



Wellies Day Nursery

Inspection report for early years provision

Unique Reference Number	141834
Inspection date	29 January 2007
Inspector	Dorcas Forgan
Setting Address	1 Brook End, North Crawley, Newport Pagnell, Buckinghamshire, MK16 9HH
Telephone number	01234 391600 or 01234 891 874
E-mail	helen@wellingtons.freeserve.co.uk
Registered person	Helen Jane Hobbs
Type of inspection	Integrated
Type of care	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.

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?

Wellies Day Nursery opened in 1989 and operates from six rooms in a converted building. It is situated in North Crawley, which is approximately two miles from Newport Pagnell. A maximum of 63 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.15 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 80 children aged from six months to under five years on roll. Of these, 22 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with learning and physical difficulties, and also children who speak English as an additional language.

The nursery employs 21 staff. The manager and 17 staff hold appropriate early years qualifications. There are four staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, healthy environment. Staff follow very good hygiene practices, which helps to prevent the spread of infections. For example, staff use sanitising gel after wiping a child's nose. They follow good procedures when changing children's nappies. There is a very clear sickness policy, children who are thought to be ill are carefully monitored, and the parents kept informed. Children are gaining independence in their personal care. They follow good hygiene routines, which include washing their hands thoroughly, and they practise using toothbrushes after eating.

Children benefit from a healthy well balanced diet. The cook prepares meals and snacks daily; she ensures all children's individual requirements are met. If children do not like an item or have an allergy she provides an alternative option. Menus are displayed for the parents to see, they are on a five-week rotation. Staff inform the parents at the end of the child's session what they have eaten. The oldest children can help themselves to water during the day. The nursery provides all the meals and milk for the babies and follows the parent's routines as closely as possible.

Children have daily access to a large outside play area, the babies and toddlers have a separate smaller area. Children take part enthusiastically in physical activities. They learn skills such as scooting the cars, riding bikes, climbing and bouncing. They also enjoy taking part in planned activities such as various races, hopping, jumping and walking with tiny steps. Children talk happily about going for walks on the farm to see the animals and to observe the changes in the seasons. Younger babies sometimes sleep outside in the fresh air in prams. The oldest children go swimming once a week in the local town. Children are gaining good physical skills and becoming healthy through daily opportunities to be in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around safely and independently. They can choose which activity to play with from a wide range of stimulating toys and resources. Risks of accidental injury are minimised as staff use risk assessments daily to reduce hazards. However, the rotary drier in the garden was left uncovered. There are very effective safety and security procedures in place, such as the use of the visitor's book and very careful procedures when another person is going to collect the child. Staff are deployed well, they work closely with the children, a high ratio of staff to children is maintained throughout the nursery. Children are learning to consider their own safety through gentle reminders such as to sit carefully and to walk down the stairs. The emergency evacuation is practised each month, so that all are very aware.

Although some rooms are beginning to look very well used, they are all made to look bright and cheerful with displays of the children's work, pictures and information. All rooms have suitable furniture for the children to play and carry out activities but there are no comfortable chairs for adults to comfort and cuddle children or to feed them a bottle. Staff safeguard and promote children's welfare well through their sound knowledge of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident in the nursery. Most of the children are settled, those that are not receive individual attention and support. Individual children's needs are met very well and parents' wishes are respected. All of the staff who care for the children on the ground floor or the nursery are becoming familiar with the Birth to three matters framework and use it to plan activities for the children to ensure that they receive a wide range of experiences to enhance their all round development. Birth to three profiles are used throughout these rooms to record the progress that children are making. The babies move around freely in their room or sit in rocker chairs and bouncers while they explore toys and activities that are suitable, they receive a lot of individual attention and cuddles so that they become strong children. Children in the Pooh Bear room are becoming more mobile and enjoy exploring the tunnel, slope and step equipment in their room, activities are planned for them daily so that they gain confidence in moving around and learning how things work and are gaining communication skills. As the children move up through the next rooms they are gaining new skills and their self-esteem is growing as their achievements are praised and rewarded. These younger children are only able to choose activities selected by the staff there is no opportunity for the children to initiate their own games from resources that are always available to them daily and that they are very familiar with.

Nursery Education

The quality of teaching is good. The staff have very good knowledge of the Foundation Stage curriculum and present activities to the children that are stimulating and interesting. The children are very well motivated. The planning is very effective and includes all areas of learning. The daily focused activities allow for the different abilities of the children and record whether the learning intentions are met. Notes are made of how the activity can be enhanced the next time it is provided. Very comprehensive observations are made of the children, which are shared with the parents. Staff know the children's abilities well and challenge them appropriately.

