

Startel Day Nursery

Inspection report for early years provision

Unique Reference Number	139967
Inspection date	08 February 2008
Inspector	Cheryl Walker
Setting Address	1 Holmwood Gardens, Wallington, Surrey, SM6 0HN
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Registered person	Jancett Group Of Day Nurseries
Type of inspection	Integrated
Type of care	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.

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?

Startel Day nursery and Satellite after school club are part of the Jancett group of Day nurseries. They opened in 1985. The nursery has use of three rooms: a pre-school room, a family group room and a baby room. The after school facility has the use of two rooms. Startel shares two garden areas with its neighbour nursery. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year.

A maximum of 50 children may attend the nursery and 18 children may attend the after school club at any one time. There are currently 52 children aged from nine months to under five years on roll at the nursery. Of these, 28 children receive funding for early education. There are also 20 children aged from five to eight years on roll at the after school club. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs 10 members of staff, all of whom hold appropriate childcare qualifications and two of whom are working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted within the setting. Standards of hygiene are good and staff effectively implement the setting's clear policies and procedures. Children play in a clean environment, where good daily routines ensure they understand the need for good personal hygiene. For example, when children visit the toilet they know that they must wash and dry their hands afterwards. Visual reminders are in place to assist children with the simple routines. Tissue dispensers are fixed to the wall at child height and children readily access these when they need to, disposing of dirty tissues appropriately and independently. A no-shoes policy ensures that floor areas remain clean for young children to crawl in the baby room and when children play outside, they change into outdoor shoes, helping to keep the indoor area clean. Older children brush their teeth after lunch, encouraging them to develop good habits for the future.

Staff know and understand how to protect children from infection. Children are encouraged to develop good hygiene habits when staff remind them to cover their mouths when they cough, explaining in simple terms that children will understand, that this is to stop germs from spreading around. A comprehensive illness policy informs parents of when it is not appropriate for children to come to nursery and this is consistently applied. The nursery kitchen has received a four star award from the Environmental Health Department.

Staff are first aid trained, enabling them to deal appropriately with any minor accidents. Parental wishes have been sought with regard to emergency medical care or treatment, enabling swift action to be taken in the event of an emergency. Clear recording systems are in place with regard to accidents and administration of medicines. This promotes children's wellbeing and ensures both staff and parents are kept well informed.

Children's individual dietary requirements are respected. A healthy menu offers children a good balanced diet, incorporating fruit and vegetables, some of which are grown in the nursery growing area. Children gain good knowledge and understanding of where food comes from as they experience this first hand. Children have access to drinking water at all times. Older children are able to access this independently as they use the water machine in the preschool room.

Children play outside in the garden every day and take part in regular physical activity as part of a healthy lifestyle. Children are able to run, jump, balance and climb using a variety of appropriate equipment. Extra curricular activities are also available, such as football and dance, enabling children to develop more control over their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a safe and secure environment, where they can move around safely and freely. The outdoor area is shared with the adjacent setting and includes shaded areas for the warmer months and cooling units indoors help keep the temperature comfortable during hot weather. Displays of children's work, photographs and achievements show that staff value children's contributions and help children to gain a sense of belonging within the group. The play space is inviting, well resourced and laid out to encourage children's interest. Good quality resources are regularly checked to ensure their safety before children's use.

Staff are vigilant with regard to children's safety. Daily visual risk assessment takes place to ensure the setting is free from hazards and regular written assessments ensure that any noted issues are addressed quickly. The setting takes good steps to ensure security and are currently improving the security of the garden area. Children's risk of accidental injury is minimised because staff are careful to reduce potential hazards, for instance there are clear procedures for transporting hot drinks from the kitchen, and safety precautions are in place, such as door hooks to prevent children's fingers from becoming trapped and gates to restrict access to certain areas within the nursery.

Children begin to learn about keeping themselves safe when they are reminded to sit on their bottoms when on the chairs, in case they fall. Role play sessions in the garden help them to become aware of road safety. Good systems are in place to keep children safe when they walk with the walking bus from school to the setting. They wear reflective tabards, labelled with the setting's telephone number and keep together as a group. Staff ensure they have all relevant information with them in case of an emergency on route.

Children are safeguarded from abuse or neglect because staff have a sound understanding of their role and responsibilities in this area. All members of the staff team have recently attended updated safeguarding children training. Good systems for recording significant information are in place and these are held confidentially.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and relaxed. They benefit from the interactions of the well established staff team, which helps create a close-knit atmosphere where staff and children know each other well. Young children explore when they crawl through tunnels to see who is at the other end. They begin to learn about responses and turn taking when they initiate 'peepo' games with staff, and can comprehend simple instructions. Their creative and imaginative development is encouraged through activities, such as art and craft, play dough and through other mediums that stimulate the senses, such as cornflour.

Children listen to and play music, sing, dance, role-play and dress up. Staff positively engage with the children and join in with their games, extending their play through appropriate interaction and support. Children receive ample praise in their work and play, which promotes their self-esteem and confidence. They cuddle up for a story and join in with songs enthusiastically. Children understand the routine and can verbalise this to their peers, when one child assertively reminds another that 'it's not reading time now, it's dinner time'. Children sit socially with staff and their friends during mealtimes, though their involvement in the table setting process is not fully promoted to encourage further independence.

Staff have good knowledge of the children and their individual needs and abilities. They use the Birth to three matters framework to make regular observations of their progress and achievements and identify future experiences that will support their development. Currently, there is a review of the systems used for observing the children, to enable staff to identify the most appropriate and beneficial system for use in their setting.

