



King Edward VII Day Nursery

Inspection report for early years provision

Unique Reference Number	223225
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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 satisfactory. 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?

King Edward VII Day Nursery is privately owned. It opened in 1979 in a stand-alone complex of interconnected rooms on the campus of King Edward VII Upper School in Melton Mowbray.

A maximum of 79 children may attend the nursery. The nursery is open each weekday from 7.30 to 18.30 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 176 children from six weeks to under 8 years on roll. Of these, 54 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around Melton Mowbray. The nursery also provides out of school care. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language. The nursery

employs 35 staff. Of these, 29 hold appropriate early years qualifications and 7 are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about healthy living and how to promote their growth and development by participating in daily routines. They eagerly brush their teeth after breakfast and understand this keeps their teeth healthy. Children know that coats keep them warm in cold weather and put these on independently. Consequently they develop an understanding of their personal needs. Practitioners implement a range of procedures to contain illness and minimise the risk of infection. A clear list of infectious illnesses is shared with parents. As a result they understand what action to take when their children are ill. Good systems are in place to accurately record details for children's medication and accidents. All practitioners are trained in first aid. Consequently, children receive the appropriate treatment in a timely manner. Clear procedures are successfully implemented to ensure the premises, equipment and resources are regularly cleaned. Toys and equipment for babies and tables which are used to serve meals are cleaned daily. Tables are also cleaned throughout the day before meals and snacks are served. Practitioners explain the importance of good hygiene when changing of children's nappies. They use anti-bacterial spray to clean changing equipment and wear disposable aprons and gloves to do this. Therefore, the spread of germs is minimised.

Children are nourished as practitioners provide a balanced diet which is freshly cooked and includes all the essential food groups. Menus are varied and alternatives offered to ensure children's dietary needs are met. Children eat foods from around the world. As a result they are encouraged to develop their preferences and tastes. Children clearly enjoy their meals as they are presented appropriately sized portions, which older children are encouraged to serve themselves. Therefore they develop independence and make choices. Bottles for babies are offered to ensure that feeding routines from home are supported. All children can freely access drinks throughout the day. Older children help themselves to water from a dispenser. Good table manners and social interaction is promoted during meal times as practitioners encourage children to sit at tables by eating meals with them. Children learn about healthy eating as this is discussed during role play and other activities. However, there are some missed opportunities to extend children's understanding of healthy eating during meal and snack times.

Children's physical development is effectively enhanced as they have daily opportunities to participate in developmentally appropriate physical play and exercise. Children confidently use slides, pedal operated toys, and balancing beams. Therefore, they develop and show good balance and coordination. Children show an awareness of their own and others space as they move around with accuracy and skill when running. They can move in a variety of directions both on foot and on wheeled toys. Children's hand-eye coordination and finer skills are enhanced as they manipulate a range of toys and equipment, for example painting tools, scissors and glue spreaders and accurately pour sand and glue into pots. At meal times children show developmentally appropriate skill when using knives and forks, pouring drinks and serving their own meals. Younger children have access to a range of developmentally appropriate toys which

effectively supports their overall physical development. For example, they play on soft play and small climbing equipment. Practitioners effectively support and encourage children to become independent walkers by providing individual support and a range of toys which promote this.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are bright, stimulating and well-maintained as children's work is displayed. The effective displays of information, words and signs help children to learn and develop their independence. For example, posters in the toilet areas remind children about the routines for washing their hands. Furniture is sturdy and child sized. As a result children can independently use these. All toys and equipment undergo regular cleaning and maintenance checks. Consequently, children are protected from germs and play with safe toys and resources. Children can safely access a wide range of appealing toys and resources both indoors and outdoors to support their play and learning. Further resources are stored at children's height and children are encouraged to access these to develop their experiences. Therefore, children are developing their confidence and ability to make choices.

Children are cared for in an environment which is secure as practitioners are vigilant about locking doors. Consequently, children are protected well from unknown adults. Written risk assessments for checking the emergency evacuation procedure and fire equipment are in place. Practitioners can clearly explain the emergency evacuation procedure. Whistles are available in each room to alert others of an emergency. Consequently, risks to children are minimised and they learn about the emergency evacuation through regular practises. Routine practices, for example the checking of the premises generally keep children safe. However on the day of inspection practitioners leave a hot drink unattended which children can potentially reach. During a visit by an electrician to service a heater, children show an obvious interest in what he is doing. However, although practitioners observe what is happening from a distance. Children can potentially access tools or pull the unsecured heater guard on top of them. As a result children are not fully protected from harm. Children's safety is a priority during outings as practitioners implement clear procedures.

