



## **Abbeymore Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305866
<b>Inspection date</b>	22 November 2005
<b>Inspector</b>	Judith, Mary Butler
<b>Setting Address</b>	161 Wokingham Road, Reading, Berkshire, RG6 1LP
<b>Telephone number</b>	0118 9260000
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons Family Solutions Ltd.
<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 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 175 children on roll. This includes 43 children in receipt of funding for nursery education. The setting is able to support children with special educational needs and English as an additional language.

There are currently 33 staff employed to work directly with the children. Of these 18 hold relevant qualifications. A further 7 staff are working towards a qualification in early years.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy a range of activities that assist them in developing their large muscle skills and encourage a healthy lifestyle. They are confident when in the garden and enjoy using the variety of equipment available to them. This includes magnifying glasses, quiet areas, sit and ride toys, and climbing apparatus. Staff provide children with a good range of activities and resources to support their physical play within the daily routines; for example, climbing frames in the rooms, music and movement sessions and play in the garden.

Older children are very independent in their personal care and most to go to the toilet unaided. They are able to deal with personal hygiene issues with ease; for example, washing and drying their hands after using the toilet. Staff provide a high level of support to children who are learning these skills and give gentle reminders within the daily routines; such as, 'can you wipe your nose please'. Staff follow correct procedures for nappy changing and use aprons and gloves to protect the health of children and themselves. They ensure the premises are clean and undertake weekly cleaning tasks; this includes washing all toys and equipment. Children requiring sleeps do so in cot rooms or on mattresses within the play rooms, bedding is individual to each child. Staff discuss the routines of younger children with parents to ensure they are able to follow their normal sleeping patterns within the nursery. They undertake and record checks on sleeping children every 10 minutes, this protects the health and safety of the children in their care. Many staff hold first aid qualifications. There are effective procedures in place to record and monitor accidents and administration of medication. Parents countersign all documentation and receive a copy of completed accident reports. This ensures they are fully aware of any incidents that have happened to their child.

Children receive healthy snacks and meals at the nursery. Staff display the weekly menus on the notice boards outside each room for parents to see. They discuss and record individual children's dietary needs and parental preferences and follow extensive procedures to ensure they adhere to these at all times. Children have opportunities to access drinking water in each area of the nursery. Meal times are a sociable occasion with staff sitting to the table and chatting with the children. Older children are encouraged and provided with the tools to enable them to serve themselves and determine their own portion sizes. Staff prepare bottles and food for younger children in accordance with parental wishes and children's individual routines. They provide parents with written feedback regarding food through the

children's daily diaries.

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

The provision is good.

Children are happy and settled in the warm, welcoming and child-centred environment where they can play freely and safely. Staff minimise the risks of accidental injury through daily safety checks and regular risk assessments. They have a good understanding of setting safe limits while allowing the children to explore the environment they play in. Children are learning to take responsibility for keeping themselves safe. They develop this further through gentle reminders from staff; for example, not to walk around with objects in their mouths. Staff and children practise procedures to ensure their safety, such as evacuation of the building in an emergency. The management record and monitor these to protect the safety of children at all times.

Staff ensure the rooms are attractively set up prior to the arrival of the children. They rotate the toys and resources within the daily routines to ensure all children access a variety of equipment. Children easily access and select the toys they wish to use from the wide range available and stored in low-level shelving units throughout the entire nursery. The procedures in place for cleaning and checking toys and equipment ensure children can play safely with a range of age and stage appropriate resources. Regular communication ensures parents are aware of the toys and activities their child has participated in within their time at the nursery.

Children are protected by staff who have a clear understanding of the signs and symptoms of child abuse. Clear and effective procedures are in place for staff to follow should they have concerns regarding a child in their care. These include recording concerns and the referral process. Staff identify and undertake training to extend their knowledge and ensure they protect the welfare of children in their care at all times.

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

The provision is good.

Children are comfortable in the nursery and most enter and leave their main carer with ease, staff are aware and offer a high level of support to children who require assistance with this. Strong bonds are in place between parents, key workers and children. Older children make friends with their peers and happily converse with the stable staff team and visitors to the setting. Staff have a good knowledge and understanding of early year's guidance such as the curriculum guidance for the Foundation Stage, Birth to three matters framework and the world planning documents used within the nursery. Planning in all areas of the nursery focuses on children's choices and interests. Staff build on these to develop the weekly activities; for example, providing equipment and activities to examine ice and frost in the garden and play rooms. They provide a good range of interesting and exciting activities within the weekly routines; younger children especially enjoyed mixing the

glitter and the flour together. Effective procedures are in place to record children's progress. However, staff working with younger children do not undertake and record regular observations to monitor progress and identify children's next steps in learning. Children receive a high level of support from staff both in free-play and planned activities. Children thrive in the relaxed and well organised environment.

#### Nursery Education.

The quality of teaching and learning is outstanding. Children are incredibly confident in their surroundings. They contribute their thoughts and ideas enthusiastically and staff use these to develop the range of activities and planning through the week. Children are very independent and select the toys they wish to use from the excellent range available to them. They are enthusiastic to assist in daily tasks; such as, helping to lay the tables for lunch and tidying up. Children are kind and considerate to each other in their play, they share the toys and take turns using equipment. Staff encourage children's curiosity and reinforce their learning through good consolidation techniques such as re-visiting topics, listening and responding to the children positively.