Children in the After School Club have a good range of activities and games available to them. There are consistent opportunities for them to gain in confidence, for example, when they stand in front of the group to discuss the activities on offer and take questions from their friends. Children are involved in the decision making and have a voice when planning and

evaluating the activities they take part in. This enables them to take some ownership and develop a good sense of belonging.

Nursery education

The quality of teaching and learning is good. Staff show a good understanding of the Foundation Stage and ways in which to help children make progress in their learning. Staff create a stimulating environment for the children by making sure that all the areas are well resourced with interesting and challenging materials. Children are eager to learn and move freely from one activity to another. They become independent learners, able to make informed choices about what they want to do because toys and equipment are easily accessible to them, at low level.

Children have good access to technology. Computers and printers are accessible and children thoroughly enjoy the newly introduced, interactive white board, where they listen to and follow simple instructions. They understand the need to take turns when playing together and wait for the egg timer to finish before taking a turn at the computer. Their self-esteem is boosted when they see photographs of themselves as screen savers on the computers and whiteboard.

Children enjoy books and use them well. They know how to turn the pages and that the print carries meaning. Children learn to recognise their names as they self register when they arrive at nursery and put their belongings into individually labelled drawers. Children make good use of the writing area to mark make, though writing resources are not consistently available in all areas of the room to encourage children to use writing for different purposes.

Children enjoy pretend play and model the adults around them. For example, one child sits on a chair in the book area, holding a book at shoulder height, pages displayed outwards, as if reading to a group of children. They work together in small groups or play alone, generally engaged in the activities offered. They explore with different textures when they play with the sand, cornflour or shredded paper, using a wide range of rich vocabulary to describe how things feel on their hands.

Children benefit from caring for the wide range of nursery pets. They take care of the rabbits, confidently handle the stick insects and feed the giant snails and the fish. They show sound understanding of life cycles while they wait for the stick insect eggs to hatch. They are keen to become involved in digging, weeding and planting within the nursery's growing area and enjoy eating the produce they grow. For example, they made jam from the fruit grown in the garden and have grown a variety of different vegetables.

Staff are good role models to the children and interact with them purposefully. They know the children very well because they observe them during play, recording significant learning on each child's Individual Learning Plan. They plan activities to enable children to move forward in their learning, catering for each child's individual needs.

Helping children make a positive contribution

The provision is good.

Children learn about the local community and wider world in a variety of ways. They enjoy visits from 'people that help us', such as the local fire brigade. They explore a variety of festivals and use toys and books depicting positive images of diversity. They enjoy making Chinese hats to celebrate Chinese New Year. Children take part in charity events and gain greater understanding

of the need to recycle when recycling champions visit during the school holidays. Spiritual, moral, social and cultural development is fostered.

Children who have specific needs are well cared for as the staff are experienced in working very closely with parents and professionals to plan appropriate care. All children's individual needs are known and respected as a result of good communication systems with parents. Families with English as a second language are well supported as the nursery are willing to translate information into different languages, according to need.

Children's behaviour is good. Staff use effective strategies to promote positive behaviour. Children respond to their calm manner and are always engaged in purposeful activity. Staff help children to understand the reasons for rules and reward them for their good behaviour. Children explain that they receive stickers when they do 'good' things. Children in the After School club are involved in setting the boundaries which help the club work well. By including the children in the agreement of the rules, they learn about taking responsibility for their behaviour and respecting their environment.

The partnership with parents and carers is good. Children are cared for in accordance with their parents' wishes and all necessary consents are in place. Children benefit from the warm welcome that is extended to their parents, who have frequent discussions with staff about their child's progress and care. Staff use a variety of methods to keep parents informed, through talking to them, daily record sheets, open days and progress records. Regular notices and newsletters inform parents of the themes to be explored within the curriculum and any requests for their input, for example by asking the children to bring things in from home. Parents can also receive information via email and can access the nursery's website.

Organisation

The organisation is good.

An established and enthusiastic team work well together to provide children with a fun and stimulating environment, in which their learning and care needs are well met. Sessions are well planned to allow a good balance of active and quiet times throughout the day. Staff are clear of their roles and responsibilities and demonstrate a commitment to developing their knowledge through attending ongoing training. All staff have recently undergone training to prepare for the implementation of the Early Years Foundation Stage. The manager of the setting is supportive and operates a hands-on approach, projecting a clear leadership role. Staff meet together regularly to plan activities for the children and have good opportunities to contribute ideas and thoughts to the senior staff. Comprehensive policies and procedure underpin the good practice of the group. Policies are reviewed on a regular basis to ensure they are up to date and meet current regulation.

The leadership and management of the nursery education is good. The programme of activities offered covers all six areas of learning and recording systems are in place to effectively chart children's progress towards the early learning goals. Staff successfully monitor the effectiveness of the nursery education through frequent evaluation of systems and good team work. The setting works towards continual improvement through the use of review and evaluation and through taking part in quality assurance programmes to assist them in this process. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection for care, the setting was asked to: ensure activities provided for under twos were appropriate to their age and stage of development; to ensure resources that reflect equality are used effectively; and to ensure all children wash their hands before and after meals. All issues have been suitably addressed. Activities are planned around children's individual needs and a good range of resources and pictures positively promote diversity. All children consistently wash their hands at appropriate times.

At the last inspection for nursery education, the setting was asked to consider ways of enabling children to select more resources and materials independently and to evaluate the organisation of group sessions in order to offer children more opportunities to take part in smaller group activities. Resources are now at low level, stored in clear boxes which are easily accessible to assist in self selection. Children are able to take part in small and large group activities.

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):

- further develop children's independence, for example, through enabling their involvement in the table setting routine at mealtimes

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):

- provide further opportunities for children to write for different purposes, for example, by consistently providing writing materials in the role play area

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