Practitioners have a clear understanding of the signs and symptoms of abuse and neglect. They are confident to take the appropriate action to report this type of concern in line with the company's own policies and the local safeguarding children reporting procedures. Consequently, children's well-being is maintained. Children are well cared for by suitable, qualified practitioners. They are never left alone with unknown adults or un-cleared practitioners or students. Experienced practitioners act as mentors for their new or inexperienced colleagues. The ratio of adults caring for children is usually exceeded due to the deployment of additional staff on a daily basis. As a result children receive the appropriate care and support to play and develop their confidence and independence.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy themselves in the nursery. Therefore, they are confident and happily leave their parents. Practitioners working with babies show a clear understanding of how children develop, particularly physically and emotionally. Consequently, they provide good support and interaction to encourage this. For example, babies walk using appropriate equipment and adult support. Practitioners working with children under 3-years ensure children receive appropriate experiences and are very conscious that children have free time to explore their environment in line with 'Birth to three matters'. However, this is in the early stages and further implementation is required to ensure all opportunities are used to fully promote the outcomes for children in this age range. All children are regularly monitored and assessed to ensure they are working towards meeting their development goals. As a result children are making progress in all areas of development.

The practitioners provide a caring, warm and loving atmosphere and are actively involved in the children's care, learning and play. Consequently, children have good self-esteem and are confident to explore and interact with them. Toddlers and older children learn to use the sense of touch when playing with messy activities, for example clay, play dough and sand. Children's communication and language development is enhanced as practitioners are skilled in using a range of questions and use simple words which younger children can repeat. Children are engaged in a range of planned activities and are confident to initiate their own play. An example of this is children using cars and planes to talk about and acting out going on holiday. Consequently, they develop good imagination. Discussions with practitioners who plan the out of school activities and children who attend the sessions show that children engage in a range of appropriate activities and games and can exercise their choice to be involved in these or to initiate their own play. The individual care needs of children are effectively met as detailed records are in place to identify these. Practitioners know the children well as they develop good working partnerships with parents. Therefore, children's individual routines are maintained. All children are treated with respect and kindness and practitioners ensure they can all access the activities provided.

Nursery education

The quality of teaching and learning is good. Focussed, adult-led activities, everyday experiences and good use of the indoor and outdoor environment help children learn in a variety of ways. Therefore, children are making good overall progress towards the early learning goals in the Foundation Stage. Practitioners have a clear understanding of the stepping stones within the 'Curriculum guidance for the foundation stage'. Consequently, they plan and deliver a broad and balanced curriculum with clear aims for children to achieve. Practitioners make good use of activities, discussions and teaching methods to ensure children work towards reaching their full potential. Detailed assessments of children's current stage of development and learning begin when they enter the foundation stage. Ongoing focussed observations by practitioners and discussions with parents help to recognise children's achievements and identify the next steps in their learning. Children's achievements are shared with parents. Consequently, they are kept well informed and become actively involved in their children's learning. Children are very interested and show a positive attitude to the activities and resources provided for them.

They have time to access a good range of planned and free choice activities to consolidate their prior learning, building on what they already know to further develop their own play and learning. Consequently, children become absorbed in activities and concentrate, applying themselves to completing tasks to their own satisfaction and take responsibility for their own learning.

Children's personal, social and emotional development is good. They confidently make choices about their play and personal needs. Children sit well and listen at circle time. As a result they develop good manners and listen to each other. They develop a sense of responsibility as they have the opportunity to become helpers, taking on a variety of tasks for the day. Children independently maintain their personal needs. For example, they can put on their shoes and aprons, only asking for help when required. Children are confident speakers and use language effectively to organise their thoughts and explain what they are doing. For example, a child explains he is flying off on holiday as he moves around the room with a toy plane. Children have a range of experiences to help them develop independent writing. For example role play, writing their names on their drawing and art work. Children can recognise their own name and more able children are independently writing their name and can link some initial sounds and letters in their names and to everyday items. A child explains that spaceship begins with S when sharing a book. However there are missed opportunities for children to use and recognise initial sounds and letters during daily events and routines. As a result most children do not tend to do this. Children actively choose to look at books. Handling them carefully they can tell a story from the pictures. More able children show an understanding of reading as they point to words in the correct order, from left to right.

