

The Village Nursery

Inspection report for early years provision

Unique Reference Number	137376
Inspection date	16 October 2007
Inspector	Sarah Morfett
Setting Address	Prince Imperial Road, Chislehurst, Kent, BR7 5LX
Telephone number	020 8468 7695 (emerg
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Registered person	Village Nurseries Ltd
Type of inspection	Integrated
Type of care	Sessional 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 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?

The Village Nursery is one of several pre-schools run by Village Nurseries Ltd. This group have been operating for many years and were taken over by Village Nurseries Ltd in 2003. They operate from one large hall and a smaller room in a Methodist Church in Chislehurst, in the London borough of Bromley. A maximum of 32 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from two years six months to under five years on roll. Of these, 27 children receive funding for early education. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs four members of staff. They all hold appropriate early years qualifications and two are working towards the next level of qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from clean and hygienic facilities. Good steps are taken to maintain cleanliness. For example, by using anti-bacterial sprays to clean surfaces and through monitoring the toilets throughout the session. Children gain a good understanding of personal hygiene routines as they wash their hands before snack time and discuss with staff how this gets rid of germs and keeps them well. They are supported by a good range of resources. Posters displayed in the bathroom show them how to wash their hands effectively. An effective sickness policy ensures children do not attend when they are ill therefore, the risk of cross infection is minimised.

Appropriate records are maintained to ensure children's health is protected. For example, medication records are kept and written permissions for the procedures which require them are in place. However, the system to record accidents and incidents is not fully secure. Parents provide clear details of their child's health requirements; therefore, the staff can meet their individual needs.

Children have good opportunities to be active during structured outside play each day. Activities are planned to ensure they learn how their bodies work. For example, they play with hoops learning how to move them around their bodies, peddle and push bikes or cars and throw balls to each other. This ensures that they are being healthy through regular exercise.

Children's understanding of healthy eating is extremely well promoted. Staff provide them with ample opportunities to learn about healthy food. For example, they display pictures and recipes of healthy and inviting food, devise activities which develop their knowledge and understanding of what is good for them and provide a wide variety of snacks for them to choose from. They enter into good discussions during snack time talking about their favourite fruit. Through the positive approach children learn to make healthy choices.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment. The staff arrive early and spend time setting up the hall so it is bright and inviting for when children arrive. The premises are well maintained and children benefit from lots of natural light. Furniture and equipment is in good condition and of appropriate size for the range of ages attending, ensuring children can comfortably take part in all the activities. Thorough risk assessment systems are in place. Each morning staff carry out checks to ensure children have a safe place to play and any outings away from the group are risk assessed before the children attend. Therefore, safety is given high importance and children are protected well.

Children gain a good understanding of keeping themselves safe. For example, they take part in well organised fire evacuation procedures learning how to react in an emergency. They are involved in setting safety rules such as, not running around inside. Staff reinforce this regularly throughout the session reminding them to walk. Children's safety is promoted well.

Children are protected from harm and neglect. Staff understand their role in safeguarding children and there are clear procedures for them to follow should they have a concern about a child in their care. The child protection policy is informative and includes local and national

contact numbers. Policies in the event of a lost or uncollected child underpin the safety of all children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive eagerly each day and are greeted warmly by the staff. They spend a little time enthusiastically telling staff what they did at the weekend. They then go off to play with the wide range of toys and activities set out invitingly for them. They demonstrate high levels of well-being and involvement as they make choices about what they become involved in. For example, they can choose from maths and literacy activities, construction toys, role play experiences and creative activities. There are also a suitable range of resources for the younger children which are developed through the 'Birth to three matters' framework. For example, they can explore treasure baskets with a range of natural resources, soft toys and age appropriate books. The variety of activities ensures that children are provided with balance and challenge.

Children develop a sense of belonging as they follow the familiar routines. Clear boundaries are set for example, as it approaches tidy up time children are given a five minute warning, then a bell is rung once the five minutes have elapsed. This gives children a chance to wind up what they are doing. They respond well to this method and thrive within the clear boundaries set.

Nursery Education.

The quality of teaching and learning is good. Staff understanding of the Foundation Stage is well developed because they have good access to training. Therefore, they are able to support the children well and help them make good progress through the stepping stones towards the early learning goals. Staff use a variety of effective teaching methods to help them learn; for example, using open-ended questions such as, 'how' 'why' 'where' and 'what' makes children think. Staff introduce a variety of language to them as they play by talking about amount and weight as they play shops. During registration time they introduce words from other languages saying hello in French as well as English.

Good systems are in place to record children's achievements and progress. Their starting points are recorded when they first start which gives staff a good base to move them forward from. There are very well developed planning systems in place which are coordinated by the groups head office. Staff at each group meet to discuss how the theme is going to fit into their setting and meet the needs of the children attending. Through observation staff are able to identify their next steps in learning and this is included on the planning. Clear records are kept which charts the children's progress. Regular evaluations by staff ensure that the effectiveness of the curriculum is monitored.

