



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 404897

DfES Number: 516529

### INSPECTION DETAILS

Inspection Date	09/12/2004
Inspector Name	Lynn Amelia Hartigan

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Great Totham Nursery
Setting Address	Great Totham Village Hall Colchester Road Great Totham Essex CM9 8XX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Great Totham Nursery 1083152
------	---

### ORGANISATION DETAILS

Name	Great Totham Nursery
Address	Great Totham Village Hall Colchester Road Great Totham Essex CM9 8XX

## 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

Great Totham nursery opened in 2000. The nursery is based within Great Totham village hall. The group have sole use of the hall during session time. The nursery serves the local village and the wider community.

There are currently fifty four children on roll aged from two years six months to five years. This includes thirty three funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting is very well resourced to support all children's individual needs, which includes children who speak English as an additional language.

The nursery opens five days a week during school term time. Sessions are from 09:45 until 12:15 Monday to Friday mornings and 1:15 until 15:45 on Thursday afternoon. A lunch club is also available five days a week. Nine part time staff work with the children. Four members of the staff have early years qualifications to NVQ level two or three. A further three members have recently completed training and are awaiting their results.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Great Totham nursery provides satisfactory care for children.

There is an organised staff team with relevant childcare qualifications, providing a secure and reassuring environment. The nursery is well maintained. The environment is bright, clean and welcoming to both parents and children.

All procedures and arrangements are in place to ensure children's safety. Children's dietary requirements are recognised and met within carefully planned snacks. Consideration, however must be given, to revise the procedure for washing hands before snack time.

Some very good resources and a variety of stimulating and challenging activities are available to the children. Children have access to a good range of toys and equipment that positively reflect diversity and meet their individual needs. Children are interested in their play supported by adults who are intuitive of their individual needs and provide them with praise and encouragement. There is a sensitive and consistent approach to managing unacceptable behaviour.

Good relationships are established with the parents. Parents have full access to information about the setting and are kept informed about their individual children through daily contact with staff and access to their records. A complaints policy is available to the parents.

#### **What has improved since the last inspection?**

At the last inspection it was agreed that the supervisor achieve a level three qualification. The supervisor has now retired and the current manager does hold a level three qualification. It was also agreed that the register detailed the arrival and departure time of the children. This is now in place.

It was requested that a public liability insurance certificate was displayed. This is now displayed on the notice board near the entrance. The provider agreed to include the name of the regulator within their complaints policy. This policy has been reviewed and updated. It was requested that written parental consent regarding, emergency medical advice and treatment is in place. This is now included within the registration form for each child.

#### **What is being done well?**

- Children experience a good range of activities and learning opportunities within a well resourced, welcoming environment.
- Staff have a sensitive, appropriate and consistent management of behaviour. They are good role models for the children.
- Partnership with parents is clearly valued. There are regular opportunities for parents to discuss their children's progress. Staff are committed in providing opportunities for communication.

#### **What needs to be improved?**

- review hygiene practice regarding hand washing

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<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>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	ensure good hygiene practices are in place regarding hand washing

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

### **How effective is the nursery education?**

The provision for nursery education at Great Totham nursery is of good quality. It enables the children to make very good progress in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage and how children learn. They are enthusiastic, motivated and committed to provide children with a secure environment to assist their learning. They work well as a team. Development records are kept based on the stepping stones. However they do not link sufficiently well enough to the short term planning to identify the next stage of learning for each child or provide enough challenge in some areas of learning. Children respond well to the staff's high expectations of behaviour and the adults are excellent role models. Praise and encouragement is continuously used.

Leadership and management are generally good. The supervisor and her deputies are extremely committed and forward thinking. Staff demonstrate they can work independently and are aware of their roles and responsibilities. A commitment to future training will maintain and develop the good quality care and education already offered.

Partnership with parents is generally good. Parents are provided with good information about all aspects of the setting. They are kept informed about their child's progress and can look at records at any time. Parents have opportunities for informal discussion with staff every day. They are encouraged to extend learning opportunities at home. Parents speak very positively about the setting.

### **What is being done well?**

- Staff demonstrated a good knowledge of the children's individual development and needs. They frequently praise and encourage the children for their achievements. They create a secure, reassuring environment in which to play and learn.
- Children's behaviour is very good in response to consistent management and high expectation of staff. Children are caring and considerate towards one another.
- Parents verbal comments express a high level of satisfaction about all aspects of the setting. They are kept informed about their child's progress and can access their records at anytime. Many commented on how caring the staff are and how well they know their children.

### **What needs to be improved?**

- the link between assessment records and short term planning to provide a clearer indication of the next stages of learning for three and four year olds and provide more challenge or adaptation for children's individual needs
- the use of outdoor play or visits throughout the year. This may include planned group activities outside, or walks within the local community.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The approach to planning and assessment is developing well. Parents are informed and their comments are valued and recorded within their child's development record. They are also offered a progress report termly, where again they are invited to make general comments with regard to their children's learning.

The setting have improved their resources with regard to technology. CD player, tape recorder and remote control cars are now available. The computer is used more effectively and more frequently to support the children's learning.

A very good selection of musical instruments are now available. Musical tapes and CDs are in place offering a diverse selection of music. Music sessions are now clearly planned within the curriculum and children are able to learn about rhythm and sound.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are secure and confident. They form good relationships through participation in group activities and in self initiated role play sequences. They concentrate and persevere with self chosen tasks. Behaviour is good, they understand how to share and take turns. They operate effectively within their environment through their daily routines. Children's awareness of themselves and others is developing well and they have a strong sense of belonging in the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their language and communication supported by staff and confident when speaking to others. They listen well and follow simple instructions. They respond to staff stories with enthusiasm. There are some opportunities for children to link sounds and letters, read their names and attempt to write them. Some children learn to form letters correctly and write names independently. Writing tools in the play areas encourage children to see that writing is a useful skill.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in counting and are using number language spontaneously during their play. They enjoy number songs which are sometimes used to illustrate simple calculation. Children are learning about shape space and measurement through activities such as weighing, completing puzzles and matching. Some opportunities are missed however, to challenge the more able child.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to use a range of tools and materials including construction kits and found materials to build, cut and join with. The children have access to a computer and to other forms of everyday technology. They are beginning to understand about cultures from around the world and make good use of resources available to them. Outdoor activities are not planned throughout the year, so the possibilities for exploration and observation of the natural environment are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence around the hall showing good co ordination. They negotiate space, walking or running to avoid obstacles and changing direction. Challenges in this area of play is limited due to restricted use of outdoor play throughout the year. Children learn new skills such as throwing, catching and climbing. Fine motor skills are developed through use of tools for craft and free play with manipulative toys. The children are aware of healthy eating and basic hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore their creativity through a variety of materials daily. They enjoy listening to music, use musical instruments. They have fun and enjoy singing favourite songs and show great pleasure when acting out stories such as the nativity scene. Activities provide a range of opportunities to use their senses. This could be developed further, planned outdoor experiences would give children opportunities to explore and promote their aesthetic awareness and appreciation of things of beauty.	

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



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- continue to develop the planning and assessment system, use this information to guide children into the next stage of their learning
- make effective use of what is available, using indoor and outdoor accommodation to support the children's learning in all areas.

*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.*