Children spontaneously use numbers during their play. Older children can count by rote and count sets of objects. For example, they count how many pegs are needed to complete a row on a peg board. Most children can identify written numbers. Consequently, they can order numbers correctly. Children can identify items which are bigger, smaller, heavy, light, long and short during practical activities. They do this when filling a range of containers with sand and when playing a matching game with plastic worms. Children can identify a range of colours and can relate these to the wider world. They know the sky is blue, my computer is silver and the grass is green. Children have a significant range of opportunities to learn about the wider world in which they live as they celebrate a range of festivals, fund raise for others throughout the year and go on regular walks in the local community. For example, they go on seasonal walks and can explain what they saw and that the leaves are on the ground because they fall off the trees when it is cold in autumn. Children explore a wide range of different materials and texture in their play and in their art and craft activities. Therefore they are very creative. They use their imagination to make spaceships, talk about patterns and how black cornflour feels.

Helping children make a positive contribution

The provision is good.

Children and families are warmly welcomed into the nursery. Consequently, good account is taken of children's individual needs by sensitive practitioners who know the children well. Children make informed choices and take responsibility for their play and learning as practitioners effectively organise resources and activities to encourage independent access by children.

Children's spiritual, moral, social and cultural development is fostered. They are keen to learn and actively participate in activities for sustained periods of time. Children learn about the wider world in which they live through imaginative play and activities, for example, looking at foods from around the world, visits to the local community, celebrating a range of festivals and fund raising for charities during the year. This is supported by a range of resources, posters and books which promote positive images. Consequently, children learn to respect those who are different to themselves. Children have the advantage of seeing positive role models in action daily as the nursery employs male nursery nurses.

Practitioners have a clear understanding of their responsibility to observe children and to inform the special needs coordinator within the nursery when they are concerned a child may not be developing in line with the developmental goals for their age. The special needs coordinator clearly explains her responsibilities to ensure that identified children receive good support within the nursery and in partnership with professional outside agencies. Children receive dedicated individual support when required and also support from speech therapists and educational psychologists. As a result children with special needs are effectively supported to achieve their full potential and are fully integrated into the nursery. Children who speak English as a second language receive good support as practitioners actively work with parents to learn some basic words in the child's own language. Consequently, children feel valued and understand what is required of them. Practitioners provide a caring atmosphere. Therefore, children feel valued and special. Each child has their own peg with their name and knows where their personal belongings are kept. Accessible drinks help children to make decisions about when to drink, helping to develop their independence. Practitioners show commitment to helping children to achieve their full potential by effective interaction and discussions during play. Consequently, children feel welcome in the nursery and develop a very positive attitude to learning. Therefore, they show good self-esteem and learn to become responsible for their actions.

Children's behaviour is good due to consistent, positive behaviour management by practitioners who are good role models for children and successfully implement the nursery behaviour management policy. Practitioners treat children with respect and kindness. Consequently, children learn to treat others in the same way. They are skilled at sharing and taking turns. Therefore, all children play harmoniously alongside or with their friends for sustained periods of time. Effective developmentally appropriate behaviour management techniques are used to manage unacceptable behaviour. As a result all children understand the rules of the nursery and willingly apply these. They can explain they must share and be nice. A child wants to play with a toy. His friend lets him have the toy. Staff quickly praise the child for being kind and sharing.