Children develop confidence and independence as they are given good opportunities to manage age appropriate tasks such as, taking themselves to the toilet or pouring their own drinks at snack time. They develop good writing skills. For example, when they are encouraged to write their names on their pictures and are provided with a good range of writing materials within the activities. Therefore, they are learning to ascribe meaning to marks. Labels are used effectively as they are placed around the room in prominent positions so children begin to recognise familiar words. Opportunities for children to develop their small motor skills are provided through the varied range of tools and equipment that is provided. However, there

are limited activities provided during the session where they can independently access resources to promote their large motor skills.

Children begin to understand the concept of maths as they use equipment such as, a set of scales in the role play area, play with shape sorters and take part in games comparing size. Children show an interest in number. They count how many children are present during circle time. Therefore they are regularly counting to more than ten. Knowledge and understanding of the world is developed through activities about other cultures. For example, by taking part in festivals and celebrations such as, Diwali or Chinese New Year. They learn to use simple programmable toys as they play with calculators and V-Tech toys. They freely express themselves through the range of creative activities provided. As they paint at the easel they learn about mixing colours. They enjoy music and use their bodies to move around joining in with the familiar songs and rhymes. Overall, the pre-school plan and provides a good range of activities, experiences and play opportunities, to develop the children and prepare them for school.

Helping children make a positive contribution

The provision is good.

Children enjoy coming to the pre-school and arrive confidently. They demonstrate a sense of belonging as they settle quickly into the daily routine. Information recorded about them ensures that staff are able to cater for their individual needs. The wide range of toys and resources available ensures that children develop a good understanding of diversity as they play. Taking part in festivals and celebrations from other cultures means they learn to respect other people's differences. The Group have a strong policy of including children with learning difficulties and/or disabilities. They are supported well and make good progress as they are provided with individual education plans and one to one support from outside agencies. Children benefit from this approach and make good progress.

Children behave well at the pre-school. Self esteem and confidence is built through lots of praise and encouragement. They show how pleased they are when staff say 'well done' by trying even harder. Good behaviour is reinforced and appropriate strategies are consistently applied. Therefore, children make the most of their time at the pre-school. Parents are provided with a wealth of information on the pre-school. For example, useful information is displayed on notice boards; they have easy access to the group's policies and procedures and receive a newsletter each term. Feedback on their children's well-being is provided verbally at the end of each session. Therefore, parents are well informed.

The partnership with parents is good. Parents report that they are very happy with the care their children receive. They are provided with information about the curriculum and are thoroughly included in what their children are doing as a parents sheet is devised to provide them with ideas about how they can extend their children's learning at home. They are aware of ongoing observation and assessment knowing they can have access to this at any time. Therefore, parents say they feel involved in their children's education.

Children's spiritual, moral, social and cultural development is fostered well. A good range of activities and positive discussion with staff ensure that children are given good opportunities to make a positive contribution.

Organisation

The organisation is good.

Children are happy and settled in the well-organised environment. They feel secure and totally at ease with familiar staff and their surroundings. Space is utilised well to enable children to flow freely through the activities. Staff ratios are maintained appropriately and staff deployment is effective. Therefore, the children receive good support. There are good procedures in place to ensure all adults who work with the children are suitable to do so. All staff hold appropriate childcare qualifications and some are working towards the next level. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show core times and note differences in the arrival and departure times.

The group's operational plan is made up from a comprehensive range of policies and procedures which are regularly reviewed to meet the needs of the children and staff. Their complaints policy has been developed well ensuring the procedure is thoroughly secure and their policies on lost or uncollected children ensure a clear procedure would be followed. All required documentation is in place and maintained to a good standard. This underpins the smooth running of the pre-school, therefore, children's health, safety and well-being is promoted.

Leadership and management is good. Staff have a well developed knowledge and understanding of the Foundation Stage which is supported extremely well through regular training opportunities. Staff's personal development and training is given high importance and assessed each year through an appraisal system. The close staff team make the most of the regular meetings to plan for individual children's needs and move them forward. They take this opportunity to evaluate the effectiveness of the curriculum. Therefore, providing strong learning experiences for children. The group as a whole are committed to the development and improvement of the care that is provided. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were set two actions. The first was to minimise the risks to the outside play area and the second to ensure that all records relating to the day care activities are readily accessible and stored confidentially. Since then they have secured the outside play area, therefore, ensuring children are safe when playing outside. They have been provided with a lockable cupboard where all the groups' documentation is stored on the premises.

It was also recommended that they designate a deputy to deputise in the absence of the manager, include a statement in the child protection policy regarding a procedure to follow should an allegations of abuse against a member of staff, extend the range of resources which reflect diversity and ensure storage is suitable for staff to access safely. They have successfully met all the recommendations. For example, there is now a deputy who is suitably qualified and able to take charge in the absence of the manager. The child protection policy is made secure by the addition of the statement of procedure regarding allegations of abuse, the range of toys has been increased strongly promotes children's understanding of diversity and staff safely access the storage areas. By ensuring theses actions and recommendations have been met the group have greatly improved the service they provide.

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.

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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):

- review the system used to record accidents and incidents to ensure it is secure and meets current regulations

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 opportunities for children to develop large physical skills through activities during the session.

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