



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200546

DfES Number: 582525

INSPECTION DETAILS

Inspection Date 15/05/2003
Inspector Name Valerie Jean Edward

SETTING DETAILS

Setting Name CALDECOTE DAY NURSERY
Setting Address 2a Caldecote House
Rugby
Warks
CV21 2QN

REGISTERED PROVIDER DETAILS

Name Mrs Mariana Dixon

ORGANISATION DETAILS

Name
Address

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

Caldecote Day Nursery is a private day nursery and has been open since 1995. The nursery has a proprietor but the supervisor manages the everyday running of the nursery. The nursery is situated in Rugby, close to the town centre and operates in a Victorian building. The children have the use of two main rooms, toilets, and a small outdoor area. Children attending are mainly from Rugby and both children and staff reflect the multi-cultural mix of the surrounding area. The setting currently provides care for eight funded children and supports children with special educational needs and children for whom English is an additional language. The nursery is registered for 18 children aged two to under 5 years who attend a variety of sessions. The nursery is open Monday to Friday 8.00 am. to 6.00 pm for 51 weeks of the year. There are 10 staff working directly with the children, with most of these being part-time. There are six staff who have relevant qualifications in childcare, with four staff currently working towards achieving the N.V.Q. level 3. The setting receives support from the advisory teacher from the Early Years Partnership. There are good links with reception class teachers in the local area.

How good is the Day Care?

Caldecote Day Nursery provides unsatisfactory day care for children, the nursery is in breach of its condition regarding registered numbers and age group of children. There are no procedures for lost or uncollected children, there is no statement regarding child protection and no clear procedures for parents to be follow if they have a complaint. However, children are involved in a wide range of interesting activities, which help them to make progress in all areas of their development. Staff are interested in what the children are saying and doing and provide a range of toys and resources that are stimulating and provide challenge, however activities are not easily accessible to the children as most activities are staff led. Children are treated with equal concern, there is a range of resources that reflect positive images with regard to culture, disability and gender. Children's individual needs are met by working closely with parents and other relevant bodies. Good behaviour is valued and encouraged by giving children lots of praise and rewards, staff need to develop their awareness and understanding of effective ways to manage all areas of

children's behaviour. There are satisfactory procedures in place to keep parents informed about the provision and there is a warm and welcoming environment.

What has improved since the last inspection?

Develop and implement a written complaints procedure. (Standard 12) Action from transitional inspection not carried out. Develop a written policy regarding the exclusion of children who are ill or infectious. (Standard 7) Action from transitional inspection not carried out. Provide an action plan on how the nursery are to conduct a risk assessment. (Standard 6) Action from transitional inspection not carried out. Develop and implement a written child protection statement in line with Area Child Protection Committee Procedures. (Standard 13) Action from transitional inspection not carried out.

What is being done well?

There is a wide range of interesting activities, which help children to make progress in all areas of their development are stimulating and provide challenge. (Standard 5) The premises are clean, well maintained and welcoming to children. (Standard 4) Cooked lunches are provided, which are healthy and nutritious. (Standard 8) There is a range of resources that reflect positive images and all children valued and their individual needs met. (Standard 9)

What needs to be improved?

key groups in which children have allocated, consistent staff; (Standard 2) registered numbers are maintained at all times; (Standard 2) a statement of procedures to be followed if a parent fails to collect a child or a child is lost; (Standard 2) staff's understanding of health and safety requirements in relation to conditions of registration; (Standard 6) risk assessment identifying actions to be taken to minimize identified risks; (Standard 6) a policy about the exclusion of children who are ill or infectious and how parents are made aware of this; (Standard 7) written permission from parents before administering medication to children; (Standard 7) staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development; (Standard 11) a written statement that provides details of the procedure to be followed if a complaint is made; (Standard 12) a written child protection statement in line with Area Child Protection Committee Procedures; (Standard 13) the responsibility of the designated person and proprietor for reporting child protection concerns; (Standard 13) staff's knowledge and understanding of child protection issues; (Standard 13) the registered person's responsibility for reporting child protection concerns and ACPC guidelines are followed. (Standard 13)

Outcome of the inspection

Unsatisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
2	Develop an action plan that sets out how children will belong to a key group with consistent staff.	30/06/2003
2	Ensure that condition of registration regarding age group and numbers of children registered are met at all times.	19/05/2003
2	Develop a statement of procedure to be followed if a parent fails to collect a child or a child is lost.	14/06/2003
6	Demonstrate how staff are trained to have an understanding of health and safety requirements in relation to conditions of registration.	07/06/2003
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks.	14/06/2003
7	Devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it.	14/06/2003
7	Obtain written permission from parents before administering medication to children.	23/05/2003
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	14/06/2003
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.	14/06/2003
13	Develop and implement a written child protection statement in line with Area Child Protection Committee Procedures.	14/06/2003
13	Ensure that there is a trained member of staff who has responsibility for child protection issues.	14/06/2003
13	Develop the staffs knowledge and understanding of child protection issues.	14/06/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Provide a wide range of activities that are easily accessible to the children to enable them to make decisions and explore for themselves.

