

# Downside Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	122455
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Carol Newman
<b>Setting Address</b>	The Old School Room, Downside Road, Downside, Cobham, Surrey, KT11 3NA
<b>Telephone number</b>	01932 866556
<b>E-mail</b>	
<b>Registered person</b>	Krystyna Griffiths
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Downside Nursery opened in 1986 and is a privately owned provision. It operates from two rooms in the old school room. It is situated in Downside in Surrey. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 15:30, term time only. Children have access to a secure, enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these, 18 receive funding for nursery education. Children come from a wide catchment area. There are procedures in place to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs eight members of staff. Three of the staff, including the owner/manager hold an appropriate qualification and two members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is inadequate.

Children play and learn in an adequately clean indoor environment where staff clean tables before snack and lunch. Children learn the importance of good hygiene procedures, with regard to hand washing, when they are reminded to wash their hands before eating, after messy activities and after outdoor play. However, children are at risk of infection because there is a significant quantity of rabbit droppings in the outdoor area where the children play and bird droppings are not regularly cleaned off of the outdoor equipment. Also, the storage of the children's lunch boxes directly over the open toilet cubicles presents a risk of children ingesting germs.

Parents give prior written consent to administer medication. However, no records of medication administered are maintained. This means that parents are not kept informed of the details of any medication administered and also presents a risk of incorrect dosage or frequency of medication being given to the children.

Two members of staff hold current first aid certificates and written parental permission to seek emergency medical treatment is requested. This means staff can act in the children's best interests in the event of an accident. However, some contents of the first aid box have expired and this compromises the care on offer to the children. Although accident records are well maintained, they are not confidential as there are several entries to a page.

Parents provide packed lunches for the children who stay all day and therefore lunches meet children's individual dietary requirements. Children eat together making lunch times a social event. Children know that their biscuits at snack time will give them energy and sometimes children are offered a healthier alternative such as fruit. Children choose from milk or water at snack time and they can ask for additional drinks throughout the day. However, children cannot independently access fresh drinking water whenever they wish. This means less confident children, who are not prepared to ask for additional drinks, are at risk of dehydration, particularly in warm weather.

Children have regular opportunities for outdoor play which contributed to their good health. Topics such as "Doctor's Clinic" and "Seasons" where children taste seasonal foods, help to develop the children's understanding of healthy practices.

Children move well and in a variety of ways. They join in enthusiastically with the "Sticky Kids" music and movement tapes and confidently ride bikes and climb on the climbing frames when outdoors. Children work well as part of a team when participating in the parachute games. Older children show good fine manipulative control when they write their names and when they use scissors to cut out their shapes.

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

The provision is inadequate.

Children arrive happily and all but the newest children settle very well. Children's work is well displayed and labelled. This shows that staff value children's contributions and provides a welcoming environment. Children have free access to a limited range of resources as many resources are stored in cupboards out of children's reach. However, staff state that children

are introduced to additional resources as the term progresses to provide variety. The environment is sufficiently spacious and suitably organised so that children can play freely.

Limited resources are available for children to relax in comfort. If necessary, one child can sleep in the book corner, using the set of bedding, in the younger children's room. A child size sofa and cushions are available in the older children's book corner so that children can relax and have quiet times.

Children and staff have a suitable understanding of the procedures to follow in the event of an emergency evacuation, as these are regularly practised. The dates of emergency evacuation practices are recorded in the register. However, no detailed records, including who was present, are made. This prevents staff from identifying the steps to take to ensure all associated with the setting can follow the procedures in the most effective manner.

Children are consistently supervised when playing outdoors. However, some equipment is not adequately maintained to ensure it is safe for the children's use and harmful plants, such as nettles and thistles, are allowed to grow where the children play. There is no written procedure for outings, to ensure the children's safety, in place.

Staff have an appropriate understanding of safeguarding children issues and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is at risk and can act in the child's best interest. However, no records of children's existing injuries are maintained, to contribute to the recognition of children at risk and to protect staff in the event of any accusations being made against them.

