, for example the red pegs and adding the number into a small calculator; then pressing the addition button before entering the number of yellow pegs after counting these. The game continues with the child pressing the equals button and counting the total number of pegs to

ensure their sum is correct. Many children count assertively in excess of 20. Children are further stimulated in a session which helps them to learn the time. Moving the clock hands to identify O'clock and matching the time to that displayed on the room clock on the wall. The activity is extended as children realise familiar times, such as when they go out to play, have lunch or go home for instance.

Children are confident in the language. Story time is a familiar occurrence and staff readily read stories for the children. Children join in or sit attentively, particularly through a familiar story 'Mum and Dad' which details the clothes they wear, the room decorations and a trip to the safari park and encourages recognition of stripes and spots. Children further enjoy stimulating puppet shows, which they act out with staff members at various points in the day. Proactive use is made of children's names and picture cards throughout a phonics session. Children concentrate on the sounds their names start with and also recognise easily phonetic sounds and letters of familiar picture cards, such as ink, doll, spoon and egg. Children take it in turns to call out the sounds but are respectful to any other child who struggles and offer support to one another. Mark making opportunities are offered to children throughout the day. Children use notepads to take orders for meals in the home corner or sit writing, drawing or using stencils throughout the sessions. Staff ask children lots of open questions and excellent use is made of snack, lunch and tea sessions to discuss the food they eat, what they did at home or things they like doing.

Children develop well emotionally, personally and socially during their time at nursery. Children are confident in their day to day routines and happily lay the tables with placemats, knives, forks and spoons prior to meal times. Children help to pour water into the jugs and set out the cups too. Children are provided with utensils which allow them to serve their meals under supervision; and help clear away after meals. Children are happy to talk about their feelings, with one session enabling children to discuss what makes them happy, for instance playing with friends and siblings and playing outside; as well as what makes them sad, for example when friends won't let them play football. At nursery, however, children form strong relationships and are content to play with one another in small groups, in larger activities and to also spend quiet and more reflective time alone.

Outside children have fun and discover an awareness of personal space as they play in the wide range of resources which include balancing beams and climbing frames. On wet days rooms are cleared to enable children to be able to move about to music or play games such as I Am The Music Man. Children further enjoy group activities such as parachute games and obstacle courses. Once a month arrangements are in place for a movement to music session which allows children to develop further their coordination.

Children have exceptional chances to discover the wider world. Children have been learning about the people who help us, such as nurses, doctors, fire fighters, police, parents and grandparents, lollipop/crossing men and women. Visits from these groups have enabled children to discover their community and children were thrilled to sit in the fire truck, look at the equipment and try on the uniforms. Another time, children happily waved and called out to the refuse collectors as bins were emptied. Children have enthusiastically taken part in a mock wedding ceremony where invitations were sent, they dressed as the bride, groom, best man, father-of-the-bride and guests for example. Children took part in the ceremony itself and also the reception and make believe party after. Capable staff extended this to allow children insight into wedding ceremonies of other cultures, which helps children to understand diversity of the world in which they live. In discovering nature and science, children have daily access to magnets and magnifying glasses and are encouraged to investigate with these. Stimulating work was

also in place in teaching children about volcanoes. Children made a volcano out of a paper which covered a plastic tube. They painted this to depict an erupting volcano. Staff supervised a mix of bicarbonate of soda with vinegar which was poured down the tube and children delighted as they watched the volcano erupt; later enacting the scene out in the sand pit with friends. Children also have strong ideas about travel and understand the concept of air flight and other countries. Children discuss flying in the clouds and going to 'hot places'.

Helping children make a positive contribution

The provision is good.

Children are valued and respected. Staff are aware of children's individual needs and support these well. Staff and children form warm relationships. Children understand the similarities and differences that exist between them. Children have been introduced to positive images of society in that all of the children are able to use resources in place for children with particular needs. Children also play with dolls and puzzles which depict disability, ethnicity and culture. Children further enjoy books which relate to the needs of others. For example, a favourite book explains the story about a man who has been involved in an accident and can no longer walk. Staff have a secure knowledge of equal opportunities legislation and have strong links with outside agencies which support children needing additional assistance; and their parents.

Children's spiritual, moral, social and cultural development is fostered appropriately. Children have an understanding of their environment and the wider world in which they live. Children develop personally and emotionally and form strong relationships with their friends at nursery and the people who care for them. Children have an understanding of right and wrong, respect each other and their surroundings.

