

Kids@Worthing Nursery

Inspection report for early years provision

Unique Reference Number	EY222744
Inspection date	14 February 2008
Inspector	Anne Gunston
Setting Address	Worthing College, Bolsover Road, Worthing, BN13 1NS
Telephone number	01903 707608 or 707611
E-mail	c.pickup@worthing.ac.uk
Registered person	The Governing Body of Worthing College
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?

Kids @ Worthing nursery opened in 2000 and operates from four rooms in a purpose built building. It is situated within the grounds of the Worthing sixth form college in West Sussex, and is managed by the governing body of the college. There are two secure and enclosed outdoor play areas. The nursery serves parents who are employed by or attend the college, and those in the local community. A maximum of 56 children may attend the nursery at any one time. Currently there are 95 children on roll, of whom 37 are in receipt of funding for nursery education. The nursery is open each weekday from 07:30 to 18:00 for the majority of the year, with the exception of bank holidays and three days between Christmas and New Year. The opening times are 07:30 until 18:00; children may attend for a full day, or for sessions between 07:30 until 15:30, 07:30 until 13:00, 13:00 until 18:00, or 13:00 until 15:30.

The nursery currently supports children with learning difficulties and/or disabilities and children attend for whom English is an additional language.

The nursery employs 21 staff to work with the children, 10 of whom hold early years qualifications to level 3 or above. Of the remaining staff, nine hold level 2 qualifications and

have completed or are in the process of undertaking further childcare qualifications. Additional support staff are employed. The nursery receives support from the local authority Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the nursery's total commitment to provision of healthy meals and snacks. Staff take advantage of available guidance and support, such as the Healthy School Lunches pack, to ensure that meals they provide meet all nutritional standards. The nursery employ a cook so children enjoy meals which are freshly cooked on site for lunch and tea, and a wide variety of healthy snacks, such as fresh fruit mid morning and afternoon. Staff have secure knowledge of children who have specific dietary needs, and follow parents' instructions completely in this respect. Children are able to independently pour their own drinks of water throughout the day, and at meal times. Staff make effective use of colourful charts, and encourage children to note how many of the five items of fruit or vegetables they eat in one day, promoting healthy eating. Activities such as the Gorilla Game are also used effectively to encourage children to make healthy choices. Children really look forward to meal times, and often ask 'please can I have some more', which staff willingly provide. Staff sit with the children to offer support during mealtimes; these are always sociable occasions, where children are eager to be chosen to help in laying the table with flowers and placemats. Staff encourage children to become independent and feed themselves using appropriately sized cutlery, or finger food, and praise children when they achieve success.

Children's health is well promoted because the staff implement good health and hygiene procedures at all times. They use disposable aprons and gloves when changing nappies, and consistently wash their hands before serving food. Children use flannels to wipe their own faces and hands after meals, and staff closely supervise toilet visits to ensure children practise good hygiene routines. Children also receive reminders in the form of posters which prompt them to wash their hands, or turn off the tap. Simple rules and routines are in place to ensure the nursery environment remains clean and well maintained. For example, shoes must not be worn in the two baby rooms, and all staff share in the task of laundering bedding or cleaning sterilisers. Children's welfare is assured as all staff hold valid first aid qualifications and maintain a plentiful supply of first aid materials. They keep thorough records of any accidents which occur, and seek written consent to give prescribed medication, if children require this. Although staff inform parents verbally when this has been done, they do not ask that parents sign to confirm administration of this medication, to ensure they are fully aware of events in their child's day.