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

The provision is good.

Children in the younger group enjoy a range of activities that are well balanced and include quiet and active games. Staff use the Birth to three matters framework effectively, to ensure children's activities are suitable. For example, children enthusiastically make their fruit baskets, enjoy stories and engage willingly in role play and listening to music. Children in this room have a good deal of freedom to choose their activities and they move freely from activity to activity. Activities are laid out for the children but there is a system in place for children to choose other toys, resources and activities that are not readily available. Children are encouraged to put things away first and to clear up at the end of a session.

Children are happy, confident and relaxed. They readily approach staff for support indicating good trusting relationships are built. Staff have high expectations of behaviour and teach children to respect each other and their environment.

### **Nursery Education**

The quality of teaching and learning is good. Children are well motivated and enjoy new challenges, such as making shape biscuits and cutting out shapes. Children confidently approach visitors to proudly show them their work. They talk happily about their home lives during registration time. Children write their names confidently and express themselves well when they engage in activities such as dictating a "Thank you" letter or when involved in group discussions. Encouraging children's language skills is a strength of the staff as they absorb children in conversation throughout the day.

Children count accurately as they find out how many boys are waiting to wash their hands or as they count the ducks in the story book. Staff effectively utilise the daily routine to encourage the children's understanding of mathematical concepts. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes. They talk about the shape of their biscuits at snack time, make their own shape biscuits and cut out simple shapes.

Children investigate using their senses. They taste dragon fruit for Halloween, feel flowers during outdoor play and cook with a wide range of spices and other ingredients. Children demonstrate good mouse control when operating the computer and they make models using resources such as junk materials and Duplo.

Staff skilfully recognise opportunities throughout the day to develop the children's learning. For example, they discuss how apples and tomatoes grow during snack time and when children bring produce indoors from the outdoor area. Outings to local resources such as Painshill Park, the village green, the local supermarket and the Old Mill for pond dipping and to feed the ducks, develop the children's understanding of their local environment. The police officer visits the setting when children are learning about "People Who Help Us". Children learn about different cultures and beliefs when they celebrate a range of festivals such as Divali and Chinese New Year.

Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. Children become involved in making biscuits, tasting fruits, cutting out and painting shapes, painting balloon shapes and manipulating playdough.

Children use their imagination and express their ideas in a variety of ways. They act out various scenarios during role-play. For example, children become engrossed as they dress up and pretend to be Buzz Lightyear and Spiderman. They enjoy music and playing their musical instruments as a group.

Staff are good role models as they enthusiastically demonstrate and engage children in a range of worthwhile activities. Staff interact well with the children. Staff observe the children and make notes to include in the children's profiles. However, the usefulness of this varies between key worker groups as individual staff use different methods for making observations. Activities are planned on a weekly basis. Planning shows progression throughout the year but planning, observation and record keeping are not linked at all to the stepping stones. Therefore, children's individual progress is not closely monitored to ensure they move effectively through the stepping stones towards the early learning goals at a good pace and children's individual next steps, or one to one work, are not included in future planning.

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

The provision is inadequate.

Most children are treated with equal concern. Staff state that they request some words in children's home language and use picture clues and Makaton to meet the needs of children with English as an additional language. Children celebrate a range of festivals and a variety of resources such as dolls, books, puzzles and dressing up clothes help children's understanding of cultural diversity. Children are encouraged to share and take turns and to be aware of each other's feelings. As a result, children's social, moral, spiritual and cultural development is fostered. However, at inspection, no information had been requested from parents regarding

the cultural, language and religious needs of the children despite this having been raised as a recommendation at the last inspection. This compromises the quality of care on offer to the children and does not actively promote equality of opportunity and anti-discriminatory practice.

The setting have experience of caring for children with a range of learning difficulties and/or disabilities. Satisfactory systems are in place to identify children's needs. Parents and outside agencies are included in the assessment of children's individual needs and in the creation of Individual Education Plans to meet those needs.