Parents receive a clear prospectus at induction which explains the service provided and detailed policies. Further information is regularly shared on notice boards and through newsletters. All parents are aware of their children's current learning as planning is displayed outside each room. Practitioners ensure parents are kept well informed of their children's routines and achievements through daily discussions and diary sheets. Good two-way communication by all parties means children's current care needs are identified and met. Discussions with parents show they are very happy with the care their children receive and are confident to discuss their children with the practitioners at any time. The partnership with parents and carers is good. Consequently, this helps to promote children's learning. Practitioners successfully implement

clear procedures to involve parents in their children's progress and achievements in the Foundation Stage. As children enter the Foundation Stage parents receive detailed information about the aims of the Foundation Stage of learning. Information is collected from parents at this time and is regularly updated. Effective organisation ensures that all parties are kept fully informed of the children's current needs and achievements through a range of daily discussions, sharing of records and regular planned meetings. Parents are positively encouraged to look at their children's records at any time and to add any information they feel is appropriate. Consequently, parents are actively involved in assessments and receive detailed information about their child's progress towards the early learning goals. As a result the next steps for children's learning are identified. Parents receive the opportunity to extend their child's learning at home as the nursery provides ideas of how they can support this. Therefore, parents are actively involved in their children's learning in meaningful ways.

Organisation

The organisation is satisfactory.

Overall the provision meets the needs of the range of the children for whom it provides. Children's welfare is maintained as the management implements robust procedures for the recruitment and the vetting of new practitioners. As a result thorough checks are carried out to ensure all adults working with the children are suitable to do so. Practitioners and students have a clear understanding of the nursery policies and procedures as they receive a comprehensive induction. Consequently, they understand how to implement the aims of the setting which contribute to children's care, learning and play. Most practitioners hold recognised early years qualifications and the management shows a commitment to encouraging practitioners to enhance their professional development by supporting initial and further training.

The operational plan works well in practice. Policies and procedures are implemented well. However, the child protection and complaints policies do not currently take account of the latest regulations and do not reflect the changes in how to contact Ofsted. Consequently, children may not be fully protected as practitioners and parents may not have the correct information to report these issues. The effective deployment of practitioners ensures the minimum number of staff required to work with the children is exceeded. Consequently, children receive developmentally appropriate care which supports their learning and play. The management show a commitment to continually develop the nursery. For example, they understand that 'Birth to three matters' is not yet fully implemented. As a result there are missed opportunities to fully enhance care, learning and play for children in this age group. Practitioners promote an inclusive environment in which every child matters. The environment is warm and caring and time and resource are organised to provide all children with a range of stimulating, developmentally appropriate play and learning opportunities. Practitioners effectively interact with children to support their play and learning. Consequently, children feel safe and are very happy to be in the nursery.

Leadership and management is satisfactory. The management are active role models and involved in the day to day care of the children. Consequently, this builds a dedicated team of skilled practitioners who know when to allow children time and space to develop their own independence and play. Therefore, children move around the premises freely accessing

stimulating activities and appealing resources. Children are making good progress towards the early learning goals in the Foundation Stage due to the practitioners understanding of the 'Curriculum guidance for the foundation stage' All staff are involved in the planning process which is adapted to meet the needs of the children currently learning and ensures practitioners understand the learning intentions of each activity. Consequently, children participate in activities which help to promote their individual stage of development.

Improvements since the last inspection

At the last inspection the registered person agreed to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and to ensure that the child protection policy is shared with parents, and that it includes information on the procedures to be followed in the event of an allegation being made against a staff member. The registered person has taken the appropriate action to meet the recommendations. Therefore, children are actively involved in learning about anti-discriminatory practice and resources are available to support this. Children are protected from child protection issues as parents receive information about the child protection procedures.

At the last nursery education inspection the registered person agreed to increase staff knowledge of the early learning goals and ensure that planning incorporates all areas of learning effectively. Increase opportunities for children to develop their skills in writing and the recognition of sounds and letters in practical and freely chosen activities and to ensure that children have opportunities to explore information and communication technology. The registered person has taken the appropriate action to meet the recommendations. Therefore, children benefit because all staff have received training in the 'Curriculum guidance for the foundation stage' and planning is adapted to reflect this. Children have opportunities to write independently and more able children recognise sounds in simple words. Children regularly use computers and other technology equipment, for example telephones and are confident to do so.

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 satisfactory. 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 that daily routines further improve children's safety
- continue to develop planning of 'Birth to three matters' to ensure a balance of experiences for all children in this age range
- update policies and procedures in line with the latest 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):

- develop children's understanding of the benefits of healthy eating
- extend opportunities for children to recognise and use initial sounds and letters.

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