Parents are positive about the provision, praising the support which is received from staff and the secure feedback which gives them insight into their child's toileting, nappy changes, feeding, sleeping, activities and general care. Information sharing takes place as parents drop off and collect. Parents have warm relationships with their child's key person and the manager. Weekly memos sent by email and monthly newsletters inform parents about the activities children will take part in and important dates or information. Parents are made aware of the policies and procedures in place when their children start. Questionnaires are forwarded to parents shortly after children start at the nursery and again each time a child moves up to another room. This enables staff and parents to be aware of any concerns about the children as well as informing ways of improving practice. Parents are made aware of the role of Ofsted. Previous inspection reports are displayed and the nursery maintains a full record of the complaint log, policy and procedures.

Children behave well. They form secure bonds with each other and the staff who look after them. Room rules are displayed and children are aware to not run indoors, to be polite and kind, to take turns and to share. Staff are good role models and speak kindly to the children which in turn helps them to feel valued and respected. Good behaviour and kind acts are rewarded with lots of praise. Staff are consistent with behaviour management, explaining to children if something is not right or kind at a level each individual child can understand. This encourages children to recognise their boundaries and develop self-esteem.

The partnership with parents and carers is outstanding. New parents meet with staff to discuss their children's starting points, likes and dislikes as well as any concerns they have. A key person role has been introduced, which helps children to settle. Planning for the Foundation Stage curriculum and Birth to three matters framework is displayed outside each of the rooms and

parents are given extensive verbal feedback at the end of each session in regard to their child's well-being and development; along with their general care. Weekly memos are sent out by email to those parents who have computer access; whilst all parents receive monthly newsletters. Each six months parent/key person conferences are offered and parents have opportunities to see their child's development and discuss any concerns they have with the staff. The communication between parents/carers is strong, which in turn enables children the opportunities to develop to their potential.

Organisation

The organisation is good.

Children are confident and settled at the nursery. They easily access their toys and resources and approach staff with ease. Space is used effectively and staff deployed well. Children are happy in their environment. Registers are completed efficiently with both staff and parents signing children in and out. Staff attendance is listed fully too. Children's records are in place and updated regularly. Important information is shared between the nursery and parents. Staff are therefore aware of children's individual needs and any dietary requirements. Accident and medication procedures are comprehensively followed which helps to ensure children's safety, health and well-being. Written consents are maintained which allow staff to seek medical attention in an emergency and to allow staff to make observations, take photographs and go out with children on walks for example. However, of the 28 staff in place, only ten have completed paediatric first aid training.

All policies and procedures are regularly reviewed and updated through the central provision and leadership. Staff are made aware of any changes. These policies and procedures are summarised for the parent's handbook; whilst all staff members have their own copy and can further access through the Intranet system in place. The certificate of registration is displayed and therefore children are kept safe as parents are aware of the conditions of registration within the nursery.

The quality of the leadership and management is outstanding. New staff are vetted appropriately which helps to ensure children's safety. Un-vetted staff are never alone with children. A full induction system is in place and training, which is ongoing, is provided for staff in-house. A 'buddy' system is in place to allow new staff time to settle in. Regular staff meetings are held. The manager sees her role as one of supporting her staff, parents and children. Expectations are high in regard to the observations of children. A key person policy has recently been set in place which is working well. This helps children to settle in their new environment or when they transfer from room to room. Staff ensure that they communicate efficiently with parents and one another. The manager and her staff have a strong knowledge of the Foundation Stage and Birth to three matters framework and excellent practice is seen throughout the nursery in planning a wide range of varied and fun activities. Children therefore make strong progress.

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

Improvements since the last inspection

At the last inspection the nursery was set one recommendation which was to develop the systems in place for formally observing and regularly recording younger children's progress. The nursery has met this recommendation in full. The development of children is recorded in both the Birth to three age range and Foundation Stage children. Staff have a strong understanding of both Birth to three guidance and the Foundation Stage curriculum; meet with

parents to identify starting points and assess children each three months. Children's progress is therefore strengthened as staff at the nursery can identify children's next steps through successful monitoring and observing processes.

Complaints since the last inspection

Since the last inspection a complaint was received by Ofsted in relation to Standard 12 Partnership with Parents. Ofsted visited the provider who was asked to take action in order to meet the required Standards. This action was to ensure that any complaints made by parents were recorded appropriately and detailed in accordance with the National Standard. The provider has reviewed the procedures for complaint recording and provided Ofsted with evidence to ensure this is now appropriately addressed. The provider remained qualified for registration.

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 outstanding.

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 more staff are offered opportunities to complete or update appropriate first aid training.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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