Effective behaviour management strategies are a strength of the provision. Children respond effectively to the consistent approach of the staff and to constant praise and encouragement. Children understand right from wrong and staff take time to explain the reasons why some behaviour is unacceptable.

The partnership with parents and carers is satisfactory. Parents receive information about the children's activities through newsletters and displays and staff make some suggestions regarding how parents can extend learning at home. Key workers are available at the beginning and end of the day, if parent's wish to discuss their children's progress and termly reports keep parents informed. The information available about the Foundation Stage does not provide parents with current guidance as it still mentions Desirable Learning Outcomes as opposed to Early Learning Goals.

Provision is in place to record any complaints and parents are made aware of this through the complaints policy. Nursery policies are available to parents and this develops an understanding, between home and nursery, of the provision on offer.

## **Organisation**

The organisation is inadequate.

The rooms are suitably laid out and staff show a clear understanding of their role in supporting the children in their play and learning. There are suitable contingency plans in place to cover for staff shortages, to ensure children always have appropriate supervision. For example, part time staff cover for each other's absences. Children are grouped by age and the key worker system ensures appropriate support throughout the session.

Suitable procedures are in place for appointing new staff. Staff are shown the policies and procedures when they start but there is no induction procedure in place to ensure the continual assessment and development of staff.

Most documentation is in place. However, the recommendation raised at the last inspection with regard to the uncollected child policy has still not been acted upon and the register of attendance does not include the children's arrival and departure times. Therefore, some documentation does not support the care on offer to the children, as it does not meet the requirements of the National Standards and breaches regulations.

Most staff hold an appropriate teaching qualification and this ensures that the activities on offer to the children are suitable. The youngest children are engaged in stimulating activities, based on the Birth to three matters framework, that effectively develop their skills.

The Leadership and Management of the nursery education provision is satisfactory. The Deputy plays a significant role in the organisation of the educational provision and staff work well as a team. Children participate in a structured session. Activities are set out and each key worker

group works together on a planned task to ensure all children experience the activities on offer. This means that children have limited opportunities to make choices for themselves at some times during the session. For example, all children make their biscuits together and sit down to have a snack together. However, children are suitably occupied and interested in the activities on offer, at most times.

Overall, the provision does not meet the needs of the range of children for whom it provides.

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

At the last inspection the provider agreed to ensure all necessary details are recorded about the individual needs of children including, existing injuries, incidents, children's cultural backgrounds, religion and language spoken at home. The provision have not requested these details for the children attending. However, during the inspection the provider showed the inspector an amended registration form to make provision for this.

The provider also agreed to review the uncollected child policy and ensure that social services are detailed in the procedure. Social services are still not mentioned in the policy document.

In addition, the provider agreed to increase children's awareness of information and technology, so they can independently access interactive hardware such as recorders and computers. On the second day of inspection a computer and a cassette player were available for the children's use.

Also, the provider agreed to develop the areas in both rooms for children to independently sit, rest and read books and to re-organise methods of telling stories so not all staff are reading aloud at the same time. Some comfortable areas are available for children to read and relax and each room has their designated story times.

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

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- keep a written record, signed by parents, of medicines given to children
- ensure a register of attendance, that includes the actual times of arrival and departure of the children, is maintained
- ensure equality and anti-discriminatory practice are promoted effectively, particularly with regard to liaising with parents and obtaining information which enables appropriate care to be given
- assess the risks to children in relation to maintaining the outdoor equipment in good repair and the presence of harmful outdoor plants and take action to minimise these
- assess the risks to children in relation to the storage of lunch boxes in the toilet area and rabbit droppings in the outdoor area and take action to minimise these.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### **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):

- continue to develop planning, observation and record keeping so that the children's individual progress and next steps, through the stepping stones towards the early learning goals, are clearly identified.

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](http://www.ofsted.gov.uk)