



Westerham Day Nursery

Inspection report for early years provision

Unique Reference Number	EY298791
Inspection date	15 November 2005
Inspector	Joanne Wade Barnett
Setting Address	Churchill Primary School, Rysted Lane, Westerham, Kent, TN16 1EZ
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Registered person	Sharon Elaine Moody
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Westerham day Nursery opened in 2005. It operates from six room in a purpose built building in the grounds of Churchill Primary School in Westerham, Kent. A maximum of 50 children may attend the nursery at any one time. The pre-school is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from 3 months to 5 years on roll. Of these 19

children receive funding for nursery education. Children attend for a variety of sessions each week. The setting currently supports children with special educational needs and children who speak English as an additional language.

The nursery employ 17 staff. Over half the staff, including the manager hold an appropriate early years qualifications. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises and resources are clean. Effective procedures by staff contribute to a positive outcome for children; for example, toys are washed regularly, staff wear gloves and aprons when changing nappies and clean tables with anti-bacterial spray. There is always a member of staff on duty with current first-aid training, a sick child policy is in place and a first aid kit is readily accessible. In addition medicine and most accident recorded in the books contain the required detail and parents' permissions are obtained. As a result, staff are able to act in the best interest of children if they become ill or an accident occurs.

Children are starting to understand about a healthy diet with the introduction of a varied balance menu, however this is still evolving. Younger children are offered drinks throughout the day while older children help themselves to water at any time. Details of children's dietary requirements are obtained and displayed for staff to refer to. Consequently, children's diet is respected.

Staff use Birth to three matters guidance well to provide a wide range of physical play experiences for babies and children to the age of three. All are able to rest and be active according to their needs. All children actively enjoy regular outdoor physical activities in maintaining a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe environment, which provides them with room for all areas of play and opportunities to learn and explore. The different rooms have been considered with the children in mind to allow the maximum space for children to play. Most rooms children are able to view their work at low level and make free and independent choices from a range of toys and resources, which are organised at child height. However systems for storage is poorly designed and in some areas cluttered which encroaches on children's space at times. Staff have considered how to make use of the outdoor space effectively and children use this independently throughout the day. Although children may harm themselves as some aspects of the outdoor area e.g. the large climbing train was damaged.

Children's safety is promoted in practice by staff and they have clear systems to keep

them safe indoors, outdoors and when on outings. They offer clear and fair explanations to help them understand safety and why keeping themselves safe is important.

There are risk assessments in place, which help ensure children are cared for in a safe and child friendly environment. There are security precaution in place such as an intercom system and large windows for visibility. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse coupled with recent training. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled, confident and happy at the nursery, and staff generally support their play well. Generally, children are well cared for and settled in the group, and they appear to have good relationships with the staff. This helps them to make progress within what they are offered. Children have access to a range of resources that cover all areas of development. Some staff have recently attended training about Birth to three matters and are cascading this information to support children in their early years. However, as yet appropriate planning for younger children has not been established fully.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a simple planning system in place and are developing their knowledge of the foundation stage. They offer children meaningful activities which are interesting and varied. However, some staff lack a full working knowledge and understanding of the foundation stage, and do not always successfully help the children make progress towards this. Staff are able to offer children clear explanations and demonstrations, they recognise children's individual abilities, and are able to help offer them greater challenges at times.

Generally, staff are attempting to offer children learning opportunities which cover all areas of learning. For example, children are extremely confident in choosing their own activities and approaching staff for help. They are proud of their own achievements and display a sense of pride in their work. Children are beginning to develop mathematical concepts, for example two three year olds competently count the number of bricks to make a tower and are familiar with mathematical language such as 'more', 'less' and 'largest'.

Children are developing satisfactory levels of independence as they pour their own drinks and visit the toilet. Children sit together in groups and are confident speakers; for example, they discuss how to make ginger bread men. They learn new words and are encouraged by staff to remember them such as, how dose the mixture feel, sticky and squashy.

Children have some opportunities to enjoy, imaginatively such as role play and dressing up and have access to a wide range of resources for this. However

opportunities to creative play, for example arts and crafts activities are limited. Children are developing a good awareness of letters and story books - for example a child recognises that the letter on a title of a book was the same as his first letter in his name.

Children receive opportunities to use a range of tools and materials that promote their fine motor development such as chinks, pencils, crayons, scissors, dough and rollers, but due to the location of these tools very few children visited the area. Children are not generally encouraged to use the creative area throughout the session and some activities tend to be adult directed such as, with adult chosen colours. Consequently, children do not freely express their imaginations in areas of creative development. There is a well resourced home corner where children engage in pretend play; for example, feeding babies, cooking dinner and people that help us policeman, lollypop lady and fireman. Children do not make effective use of the range of dressing up clothes because they are not easily positioned. As a result, opportunities to further develop children's imagination are missed.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are met. Staff care for children appropriately and are sensitive to their individual needs. This helps children to feel settled, secure and valued. Children are developing satisfactory levels of confidence and independence at the setting. As a result their spiritual, moral, social and cultural development is fostered. Children have developed good relationships with their peers and staff. There are appropriate systems in place to support children with special needs. As a result all children are cared for appropriately and well integrated in the setting.

Children's behaviour is supported by staff 's knowledge of the children and being good role-models. They are generally valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They are well behaved and most staff praise children and manage any behavioural issues appropriately.

Partnership with parents is satisfactory. Staff work with parents closely regarding their children's care . This includes daily discussions with parents, daily diaries from when children start to when children leave the setting and newsletters. There is minimal information available for parents regarding the foundation stage, which may mean parents are not fully clear about their children's education. Systems to find out what children know and can do when they first attend are fairly minimal, which means staff may not have a full range of information about children's abilities and preferences before they start at nursery. Generally, systems to work with parents are effective and parents feel well informed about their children whilst at the nursery.

Organisation

The organisation is satisfactory.

Organisation of the group is satisfactory. Records required for the safe and efficient management of the setting and to promote children's welfare are generally well maintained with the exception of the accident record whereby not all entries are signed by parents. The registered person has ensured a comprehensive staff induction procedure. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management of the setting is satisfactory. Staff work positively together and relationships are evolving. Most staff demonstrate a strong commitment to improvement and they are beginning to identify their strengths and weaknesses. Procedures to evaluate and review the effectiveness of the nursery practice are not yet fully developed.

Staff make observations on the children but these are not always used to inform the planning based on children's interests, what they already know and what they need to learn next. Consequently, some activities lack challenge for the children and on occasions are too directed by staff.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints to report since 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.

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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):

- continue to develop the system of planning and assessment for younger children, for example; by the use of Birth to three matters

- ensure that parental authorisation is signed by parents when an accident is recorded
- provide challenging opportunities for children to explore arts/crafts based activities, allowing them to have choices in their creative development.

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):

- ensure that parents are informed of the Foundation Stages and that systems are in place to share information about children's individual progress and development

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk