



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142870

DfES Number: 582961

### INSPECTION DETAILS

Inspection Date 05/07/2004  
Inspector Name Brenda Joan Flewitt

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Children's Centre at Yeovil College  
Setting Address Mudford Road  
Yeovil  
Somerset  
BA21 4DR

### REGISTERED PROVIDER DETAILS

Name Yeovil College

### ORGANISATION DETAILS

Name Yeovil College  
Address Mudford Road  
Yeovil  
Somerset  
BA21 4DR

## 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

The Children's Centre was established in 1985 and has been extended to accommodate children for full day care. The nursery is owned by Yeovil College and operates from a converted bungalow in the college grounds. The accommodation comprises of a pre-school room, toddler room and a room specifically for babies. There are also toilet, kitchen and office facilities. There is a fully enclosed outside area for play, and dedicated garden areas designed by the children. Children attend from Yeovil and surrounding towns and villages.

There are currently 80 children on roll under five years. This includes 28 funded 3 year olds, and 8 funded 4 year olds. The setting provides support for children with special needs.

The Children's Centre is open from 08:00 to 18:00 all year round with the exception of public holidays and a few days over the Christmas period.

There are ten permanent members of staff who all hold relevant qualifications in child care including NNEB and NVQ certificates. The nursery is a member of the Somerset Nurseries Association, and is supported by the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Children's Centre at Yeovil College provides good quality overall care for children under five years.

There is a clear management structure. Staff have definite roles and responsibilities, and work well as a team. They are well supported in developing their roles through training.

Staff create a warm, welcoming environment for both children and parents. They make good use of the space available to provide a broad range of interesting activities that promote learning in all areas of development. Each room is well

organised to meet the needs of the children cared for. Children can select from a wide range of well maintained equipment and resources, which is appropriately accessible according to their stage of development.

Children enjoy good relationships with staff and each other. Staff get to know children well as individuals, which enables children who have special needs to be well supported. Children behave well. Staff throughout the nursery engage in purposeful conversation with the children to develop their thinking. There are good systems to aid the transition as children progress through the nursery.

Staff are generally active in carrying out procedures outlined in policies, to ensure the health and safety of the children, however some policies and procedures lack the required detail. Risk assessments are carried out and reviewed regularly. There are good procedures used to ensure that a hygienic environment is provided, and all the staff have received first aid training. The nursery supply a good range of nutritious snacks and cooked lunches.

Partnership with parents is good throughout the nursery. Staff provide parents with comprehensive information about the setting in a variety of ways. There is a friendly exchange of information on a daily basis which is supported by written daily sheets for children in the baby and toddler rooms.

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

At the last inspection the provider agreed to improve the sleeping facilities for babies. The outside area used to park the prams where babies sleep, is now covered with an open porch, which adds extra protection for the children from the weather.

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

- Staff create a warm welcoming environment through displays, inviting activities and play equipment, and the staff's friendly approach.
- Children are confident, happy and secure in all departments of the provision. They develop positive relationships with staff and each other. Children are well behaved, they learn the routine and are co-operative.
- There are good systems to help children progress through the nursery. These include an effective assessment system, and visits to the next room, supported by staff.
- The toddler room provides a good learning environment for children as they build confidence and prepare for the pre-school room. Children experience a broad range of activities within a small, friendly group.
- Partnership with parents is good. Parents are supplied with information about the setting and the curriculum, in various ways such as the comprehensive prospectus, notice boards and parents table. Staff keep parents well informed about their children's progress through daily written sheets, informal verbal communication, supported by individual records of achievement.

**What needs to be improved?**

- the organisation of outside activities for pre-school children, to ensure consistency in participation and supervision
- the detail relating to Ofsted, included in policies and procedures
- the system for recording the hours of children's attendance.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Make sure that outside activities for pre-school children are consistently organised to ensure good supervision, and child participation.
14	Update policies and procedures to include informing Ofsted of significant events and allegations.

