

# Downside Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	122455
<b>Inspection date</b>	18 June 2008
<b>Inspector</b>	Joanna Scott
<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 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?

Downside Nursery opened in 1986 and is a privately owned provision. It operates from two rooms and a toilet/cloakroom area in the old school room. It is situated in Downside, near Cobham 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. During the summer school holidays the setting operate a 'summer school' which is open to other children. This is open from 9:00 to 12:30, for children from two to under eight years, and is run by the same staff. This was not in operation at the time of inspection. Children have access to a secure, enclosed, outdoor play area.

There are currently 47 children aged from two to under five years on roll. Of these, 36 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 nine members of staff, in addition to the owner. The owner is a qualified teacher, and three of the staff hold appropriate early years qualifications. The setting receives support from the Early Years Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The children play in a clean environment. Staff follow daily routines to ensure good levels of hygiene are maintained, for example they use anti-bacterial spray to clean tables before children sit down to eat their snack. Parents understand that there is a sick child policy and keep children at home if they are infectious. This minimises the spread of illness. The children are learning about their own personal hygiene through discussion with staff, and there are signs displayed in the cloakroom to prompt children to wash their hands at key times. Children remind each other to cover their mouths when coughing. This protects their good health.

Systems are in place for the safe administration of medication, and recording of any accidents or injuries. Several staff hold a current first aid certificate which ensures they have the skills to care for children should they be injured or become unwell. The children are making links between health and diet. The staff prepare a plate of fresh fruit for the children at snack time, in addition to biscuits. The children take part in growing carrots and potatoes, which helps them to learn where food comes from. Children may bring their own packed lunch to eat at the setting, and parents are given guidelines about suitable items to provide. The children have their own water bottles so are able to independently recognise their own needs and drink when thirsty.

The children enjoy playing in the large garden at regular intervals throughout the day. They develop a positive attitude to being outside and active, and have lots of fun as they have hoop races on the grass and play imaginative games, such as being knights. Sometimes the group use external tutors, for example they currently offer football coaching where the children enhance their balance and coordination as they practise their ball control. Children staying all day are able to rest on a mat if needed, or enjoy quieter activities such as looking at books on the cushions.

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

The provision is good.

The children play where staff take steps to minimise risks. There is an internal and external risk assessment in place, and staff carry out daily checks to ensure the environment is well prepared. The resources are checked on a regular basis to ensure they continue to be safe and suitable for use. Children are protected from the oven which is in the junior room, because staff use it when the children are playing outside. Arrival and departure is managed with care to prevent unauthorised entry or exit, and the main door and side gate are locked outside these times. Parents and visitors then have to gain entry by ringing a bell.

Children have good opportunities to learn about keeping themselves safe, even the youngest understand they cross their legs at story time so that nobody trips over them. The children enjoy a mix of visits and visitors, which help raise their awareness in a fun way. For example they meet representatives from the fire and police service. They have regular opportunities to practise how to evacuate the building when staff blow a whistle. Fire equipment is serviced annually, although there is no fire detection equipment to give an early audible warning should there be a fire. There is a clear written procedure to follow should staff have a concern about child protection. Some staff have either attended or been identified to attend training. This helps safeguard children.

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

The provision is good.

The children arrive happily, and quickly settle. Any children finding separation from parents or carers hard are well supported by the staff, who help them 'wave bye bye' and find something they enjoy doing so that they are quickly distracted. The children have a choice of activities available to choose from. The planning covers themes, and this half term the junior room children are learning about the summer. The younger children are finding out about the changeable weather. They mark make and cut with scissors to make crabs for the seaside as they talk about the sunshine, and make kites as they talk about the wind. They make umbrellas as they talk about the rain and learn about why this is so good for plants. Staff use boards to display children's artwork, and keep this current with the children's learning. Staff have been working with the Birth to three matters framework, and are preparing to implement the Early Years Foundation Stage. They keep records of development which show that children make good progress.

### **Nursery Education**

The quality of teaching and learning is good. The owner and supervisor of the setting work together to oversee the planning and delivery of the nursery education. Through discussion and sharing of planning the supervisor ensures that the staff team understand the aims of the activities provided. The staff have a good understanding of how each session will run, and the day runs smoothly. Observations of the children are made, and the supervisor takes overall responsibility for reviewing each child's individual development, which she uses to influence the next planning. This results in her knowing the children very well. Children do many activities in key groups, which allows staff to differentiate activities and therefore challenge the more able children.

Inside, the children play in a richly stimulating environment, with lots of posters and displays at low level. This is less evident outside. There is no free flow between inside and out, but staff do provide opportunities for children to enjoy the outside learning environment and the natural world. For example they all go out together to look for 'w' words and find a woodpecker hole in a tree, and at other times look to see if the tadpoles have grown legs, and hunt for ladybirds in the hedgerow.

The children are very confident with sounds. Staff ensure parents know what the current sound and letter is, and children enjoy bringing things in from home to share at circle time. There is a strong link with parents to encourage the reinforcement of children's learning at home. The children take reading books home to share with their families, and their own individual books which are aimed at promoting their pencil control and number skills. Staff make excellent opportunities for children to think about numbers through day to day activities and routines, such as counting how many children are present, and working out if there are more or less girls, and how many cups they need for snack time. Resources such as balance pans and counting bears are freely accessible, and the children enjoy using them independently.