Children enjoy stories in small and large group situations and staff encourage and welcome children's thoughts and feelings. Staff listen to the children and offer explanations to explain what is happening; for example, why the girl in the story cannot walk. Staff provide children with an extensive range of activities and resources to mark-make and practise their emergent writing through everyday and fun activities; including, the mark-making area in the garden and drawing a road for the sit and ride toys when outside. Children are aware that print carries meaning and most recognise their names in print. Children's imagination skills are developing through the excellent range of resources and activities; for example, acting out the bear hunt story, role-play and a wide range of art and craft activities.

Children are confident in their use of numbers and many children count beyond 10. They use simple calculation and have opportunities to develop these skills through daily events; for example, counting and sharing out the trains. They use mathematical language with ease and eagerly sort toys into groups by size and colour. Children explore the outside environment enthusiastically and are keen to share their findings with staff members. They have opportunities to grow and care for living things; such as, planting bulbs. Different themes and activities ensure children develop their awareness of different people and traditions. Staff provide children with opportunities to develop their large physical skills using a variety of large equipment in the garden and regular music and movement sessions. Children are very confident and show expert abilities in pedalling, pushing, running and climbing. Children are independent and use tools confidently in everyday situations; for example, scissors and, cutlery at meal times.

Staff find out about the child from the beginning through discussions with parents and staff from other areas of the nursery. They develop a very good awareness of the needs, preferences and skills of the individual children. This enables them to provide a range of exciting, stimulating and fun activities for each child in their care. All staff undertake daily observations and they use these to identify children's next steps in learning, track their progress through the stepping-stones and offer regular and

accurate feedback to parents about their child's progress.

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

The provision is good.

Children are valued as individuals. Staff know the children well and enjoy good relationships with children in all areas of the nursery. Children have a positive attitude towards the feelings of others and behave well. Older children are able to share the toys and co-operate with others in their play. Staff act as good role-models and reinforce positive behaviour through consistent boundaries, praise and encouragement. Staff ensure that siblings have opportunities to meet and share time together; for example, having tea together. Staff display and share children's work and achievements with parents, this helps build children's self-esteem. Children have access to a good range of toys, resources and different topics and activities to reflect the society we live in. This enables them to develop a positive attitude towards other people and the wider community. There are effective arrangements for the care and support of children with special educational needs although none currently attend. Children's spiritual, moral, social and cultural development is met.

Staff and parents exchange information daily about the child and their individual achievements at home and in the nursery. Staff use daily diaries for all children in the nursery, this ensures parents are fully informed about their child's routines and the activities they have taken part in each day. Additional information is provided through regular newsletters, notice boards, e-mails and daily communication. All parents receive the 'Family Guide' when they register their child and this contains information about the nursery ethos, policies and procedures. Photographs of children with their family members are in place within each room; this enables children to feel valued and included. Staff invite all parents to attend a six monthly review meeting to discuss their child's progress within the nursery; staff complete a written report and share this with parents.

The partnership between the parents of children in receipt of funding for nursery education and staff is outstanding. Parents receive extensive information about the Foundation Stage through regular newsletters, notice boards and the daily verbal communication that takes place at each end of the day. This enables children to make progress within the nursery. Parents attend regular meetings to discuss their child's progress and identify their next steps in learning.

### **Organisation**

The organisation is good.

Children are very confident and settle well in the nursery, they freely access a good range of toys, resources and activities within their daily routines. Staff effectively organise the space within the building and outside areas to maximise play opportunities for children. The ratio of staff to children ensures children receive individual attention and support within all areas of the nursery. Thorough and robust recruitment procedures are in place and all new staff undertake an induction process,

they spend time within all areas of the nursery. A mentor and buddy system ensures that they gain an awareness and understanding of the policies and procedures and settle into their expected roles. The management offer rewards to staff for good practise and value their input at regular staff meetings and training events. All of the required documentation to support children's health, safety and wellbeing is in place. The management regularly reviews and updates documentation to meet the expected requirements.

Leadership and management are outstanding. Staff show a very good knowledge of the Foundation Stage and use this to plan a varied, interesting and stimulating range of child-initiated activities. Staff undertake daily observations and evaluate activities to record individual children's progress and identify their next steps in learning. Children make extremely good progress through the stepping-stones. Staff attend regular staff meetings and use these to discuss and monitor daily routines, activities and children's progress. All staff are expected to attend company training days and update their skills by attending regular training. The rigorous induction and appraisal systems in place provide staff with opportunities to identify their individual strengths, weaknesses and training needs. These are reviewed through regular monitoring meetings.

Clear policies and procedures support staff in working very successfully in partnership with parents. There are very good links between home and nursery enabling the children to settle well. The provider meets the needs of the range for children for whom it provides.

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

Not applicable.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received one complaint in relation to Standard 2; Organisation, Standard 3: Care, Learning and Play, Standard 6: Safety, Standard 7: Health, Standard 8: Food and Drink and Standard 12: Working in Partnership with Parents and Carers. The complaint related to nappy changes and hygiene in the toilets and play rooms. Communication between staff and parents. The lack of drinking water within the daily routines and the details recorded on food records. Further reference was made to the safety in the changing areas. Ofsted requested to provider to complete an internal investigation and following their written response took no further action. The provider remains 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):

- develop the systems in place for formally observing and regularly recording younger children's progress

##### **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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)