

# Jays Nursery At Belvidere

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360293
<b>Inspection date</b>	30 June 2008
<b>Inspector</b>	Juliette Jennings
<b>Setting Address</b>	Belvidere Primary School, Tenbury Drive, SHREWSBURY, SY2 5YB
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<b>Registered person</b>	Jays Nursery At Belvidere Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Jays Nursery opened in 1994 and was taken over by the present owners in 2006. It operates from two rooms in a demountable building, on the site of Belvidere Primary School, Shrewsbury.

A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to an enclosed outdoor play area. There are currently 87 children aged from two to under eight years on roll, of whom 64 receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff, all of whom hold appropriate early years qualifications and receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well because staff follow clear and detailed policies which support good hygiene within the setting. Areas used to prepare snacks are clean and well maintained. Children can independently wash their hands as they wish and are encouraged to develop their understanding of good hygiene through routine activities. In addition, children play with clean resources in a well-maintained environment because staff complete regular safety and cleanliness checks on all toys and equipment.

Procedures to further support this aspect are in place and fully implemented, for example, accident records are completed promptly, medication records are in line with requirements and written permission is obtained from parents so that staff can act quickly if there is a medical emergency or an accident. However, the wording of this emergency consent is not consistent with National Standards wording, and may potentially cause some confusion in the event of an emergency. Most staff are trained in first aid techniques and first aid equipment is readily available and checked regularly. In addition, staff access training from outside agencies to support children's individual health needs.

Children are encouraged to eat healthily because staff promote healthy eating and a healthy lifestyle within the setting. For example, freshly prepared hot meals are available on a daily basis through the school meals facility, fresh fruit is available to all children on a daily basis and children have very good opportunities for accessing the outdoor environment. They thoroughly enjoy snacks of oranges, apples, bananas and other fruits and vegetables. In addition, they are supported to independently pour their own drinks from a choice of water or juice, which are available both indoors and outdoors. Children are able to bring in a packed lunch from home so that parents are able to provide food for them.

Children have very good opportunities for physical activity, fresh air and light. Staff make very good use of the adjacent outdoor space as a learning environment, with children being able to freely access the outdoor area as they wish within the routine of the session. This enables them to take their learning outside and gives them very good opportunities to enjoy the fresh air and outdoor space.

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

The provision is good.

Children enjoy a comfortable, stimulating and exciting environment, where staff are proactive in ensuring the space is interesting and motivating on a daily basis. Plenty of toys, resources and equipment are available to children which is in good condition and supports their learning well. For example, role play resources are plentiful and located where children can easily reach them, creative resources are readily available and the outdoor environment is arranged attractively for all children. The environment is colourful and interesting, with colourful displays available where possible, although some spaces such as table tops are not used to their fullest potential for displays or interest tables, to fully support children's learning. The setting and routine is organised well to meet children's needs, although there is limited space for children to look at books and relax. There is a good balance of child-initiated and adult-led activities on offer and this helps to ensure that the children are focused and behave well.

Children's safety is ensured because staff are vigilant in their implementation of specific procedures. This includes ensuring that all areas are safe. Supervision of children is consistently very good and staff engage with them so that they remain interested and busily occupied in play opportunities. Children's safety is further ensured because evacuation procedures are practiced regularly so that they would know what to do in an emergency. Good staff to child ratios means that children are supervised well and secure entry systems support their safety whilst in the setting. There were no safety issues highlighted at inspection.

Children's welfare is supported because staff have a secure knowledge of child protection issues and know what to do if they have concerns about any children. There are detailed setting procedures, which are in line with local safeguarding guidelines, available to all staff which clearly outline what should be done if there is a concern about any child. In addition, training is accessed regularly to ensure that there is a sound awareness of current safeguarding procedures.

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

The provision is good.

Children aged under three years are contented and happy, and are supported very well within the routine of child-initiated play, with adult-led activities to support further development. This gives them sound opportunities to explore and investigate at their own individual level and at their own pace, whilst being supported by knowledgeable staff. They enjoy construction activities, sand and water play, painting and role play and are particularly interested in the outdoor activities, for example, the fire engine role play area, scooting about on wheeled toys, balancing on the tyres, or simply running about in the space. Planning reflects the needs of children in this age group and children are busily engaged with age-appropriate activities which engage them and that they find interesting. Assessment uses the 'Birth to three matters' framework to track children's individual learning and helps staff to plan for the next steps in development.

Nursery education.

The quality of teaching and learning is good

Children are making good progress towards the early learning goals.

Children receive lovely support and interaction from staff, who are very obviously committed to providing a safe, secure and caring learning environment where children are enabled to make good progress in all areas of development. The well-planned routine and exciting, stimulating and interesting environment allows children to become involved and focused on their chosen activities and gives them plenty of time to extend and reinforce their learning. For example, a visit from fire safety professionals is followed by opportunities to develop role play in the garden area using a fire engine fashioned from chairs and painted boards, hoses and other role play resources. Children enjoy taking on the role of fire professionals and they are supported well by enthusiastic staff. The outdoor environment is a particular favourite for children and staff support their chosen environment by ensuring it is available at all times within the routine.