Children enjoy very frequent opportunities for outdoor play and exercise, all of which promote their physical development. Children benefit from twice daily use of the two nursery gardens, and may use the tennis courts on occasion. Older children move freely between the indoor and outdoor environment; staff set out boxes of hoops, bean bags or balls in addition to the larger equipment which children use to develop their skills. Children learn to co-ordinate their movements as they balance on stepping stones, or use wheeled toys. Staff caring for younger children plan the indoor environment well, providing these children with opportunities for climbing and sliding, or pulling themselves up on the low level furniture, within their base rooms.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are extremely well protected by the staff team who take all precautions to ensure their safety. Visitors to the college site are consistently challenged and expected to produce identification, before being escorted to the nursery itself. The premises are very secure, with the door code given to parents and staff only. Children are learning many methods to keep themselves safe; they are given timely reminders by staff to walk, not run. Children are developing keen awareness of the need to consider safety as they play; they routinely push their chairs under the tables after meals to maintain a safe environment for everyone. Staff position themselves well throughout the day, to ensure ratios are always maintained, and children are constantly supervised and supported. Staff maintain these high levels of awareness when taking children on walks in the community. They often visit the route in advance to assess its' safety, a minimum of two staff accompany the children and the youngest use the nursery's single or double buggies to travel in comfort and safety.

The nursery premises are spacious, attractively decorated and very well organised for the benefit of the children. Children are cared for in four rooms for younger and older babies, toddlers and pre-school children; staff make excellent use of the space in each area to create optimum play opportunities. Children are able to move safely between activities in their respective rooms, and older children are invited to choose when to make use of the outdoor area for play. Toddlers and pre-school children share use of the garden and there is a free flow of activities; children are becoming very familiar with their environment, each other and the wider staff team. The low level vision panels between the baby rooms and in each door are frequently used by even the youngest children, who become excited by visitors to their room or waving to friends. Staff and parents used these successfully to maintain the safety of the children.

The nursery is exceptionally well resourced; low level storage of toys and play materials in each room and the garden, encourages children to make independent choices about their play. There are secure systems in place to ensure that toys and equipment are maintained to a high standard. Staff complete daily checks of items in use, these are recorded to ensure that no items are missed and children's safety is assured at all times.

Children are given complete protection from harm as staff have secure understanding of child protection procedures. Staff are informed of the nursery child protection policy very early in their induction; this policy is made available to parents to ensure they are aware of the nursery's responsibilities. There are comprehensive systems in place to ensure children are collected by adults known to the staff. Identification must be produced and parents are asked to supply a password. The designated person and staff have in-depth knowledge of the signs or symptoms which may indicate that a child is at risk. They are very clear about the need to record their observations in a confidential manner, and the referral procedures to follow should they have ongoing concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to make connections through all of their senses because staff follow young babies' lead and allow them to explore their environment, themselves and the nursery resources. Babies have good opportunities to use tactile toys or examine their features in the low level mirrors; staff prepare stimulating activities which encourage them to taste new foods such as naan bread or mango fruit. Children enjoy attention and being physically close to the familiar

staff, who sit with them on the floor for play. Children become skilful communicators and enjoy story times, where staff encourage interaction and point to favourite figures in the books. Staff create an inviting environment where the young children learn the names of others; children's photographs displayed at low level are easily recognised by toddlers who then wave a greeting to children in adjoining rooms. Children learn to play companionably with others. Staff always talk to the children, explaining what they are doing, which encourages children to link words with actions. Staff working with the babies and toddlers make good use of the Birth to three matters framework to help guide the planning of activities. They have in depth knowledge of each child's interests and use this, together with knowledge gained from their observations, to plan activities which enable children to develop at their own pace.

Nursery Education

The quality of teaching and learning is good. Children show a great deal of self confidence, and are highly motivated to take part in the activities and experiences organised by staff. This level of confidence never overrides the care or respect they show for others. Children willingly take turns, and accept that at times they have to listen quietly and wait, for example, to have their say at group times. Children are forming firm friendships and are keen to be chosen as helpers; two children are selected each day and excitedly prepare to go to help younger children at lunch time. Children are very secure and develop a great deal of independence. They hang up their own coats, and change from shoes to Wellington boots; staff expect children to attempt these tasks for themselves but are happy to assist when needed. Children benefit from the routine which allows them to initiate their own play and participate in more adult-led activities.