The children are confident using technology, they skilfully operate the roller ball and laptop computer, and a karaoke machine. They are interested in how things work, and enjoy making 3D windmills. The children enjoy singing, dressing up and imaginative play. The owner recognises children's interests and provides additional resources to extend children's interests, such as a cloak from the dressing up for a child who is pretending to be a knight. There are many

opportunities for children to develop their fine motor skills, for example inside they confidently use scissors and pencils.

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

The provision is good.

The partnership with parents and carers is good. Staff provide termly written reports for parents and share development records. There are no formal times for parents to come in and talk to staff about their child's development, instead the staff operate an 'open door' policy where parents are welcomed at any time. The children's individual needs are met because staff liaise with parents to find out about each child's needs and development. There are lots of opportunities for parents and staff to share information verbally on a day to day basis, and staff speak to parents on the phone if necessary, for example to reassure them that their child is settled and happy. Staff know the children well, and are able to chat to them about their family and home lives. This helps children feel valued. Children in the senior room have a strong sense of their key worker groups, and often talk about who is in the kittens, rabbits and giraffes. A new key worker system is currently being implemented in the junior room. All staff enjoy warm relationships with the children, and parents say they can approach any of the staff to discuss any issues related to their child.

The children behave very well. There is a strong ethos of kindness and good manners, which creates a caring and inclusive environment. Staff appropriately foster children's social, moral, spiritual and cultural development. Staff work consistently, and are skilled at helping the children be good listeners, for example they keep their voices low and use visual indicators such as waving their hands in the air. Children are very familiar with the routine, they understand that after a warning that the play session is coming to an end they need to finish their games and then help to tidy the toys away. This helps children have a good sense of time and the progression of the day. Children understand how they are expected to behave, for example they remind each other that the castle is out of bounds as it is being repaired, and that they must not use the low level slides unless they are on the grass.

Children are learning about the wider world. Staff use resources such as a globe and atlas to show children where they live and where they have been on holiday, and celebrate some of the world festivals. Some staff regularly use French words, which raises children's awareness. Systems are in place to support children with learning difficulties and or disabilities, and also those attending with English as an additional language.

### **Organisation**

The organisation is good.

The staff create a warm and welcoming environment, and implement regular routines which help the children to feel happy and confident. The staff team in the junior room is quite newly established, but all staff work well together, and each is aware of the roles and responsibilities.

The leadership and management is good. The owner and supervisor work well together to lead the staff team. They ensure that staff are informed of day to day issues which may affect the operation, for example that children are not to use a piece of equipment because it is being repaired. There are regular team meetings which staff use to review practice and move the provision forward, which is a real strength. Familiar staff work with the children at the summer school, and some planning is made regarding activities that will be provided for children under eight. Planning for this summer's scheme relates to 'The Olympics'.

Systems for recruitment are sound, and staff complete necessary checks to demonstrate suitability. Where staff are unqualified they are encouraged to embark on an early years qualification to develop their skills and knowledge further. There is a formal induction process. Appraisal is informal, but includes opportunities for staff training needs to be identified. The policies and procedures are reviewed regularly to ensure they reflect practice. Records are maintained, and accessible for staff. The system for recording times of attendance in the senior room meets requirements, but would benefit from review so that it is less condensed. The provision meets the needs of the range of children for whom it provides.

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

At the last inspection there were five actions raised. The setting were asked to keep a record of medicines given to children. The owner has implemented new forms so that administration is recorded by staff and acknowledged by parents. They were asked to ensure that the register of attendance included the times of arrival and departure of children. The two group rooms operate different systems, but each allows for variation to be recorded. The junior room record is clearer to read, but both meet requirements. The group were asked to obtain information from parents to enable appropriate care to be given. As a result, the owner has reviewed the registration form so that it includes information about children's language, religion and culture. This has been used for a review of cultural diversity within the setting. They were asked to assess the risks to children in relation to maintaining the outdoor equipment in good repair and the presence of harmful outdoor plants and minimise these. An outdoor risk assessment and daily checks are made to ensure the premises is ready for the children before their arrival. Areas of plants which needed removing have been, and the owner ensures equipment is repaired when necessary. They were asked to assess the risk 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. As a result, lunch boxes are now stored within the senior room, and rabbit droppings are cleared with the grass cuttings weekly, and swept off the hard surfaced area daily. In addition, there was one recommendation raised relating to nursery education. This related to the continued development of planning, observation and record keeping so that the children's individual progress through the stepping stones are identified. Planning and records have been updated so that the stepping stones and early learning goals are shown.

### **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**

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 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):

- explore fire detection apparatus such as smoke alarms and site them appropriately, in line with any recommendations made by the Fire Officer
- review the systems for recording times of attendance in the senior room, to further improve clarity for the reader

### **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):

- extend the opportunities for children to consolidate their learning outdoors

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