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

### How effective is the nursery education?

The Children's Centre at Yeovil College provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

Teaching is very good. Staff have a clear understanding of the Foundation Stage. They provide interesting activities to promote development in all areas of learning. Planning clearly shows what the children are intended to learn. Staff get to know children well as individuals through key worker groups, and regular sharing of information with parents. There is an effective assessment system which includes on going observations, and records of children's progress through the Stepping Stones, leading to a termly report which is shared with parents.

Staff relate well to the children, they engage in purposeful conversation to develop children's thinking. The friendly approach encourages positive relationships, however children are not always learning to listen to others during large group activities.

Leadership and management is strong. There is a clear management structure. Staff have definite roles and responsibilities and work well as a team. There is good support for staff to develop their roles through training, annual staff appraisals provide opportunities to identify individual training needs. Staff attend a range of courses and workshops covering various aspects of the curriculum. The setting is committed to improving systems for effectiveness, such as planning of activities. There is a clear development plan which is regularly reviewed.

Partnership with parents is very good. Parents are supplied with clear information about the curriculum, topics and planned activities. They are encouraged to extend children's learning at home. Staff produce a written sheet that includes suggestions of how parents can be involved by reinforcing activities relating to the topic being covered. Parents are welcomed in to the group to share knowledge and expertise.

### What is being done well?

- Children's personal, social and emotional development is good. They are confident, and keen to take part. Children develop positive relationships with staff and each other.
- Staff plan and implement a range of activities and experiences that promote development in all areas of learning. They use purposeful conversation to develop children's awareness of the world around them.
- Good communication with parents, and effective assessment supports the children's learning.
- Effective leadership and management, including good support in staff

development, contributes towards continuous improvement of the provision.

**What needs to be improved?**

- the consistency in expectation of children to listen to others during large group activities.

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

The group have made very good progress since the last inspection. The transition from Desirable Learning Outcomes to Early Learning Goals in 2000 was successful. Staff adapted the profile forms to link to the six areas of learning and the Stepping Stones, resulting in an effective assessment system. There is now a clear procedure for identifying special education needs which includes the observations made as part of the assessment system, and working with parents and connected professionals in developing Individual Learning Plans.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy good relationships with staff and each other. They happily talk about their families and events in their lives to individuals and in familiar groups like snack time or during circle time. Children like to tell the group about when 'Peter Rabbit' went home with them. They are keen to participate in set or chosen activities. Children learn to take turns and co-operate in activities like playing skittles, or tidy up time. They are confident in making their needs known to adults.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate. They initiate conversations with adults and each other, and speak out to suggest ideas such as 'what certain signs stand for in their town'. They organise their play with talk during role play. Staff provide a text rich environment, children can see labels around the room on work, storage and objects. They are learning to recognise their own names. Children enjoy books and stories in small and large groups, or individually selecting from the book area.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use number in planned and everyday activities such as games, puzzles, and number songs. Snack time is used well to provide opportunities to solve number problems such as 'how many cups are needed'. Children compare shape, size and quantity through a variety of planned activities like compare bears, magnetic puzzles, construction and digging for worms in the garden.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use their senses to explore a range of materials through activities such as cooking, craft, and construction. They learn about changes in the natural world through topics like 'Myself', 'Pets' and 'Spring'. They enjoy caring for the flowers they planted themselves in the 'children's garden'. Children's computer skills are developing well, including effective mouse control. Topics such as 'Our Town' and 'Outdoor fun' help children develop a good sense of their local environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with confidence, showing an awareness of others, both inside and outside. They display control and co-ordination during activities like the dance class when they stretch, crouch and move sideways. Children use a range of large equipment outside when they climb, slide, and peddle vehicles. They develop skills with tools through activities like cooking, craft and meal times. Staff promote children's awareness of keeping healthy, through everyday activities like brushing teeth.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy using their imagination in role play, the home corner is well used. Children act out real life situations such as using a zebra crossing with traffic lights. Children explore colour, texture and shape through activities like collage, painting, construction, and cooking. They are keen to join in and sing songs they have learnt from memory, particularly familiar nursery rhymes, and number rhymes when they can actively take part and be one of the '5 little ducks' that swam away.

**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:*

- There are no significant weaknesses to report, but consideration should be given to improvement of the following:
- the consistency in the strategies used to ensure that children respect other and listen during large group activities.

*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.*