Children are confident speakers who are able to reason and explain themselves well. Staff engage children in conversations at every opportunity, and listen attentively to what children have to say which gives children confidence to express their opinions. Children have many opportunities to recognise their names and simple, everyday language. Staff provide labelling throughout the nursery environment, including the outdoor area. Children's name cards and place mats are used particularly well at snack and meal times. Children's love of books is evident, they frequently choose to sit with friends in the comfortable book corner and read their favourites. Staff have designated this part of the room as the 'quiet' area, and include equipment such as a CD player and headphones; children clearly understand that this space is where they come to concentrate and listen carefully. Their listening skills are well developed. Children are able to access a wide range of writing materials and equipment; staff set up a mark making area outdoors and in the pre-school room itself. Children generally show good control of resources such as scissors, pencils or pencil sharpeners. They enjoy using a range of equipment, particularly in their role play, where children use resources such as the wok and chopsticks with imagination. For example, children spontaneously decide that the Chinese restaurant is on fire, so use their initiative and use chopsticks to dial for the firemen. Staff support children's choices well; they do not detract from children's enjoyment but closely watch to ensure children are kept safe.

Children are using mathematical language in their conversations; they confidently use numbers to describe their age or judge how many puzzle pieces are left. Children show ability to judge space well, and can be seen to resolve potential problems for themselves. For example, children assess where a space exists for hanging their coats, and manoeuvre their bodies well towards the empty areas on the carpet at group times. Children are able to express their creativity in arts and crafts, and independently select colours or materials to use. They show preferences for their favourite colours in these activities, and when forming 3D models, using the wide variety of construction toys. Children are very comfortable with use of information technology;

staff's organisation of the environment and daily routine allows for children to access the computer frequently. Children competently work their way through the programs, moving the mouse and following instructions well.

Children learn to appreciate music and experiment with the varying sounds of an extensive range of musical instruments. Staff use effective questioning techniques and ask children to differentiate between soft and loud sounds made by African rattles, rain sticks, cowbells or maracas. Children take part in many activities relating to celebration of different cultures; they learn to value and appreciate their local community during regular visits from fire and police officers and the trips to a nearby hospice.

The staff team have a very clear understanding of how children learn, and provide a stimulating learning environment that is organised to help children to be independent. Staff use a range of teaching methods, based on their knowledge of the individual, which ensures that all children remain involved, motivated and make good progress in their learning. Staff make daily assessments of children's achievements and interests, they are also given time to complete formal observations of the children, once every five weeks. Key staff working with children know their individual capabilities thoroughly; there are good systems in place to ensure that all who work with the children know how to challenge and extend each child. All staff share in the planning and use their knowledge of children to plan activities for the following week. These curriculum plans do identify what children can be expected to learn, activities are assessed to ensure they are effective, and broadly cover the six areas of learning. However, the plans are not sufficient in detail to be confident that children with differing needs are accommodated. They do not link well with the children's individual records of achievement.

Helping children make a positive contribution

The provision is outstanding.

Children's awareness of a diverse society is promoted exceptionally well by the staff who plan and facilitate an excellent range of activities. Children use authentic and exciting resources in their play, to increase their understanding of the wider world. The entire nursery environment contains many posters and photographs showing positive images of different cultures, gender and disability. Children who have English as an additional language receive a high level of support from the staff at the nursery. Staff enthusiastically investigate the language spoken by children attending; they work with parents to provide labelling throughout the nursery in a wide range of languages ensuring children feel welcomed and valued. This standard of care is maintained for children who have learning difficulties and/or disabilities. The management of the nursery, and member of staff identified to take a lead role, are committed to providing an inclusive environment. They work very closely with parents and outside agencies to ensure children's needs are identified. Frequent meetings take place between all involved with individual children; progress is discussed and targets are agreed and set. Staff quickly implement any changes and provides the resources children need, such as a visual timetable, to enable them to play a full part in nursery life.