Children show great independence in selecting and carrying out activities. They link up with others as they wish, such as the children who decided to play stomach ache with an adult. One child questioned the way the game was being played. They asked the adult to read the rules and all made a decision about how the game should be played, the children then were asked to work out who was the youngest. Very good activity which included a wide range of skills from negotiating, following instructions and using maths. The children enjoy listening to stories when they are read from a book and when told with very little aid, they ask questions and predict what might happen, some enjoy telling their own make believe stories. Children are becoming very familiar with phonics and some of the more able children have started on a

reading scheme. They are all encouraged in many ways to make their own marks and begin writing their own names.

Children use mathematic language very naturally. They count confidently and calculate in everyday situations such as, are there more boys than girls? How many eyebrows do you have? Children have daily opportunities to experiment with water and sand. They enjoy making patterns and observing patterns that they can see such as the stripes on a zebra and a tiger. They have carried out a traffic survey and found different ways to record what they have seen. Children are being introduced to the wider world through very interesting activities that are very well planned and resourced. Such as listening to music from different countries and deciding how they would move to it, what sort of instruments were being played, and which did they like best. This activity was a little long for some of the children. They also tried different foods from a few countries that they found on the map. The room is very attractive with many displays of artefacts from around the world, a very stimulating environment.

Children can access materials to create their own pictures and have daily opportunities to draw and create from various media. Imaginative play is very well resourced, children act out their own narratives and play co-operatively with others. Children are learning how to use the computer and manipulate the mouse; they also learn how to work the tape recorder and a remote control car. Their hand eye co-ordination is very well developed.

Helping children make a positive contribution

The provision is good.

Children form very good relations with each other and the staff, they are gaining a sense of belonging and pride because staff treat them as individuals and understand their needs. It is not possible for the majority of the children to learn about the local environment through going for walks into the village because of road safety issues close to the nursery. They are becoming very knowledgeable about the farm. When the children are in the Super Teds they begin to have links with the school and to widen their horizons. Children are becoming aware of the wider world through themes and activities. Staff introduce other cultures, beliefs and traditions such as St Andrews day, which included Scottish dancing and Hannukah. Children have access to a good range of equipment, which promotes diversity. Staff have clear procedures in place to support children with learning and physical disabilities and children who have English as an additional language. Spiritual, moral, social and cultural development are fostered.

Children's behaviour in general is very good. Staff give them clear guidance so that children understand right from wrong, positive strategies are used to encourage the children and enhance their self-esteem and pride. They are learning to play harmoniously and to help others. As they progress through the nursery they take turns and share items more readily.

Children are cared for by staff who work very closely with parents to meet individual children's needs and ensure they are fully included in the life of the setting. Staff record information about the children throughout the day which they pass onto parents when they collect their child. Information about the babies days are recorded in diaries. Parents also receive written information about the nursery through newsletters, displays and the information boards. They are invited to discuss their child's development at regular intervals through the year. Partnership

with parents of children who receive nursery education is good. Staff provide information about planned activities and the children take home books to share with their parents, so that they are involved in their child's learning. Parents receive written information about Birth to three matters and the Foundation Stage curriculum.

Organisation

The organisation is good.

Children benefit from their care being provided by a large team of staff who work very well together; they understand their roles and duties and work co-operatively.

Staff have regular supervision and appraisals. The majority of staff are qualified to level 3, there have been few training opportunities recently to ensure their practice is up to date, fresh and relevant. The organisation of the nursery and the daily routine ensure that the children receive good care and are well supervised. All children are assigned key workers. The various documents that make up the operational plan are working documents and along with the policies and procedures are reviewed regularly.

Leadership and management of the nursery education is good. The manager provides clear guidance and support to the team. The lively, enthusiastic staff work very well together and share the work evenly. They listen to each other's ideas and make changes that they feel are necessary, evaluating them later. All are dedicated to making improvements. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection recommendations were made that a risk assessment should be carried out regarding taking the children swimming and that the parents permission should be gained in writing. This has been carried out and all are aware that if conditions do not fit the risk assessment in every detail the children will not be able to go swimming. This is to ensure the safety of the children. Parents give their permission in writing so that all are aware.

Recommendations following the Foundation Stage inspection were that activities should be suitable for children of differing abilities and parents should be given information about the curriculum. Staff plan focused activities for children of different abilities now, so that they can all make progress and be suitably challenged. An information sheet is given to all parents so that they understand what the curriculum involves for their child.

Complaints since the last inspection

Since 1 April 2004 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):

- ensure all equipment in the garden is safe
- provide comfortable chairs for staff so that they can sit with children to comfort, cuddle and feed them as necessary
- organise resources so that children can access a wider range and make choices and use their initiative

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):

- ensure focused activities are provided for an appropriate length of time.

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