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

How effective is the nursery education?

Caldecote Day Nursery provides a happy and welcoming environment where children make generally good progress towards the early learning goals. Progress in all areas of learning is generally good. This is a result of the good relationships staff have with the children. Staff's knowledge of the foundation stage helps them to plan an interesting range of activities which help children learn. Imaginative outings within the local community support children's knowledge and understanding of the world. Children behave well in response to the high expectations. Activities are well managed but are sometimes over-directed by staff. Teaching in the nursery is generally good. There are currently no funded children with special educational needs attending the setting, although an effective system is in place to provide good support. Staff help children who have English as an additional language to take part in all the activities. An assessment system for children's learning and development is in place but is not used frequently enough to monitor children's progress accurately. Leadership and management is generally good. The management monitors standards within the nursery but do not always ensure that standards are maintained and improvements are made. Staff benefit from management's commitment to providing opportunities for staff development. Partnership with parents and carers is generally good and contributes to the children progress towards the early learning goals. Parents and staff have a friendly relationship and parents are welcomed into the nursery at any time. They receive general information about the group and have access to information about activities. There is a key worker system in place but this is used for assessment only and parents are not always aware of their child's key worker.

What is being done well?

Staff give a high priority to nurturing children's personal, social and emotional development. Relationships are good and behaviour is of a high standard. Children are developing self-confidence and are eager to learn. Staff plan imaginative and interesting outings in the local community and invite visitors to the nursery. These help to stimulate the children's interest and support their knowledge and understanding of the world. The management shows ongoing commitment to staff development. Partnership with parents is generally good. Staff provide a friendly, welcoming environment for parents and carers and are always available to discuss children's progress.

What needs to be improved?

The assessment system to ensure regular assessment of children's progress in all areas of learning, which is then shared with parents. The planning and provision of activities to give children more opportunities to develop their independence. The opportunities for children to use writing and numbers in day to day activities.

What has improved since the last inspection?

There has been limited progress since the last inspection. The setting were asked to simplify planning to support teaching more effectively. The planning now supports teaching, focuses on the early learning goals and includes what children should learn from activities. However it is still very complex. The group was asked to provide parents with helpful information about the educational provision. Information is now available to parents including a prospectus, regular newsletters and a notice board. The group was asked to make assessment more effective and assess and record regularly children's progress and learning needs; this has not been addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in the area of personal, social and emotional development. They are well behaved, developing self-confidence and eager to learn. Children are forming good relationships with staff and becoming sensitive to each other's needs. There are limited opportunities for children to learn independence through accessing resources themselves and making choices.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in communication, language and literacy is generally good. They are confident talkers and are extending their vocabulary. They listen well to stories and to instructions. Children are learning to recognise their names and initial sounds. Their learning is limited by the lack of opportunities to use writing in day to day activities and imaginative play.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in mathematical development. They can count accurately up to 10 and are beginning to recognise numbers. They use mathematical language in daily activities and songs, and are developing their knowledge of shape, position and size. They are beginning to learn simple addition and subtraction through action rhymes and songs. Children need to develop mathematical ideas and problem solving skills in daily routines.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. They are learning about the local community from the imaginative outings and visitors to the nursery. They are becoming confident in the use of the computer. Children are developing an understanding of their own and other cultures through festivals and the nursery resources. Children need to investigate objects and materials, and to select appropriate tools and resources.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. They are developing skills in control and co-ordination. They climb and use wheeled toys, and enjoy dancing. They have a growing awareness of space and are beginning to learn about their bodies. The range of tools available to them is sometimes limited and physical development of often omitted from the planning.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children's progress in creative development is generally good. Children are beginning to sing a variety of simple songs from memory. They make resources to support their role play and have regular opportunities for painting, water play, collage and mask making. Role play is limited to short periods within the day and their learning is limited by lack of opportunities to explore shape and form in 3 dimensions.

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

Assess and record children's progress and learning regularly and share this with parents. Allow more opportunities for children to access resources and play materials themselves. Increase the opportunities for children to use mathematics and writing in daily activities.

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.