All children have a strong sense of belonging and take responsibility for themselves while at the nursery. Older children hang up their own coats and store treasured possessions in their individual pocket of the You've Got Mail board. Staff display children's art work and direct parents to view their child's contribution. Children's photographs are displayed in the nursery reception area, alongside a group photograph of those present that year. Children's behaviour is very good, older children are fully aware of the nursery's rules and boundaries. The staff provide the resources and support for children, enabling them to manage any potential conflicts

for themselves. For example, children negotiate who is next to use the computer and set the egg timer, ensuring everyone is treated fairly. Children are given a five minute warning that tidy up time is approaching, enabling them to complete tasks to their satisfaction, before they happily join with staff in carefully packing away the resources used. From a young age, children are learning to celebrate their achievements; babies are encouraged to give themselves a clap as staff say 'well done' for singing songs so well. Older children proudly exclaim 'I done it' when they can cut with scissors successfully. Staff encourage children to make friends and show thought for each other and the environment. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is outstanding. High quality information is provided for parents who express an interest in their child attending. A complete set of nursery policies and procedures is also available in all rooms so parents can refresh their understanding at any time. Parents complete initial settling in plans with staff, to ensure children's first experiences of nursery are always positive. A monthly newsletter provides parents with information on activities planned for all areas of the nursery, and invites parents to contribute corresponding items from home. Informative guides are given to parents when their child progresses to other areas of the nursery, which complement the transition policy. All parents receive written information about their child's day, such as activities enjoyed or meals. This is enhanced for younger children to include the timing of sleeps or when nappies were changed. Parents are invited to view the records relating to their child's achievements at any time; they enjoy excellent relationships with staff who are always approachable. Parents may request a meeting with the child's key worker whenever they wish; staffing levels are such that confidential discussion is always possible. Additional opportunities exist for parents to meet with staff involved with their child at the winter and summer fairs, where time is set aside for individual discussion with key workers on children's progress. Parents are invited to contribute to their child's record of assessment, and always encouraged to be involved with their child's learning. They are provided with suggestions for activities which can be done at home. Comprehensive information on the Birth to three matters framework and Foundation Stage of learning is displayed in the reception area. The nursery have a well established system in place to seek the views of parents on the service they provide, and records show a high level of satisfaction.

Organisation

The organisation is good.

The nursery meets the needs of the range of children for whom it provides. There is a competent management team who support and encourage the staff at all times. Consequently, children benefit from being cared for by a well qualified, stable team of staff who show commitment to children in their care. The performance of staff is monitored by managers who ask that staff give thought to their own development before completion of a formal appraisal. In addition, staff take part in regular observations of their peers and have the opportunity to comment on manager's competency. These management systems ensure that staff feel valued; they are included and involved in decision making, and have clear understanding of their role and responsibilities. The safety and welfare of children is assured by the effective recruitment and vetting procedures. There are good procedures in place to support students or volunteers, with clear guidelines as to their conduct or tasks they are able to complete. All policies and procedures required to support the operation of the nursery are in place, most contain the appropriate details.

Leadership and management of nursery education provision is good. Managers and staff complete regular evaluation of the use of resources, organisation of the environment, and

planning of the Foundation Stage curriculum. This has resulted in beneficial changes for the children, in particular with regard to increased use of the outdoor environment. Regular staff meetings take place, these are used to discuss planning, individual children and any changes which must be implemented in the daily routine. Most recent changes to the curriculum plans have created a simple system which is clearly understood and used well by all staff, although this requires further development to ensure it is sufficiently detailed, and identifies how activities will offer support to individual children.

Improvements since the last inspection

At the last inspection of nursery education four recommendations were made. The nursery were asked to:-

include long term planning and the linking of children's daily planned activities with Stepping Stones;

increase staff's understanding of their involvement in activities; complete regular evaluation of the educational provision; improve resources to provide choice for children, especially for creative and imaginary play.

The curriculum plans changed very shortly following the last inspection of nursery education, and are now created from observation of each child's interests. Staff use clear visual methods to record activities children have enjoyed on a daily basis, and link their observation to the relevant area of learning. Regular evaluation of all aspects of nursery provision takes place, involving all staff. The daily routine and organisation of resources provides children with ongoing opportunities to make decisions in every area of their learning.

With regard to the quality of care, the nursery was asked to ensure that written parental consent is obtained to apply creams and lotions. This is in place for all children, ensuring that parents are given the opportunity to make all decisions related to their child's care.

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):

- request parents to confirm in writing that they have seen the record relating to administration of medication

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 the links between curriculum plans and records of assessment to ensure they clearly show children's progress towards the early learning goals.

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