Children are keen and interested to learn, they engage positively with staff and other children and it is very obvious that they enjoy their time at the setting. There is plenty of laughter and a general buzz about the setting which shows that children are happy, settled and contented in the learning environment. The developing and imaginative use of the outdoor area is

particularly good and supports the children well in their learning and exploration. They have very good opportunities to learn in the outdoor environment and subsequently access plenty of fresh air and light. However, opportunities for activities to support all areas of development are not always consistent across the indoor and outdoor learning environment, particularly in relation to mathematics, early writing skills, creativity and knowledge and understanding of the world. The indoor environment is arranged to support free-flow play, however, there is limited space for children to relax, have a quiet time or comfortably look at a book.

Children are making marks, beginning to write recognisable letter shapes and are interested in stories. They enjoy creative activities which explore favourite activities such as going to the seaside. Sand play is used well to explore space and measurement, with children filling buckets to the top and then trying to turn them over quickly to make a sandcastle. Three and four-year-olds thoroughly enjoy a movement session in the school hall where they hop, jump, skip, gallop and march around the large space and then enjoy games with a large, multi-coloured parachute.

Children are encouraged to develop their communication, language and literacy skills when they engage in group circle time to recognise name cards, practise letter sounds and communicate with others. They explore technology as they point the camera and press the button or press buttons on a toy kettle in the role play area, however, the computers were not always available for use. Three and four-year-olds become aware of numbers and begin to engage in more complex mathematical skills such as counting on, basic addition and subtraction. Children sometimes tend to choose the same activities over and over again, and although there are plenty of resources within the setting, the systems for prompting children to know what is available are not fully implemented. This means that children are not always engaging in a broad range of activities in their free-flow play. In addition, table top displays are not always fully utilised to support extension and reinforcement of children's learning.

Assessments are detailed and track children's development through the stepping stones. Staff are good at ensuring that ongoing observations are recorded and that these are used to inform ongoing assessments and individual learning journeys. Weekly planning meetings ensure that staff are able to introduce key activities into planning so that children's individual needs are monitored and they are supported to make progress. Staff are very good at knowing what children need to do next and know that they learn best through valuable experiences and time for child-led play, thus reinforcing and extending their learning. There is a key person system in place which is effective in meeting children's learning and development needs.

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

The provision is good.

Children's understanding of diversity is promoted appropriately through themed activities and access to resources such as books, dolls, small world people, role play resources and posters. They learn about the world around them through exploration of their local environment and engaging in charitable events to raise money for those less fortunate than themselves. Children's individual needs are accommodated well and supported appropriately within the daily routine of the setting by staff who know them well. They have good opportunities to make choices and become independent, with good encouragement from staff to enable this independence to develop. Procedures are in place and fully implemented in order to support children with learning difficulties and/or disabilities. Staff work closely with parents and other agencies to support and enable a consistent care approach in an inclusive environment.

Children are always busy, occupied, keen and interested to learn. They motivate themselves and enjoy the good range of activities which are accessed in free-flow play or made available by imaginative, supportive and enthusiastic staff. Behaviour is consistently good and children develop positive relationships with other children and staff. Appropriate techniques are used effectively and sensitively by staff to foster positive behaviour. Children are constantly praised and their efforts are acknowledged, for example through discussion, photographs and displays of their own work. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Regular meetings with the child's key person ensure that parents can be informed of their child's progress and development. Open days and daily verbal feedback, as well as access to development records means that parents are fully informed about individual progress. Regular information is available in the form of newsletters, notices, photographs and good daily contact. A detailed prospectus is given to all parents which outlines the childcare and education provision effectively.

## **Organisation**

The organisation is good.

The leadership and management is good. Children are cared for in an environment where staff are committed to providing an interesting and secure learning environment, thus supporting all children to develop as individuals. The management team has a clear understanding about the service their setting provides for children. They have a solid overview of what can be done to continue to meet the needs of all children and know what can be done to further improve their provision, for example, the continuing free-flow outdoor environment. All children are happy, content and comfortable within a safe and secure environment. The staff group is consistent and is able to provide a stable learning environment for the children in their care.

Effective systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example, through access to training and childcare publications, regular staff meetings and links with outside agencies for support and guidance. An example of this has been access to training and involvement in key projects through the local authority in relation to the imminent Early Years Foundation Stage. This means that staff are ready for, and excited about, the implementation of the new framework. Staff appraisals and a clear management structure helps to ensure that staff remain committed to providing an exciting, happy and comfortable environment for the children in their care. Staff work very well together as a team and this fully supports an interesting, relaxed and caring environment for children.

All staff working with children have appropriate childcare qualifications and all have a commitment to accessing ongoing training. Very good child to staff ratios mean that children have good individual attention where required and this helps them to develop well. Sound procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, enjoy working with children and have completed appropriate checks, although it is not always clear in staff files as to whether identity and name changes have been checked for all staff.

Documentation, policies and procedures are organised very well and are clearly working documents, being updated on a regular basis to reflect ongoing changes. Other records relating directly to children are stored confidentially and in line with requirements. Overall children's needs are met.

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

Not applicable as this is the first inspection.

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

Since registration 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):

- make sure that information in the complaints procedure about when Ofsted can be contacted is clear for parents and carers
- make sure that recruitment procedures are robust, particularly in relation to checking identity and any name changes of prospective staff.

#### **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 utilise space and resources fully, both indoors and outdoors and particularly at child-height, so that children can consistently explore and investigate in their child-initiated play, particularly within knowledge and understanding of the world, creativity, early writing skills and mathematics
- provide a comfortable, relaxing area where children can look at books or sit quietly.

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)