



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY225879

DfES Number: 541088

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Lesley Ann Barrett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rise and Shine Day Nursery
Setting Address 108 Ledbury Road
 Longthorpe
 Peterborough
 Cambridgeshire
 PE3 9PN

REGISTERED PROVIDER DETAILS

Name Mrs Alison Jean Holmes

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rise and Shine Day Nursery opened in January 2003. It is situated within the grounds of Jack Hunt Secondary School in Peterborough. The nursery consists of three main rooms and children are grouped according to their age. It is privately owned and managed.

The nursery is registered for 25 children under five years. There are currently 20 children on roll. Five children are funded 3 year olds. There are no children with special needs attending at present.

The nursery opens Monday to Friday from 8am until 6pm all year round.

There are currently seven full time members of staff employed, six of whom are appropriately qualified. The nursery receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The nursery provides good quality care for children.

Staff work well as a team. They are all continuing to train which ensures they have up to date knowledge and skills which are practised in the setting. Staff group children well according to their age and stage of development, helping children to be secure and confident with adults. The staff team have a clear understanding of their roles and responsibilities, helping the nursery to meet the children's individual needs.

Staff have a good understanding of children's safety. The comprehensive risk assessment helps to protect children from harm both inside and outside. However, some areas of the nursery have become cluttered and this has taken up play space. Hygiene practices are good and staff protect the children from the spread of infection by teaching them about the importance of hand washing. The flexible organisation of snack encourages children's independence skills, although snacks are not always appropriately covered to prevent contamination.

Staff interaction with children is good. They are calm and consistent in their approach to children. They are polite, set good role models and manage children's behaviour sensitively. Children know what is expected from them and are learning right from wrong. Positive images of race, gender and culture are promoted, although those that reflect disability are limited. Staff are aware of the signs and symptoms of children at risk enabling them to support children's welfare and safety.

The relationship with parents and carers is good and staff involve them in their children's learning. The two way flow of information between home and pre-school ensures children are given appropriate care to meet their individual needs. All relevant documentation is in place to enable the nursery to operate smoothly, although some documentation requires greater confidentiality.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff plan activities for all ages of children attending the nursery. They make effective use of observations/assessment when developing plans enabling them to enhance children skills. Staff know the children well. Their awareness of children's individual needs and warm interaction encourages the child to respond well to adults and children.
- Staff's commitment to further training ensures that they are kept up to date with current knowledge and skills, enabling them to continually develop children's play and learning.
- The displays of children's work at their height, posters and colourful decoration is welcoming to children and helps them to settle. The staff's understanding of their roles and responsibilities help the nursery to meet the children's individual needs.
- Flexible organisation of snack time encourages children to make choices and increase their independence as they pour their own drinks and chose their snack. The child sized sink units and pictures of children washing hands encourages children to be independent in ensuring their own hygiene.
- Staff have developed good relationships with parents. They involve them in their children's learning by the two way flow of information between home and nursery.

What needs to be improved?

- the storage of items to ensure area's do not become cluttered.
- the covering of snacks to prevent cross infection.
- the resources providing positive images of disability
- the increased confidentiality of some documentation

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rise & Shine Day Nursery offers a safe and stimulating environment where children are making very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

The quality of teaching is very good. Staff have a sound knowledge of the early learning goals which they use to plan a wide variety of meaningful activities, designed to challenge and motivate children. Long, medium and short term plans are in place. Staff use assessment effectively and anecdotal notes help staff build up a good picture of each child's learning and development.

Staff are kind and friendly towards the children. They give clear explanations and make good use of praise and encouragement. Staff are deployed effectively to enable them to support children and help them make progress. There are no children with special needs attending, although there is an effective system in place to provide good support.

Leadership & Management of the nursery is very good. Staff work together to monitor day to day running of the nursery. Staff plan, monitor & evaluate the education programme making changes as necessary to ensure all children develop their skills.

Partnership with parents & carers is very good. Parents are given clear information about the nursery and are well informed about the routines and activities. They are encouraged to exchange information about their child through a home book and are able to discuss their child's achievement on an informal basis.

What is being done well?

- Children's personal social and emotional development is excellent. They are confident, interested and are able to work co-operatively in small groups. Children are happy & well behaved.
- Children have a very good grasp of language which they use effectively in role play. They speak confidently, listen well and are able to follow instructions.
- Staff provide a good range of resources and activities to enable children to experiment with sounds & rhythms using musical instruments inside and outside the nursery.
- Staff have a clear understanding of the early learning goals which they use to provide a balance of well planned activities which engage and stimulate children.

- Leadership and Management of the nursery is very good. Staff are provided with sufficient time to prepare planning and activities. They are encouraged to attend relevant training courses.

What needs to be improved?

- opportunities for children to use calculation more frequently.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. The children enter the nursery happily and separate with ease from their carer. They have formed good relationships with their peers and staff. They work co-operatively in small groups. They are able to share and take turns with the toys, treating each other with respect and consideration. Children are interested in the activities on offer and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children have a good grasp of language which they use effectively in role play and to communicate with each other. Staff provide children with opportunities for mark making and put meaning to marks to enable children to make progress in early reading and writing. The nursery has an excellent range of books which children are able to self select. Staff support children following text left to right to develop reading skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematics is very good. Children are learning to count, recognise shape, numbers and colours. Staff plan activities to enable children to sort and match by position, size, shape and number. Staff encourage mathematical thinking and language through everyday activities. However, opportunities for children to use simple calculation are not planned frequently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children are able to develop early scientific skills from using a good selection of resources to support their learning especially in information & communication technology. Planned topics and role play opportunities enable children to find about the world in which they live. Children have access to a broad range of materials to help them build and design, such as playdough, sand, junk, soil & construction

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children are confident as they move between activities they are learning to control their bodies in daily physical activities. Staff provide a good range of tools to progress children's manipulative skills. Children are developing good hand/eye coordination as they use a range of different tools & equipment such as scissors, threading & pouring their own drinks.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children have regular opportunities to experiment with sounds & rhythms using musical instruments and enjoy singing. Good use is made of resources to stimulate children's imaginative play. Staff encourage children to think about objects that can be used as a temporary role play implement, eg, tambourine for a steering wheel.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- develop plans to provide more frequent opportunities for simple calculation.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.