



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 302062

DfES Number: 513081

### INSPECTION DETAILS

Inspection Date	02/08/2004
Inspector Name	Helene Anne Terry

### SETTING DETAILS

Day Care Type	Sessional Day Care, Out of School Day Care, Full Day Care
Setting Name	Severn Lodge Ltd
Setting Address	Severn Lodge Nursery and Pre-School Severn Lodge, Severn Road Bradford West Yorkshire BD2 4LS

### REGISTERED PROVIDER DETAILS

Name	The partnership of Severn Lodge Ltd
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### ORGANISATION DETAILS

Name	Severn Lodge Ltd
Address	40 Lightcliffe Road Brighouse West Yorkshire HD6 2HH

## 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

Severn Lodge Limited Private Day Nursery and Pre-school was registered under the current owners in 1999. It operates from a two storey detached property set in its own grounds in the Bolton area of Bradford. The nursery serves families from the surrounding areas which reflect a range of social, economic and cultural backgrounds.

The nursery caters for 67 children from birth to five years. There are currently 89 children on roll. This includes 26 funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions throughout the week. Currently there are no funded children attending the setting who speak English as an additional language or who have been identified as having special needs.

The setting opens five days a week throughout the year from 07:30 until 17:45. There are 20 members of staff employed to care for the children. Ten of the staff have early years qualifications to level 3 and two to level 2. There are currently eight members of staff working towards recognised early years qualifications. The setting receives support from the local authority. They are members of the National Day Nursery Association and are working towards the quality assurance scheme Quality Counts. They have achieved the Investors in People Award.

### How good is the Day Care?

Severn Lodge Limited Private Day Nursery and Preschool provides good quality care for children. There are good policies, procedures and documentation in place which effectively underpins the setting and contributes to staff being fully aware of their roles and responsibilities. Space, resources and deployment of staff are used effectively in most playrooms to meet the needs of the children. Staff work well together as a team and have a good commitment to developing the setting which is evidenced by ongoing training.

Health and safety within the nursery is fully addressed, ensuring that the environment is a safe place in which children can play and learn. Staff are active in

promoting health and hygiene through good procedures and practices. Children's individual needs are effectively addressed including their dietary requirements and staff are aware of child protection issues.

A varied, flexible well planned routine is provided for the children, which includes activities indoors and outdoors. Activities in most of the age specific playrooms are age/stage appropriate and address all areas of children's development. There is a good range of resources available indoors and outdoors which covers most aspects of children's development; some of which represent positive images of diversity in society. The majority of the resources and equipment are at child height encouraging choice and promoting independence. Staff fully involve themselves in children's activities which helps to foster the warm relationships apparent and impacts on the good behaviour of the children throughout the setting.

Partnerships with parents are good. Parents have access to a wide range of information about the setting, both verbal and in written form. They are also given the opportunity to regularly discuss the well being of their child with their key worker and during parent's evenings, thereby ensuring continuity of care and promoting children's learning.

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

At the last inspection there were several actions raised relating to safety, health and hygiene. The setting has carried out a risk assessment that covered all actions and put new measures in place throughout the nursery. All health and safety issues are now fully addressed ensuring that children are cared for in a safe environment.

The issue raised about developing planning and the presentation of activities has been met in part and continues to be a recommendation for the two to three years room.

The staffing issue raised has been rectified and systems now in place ensure that staffing levels and qualifications are adhered to at all times.

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

- Staff develop warm trusting relationships with the children, they listen to what children say and are interested in what they do, this is evident in the way children are happy and settled and is reflected in the good behaviour of the children.
- Children's individual needs are fully addressed including dietary needs. Information is obtained from parents to establish their requirements and information is adhered to.
- There are good policies, procedures and documentation in place which effectively underpins the running of the setting and ensures the needs of the children are fully addressed.
- All aspects of health, hygiene and safety are fully considered ensuring that the environment is a safe place in which children can play and learn.

- The range of resources within the setting is good addressing most aspects of children's development. Resources are mainly stored at child height encouraging children to use self selection thereby promoting choice and independence.
- Relationships with parents are good. Parents are warmly welcomed into the setting and have opportunities to share information about their child with their keyworker.

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

- the range of activities freely available to children in the two to three years room
- the range of resources which positively reflect disability.

#### **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
3	Ensure that children in the two to three years room have access to a wide range of activities throughout the sessions, covering all areas of their development.
9	Provide a range of resources which positively reflect disability in society.

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

### How effective is the nursery education?

Severn Lodge Limited Private Day Nursery and Preschool provides good quality provision where overall children make generally good progress towards the early learning goals. Very good progress is made in communication, language and literacy, physical and creative development. Progress is generally good in all other areas.

The quality of teaching is generally good, key staff have good understanding of the early learning goals, however not all staff are confident in this area, which has resulted in missed opportunities to extend learning. Planning is good it takes into consideration the different abilities of the children and covers the six areas of learning. Children's assessments are used to inform future planning. Assessments highlight the stepping stones on which the children are progressing and observations are used to support these, although are mainly descriptive. A good range of resources are available covering most areas of development. Staff build good trusting relationships with the children, this impacts on the children's ability to learn. Challenges set by key staff are appropriate for the children's differing abilities. Staff have high expectations of the children and manage behaviour well. There are no funded children attending with special needs or who speak English as an additional language, however systems are in place to provide support.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and the aims of the setting are met. However the monitoring systems are not rigorous enough to highlight gaps in the provision and strategies for sharing good teaching practices are lacking. Management are committed to improvements in the nursery and are currently undertaking a quality assurance scheme.

Partnership with parents is sound. Parents are encouraged to share information about their child and are well informed about their child's progress through written and verbal information.

### What is being done well?

- Staff are effective in promoting children's development in communication language and literacy. Children speak clearly and confidently and initiate conversation with other children in their group. They are also beginning to form recognisable letters and hear and say sounds of the alphabet. More able children attempt to write their own names.
- Staff develop warm and trusting relationships with the children and support them in a way that positively affects the attitudes to learning that they have.
- Children's understanding of numbers is developing well. Most three and four year olds are counting to ten and above and some count confidently up to ten objects on a one to one correspondence.

- The behaviour of children is good. They have an awareness of the boundaries and expectations of the setting, share and take turns, are familiar with the routine and happily adjust to the days events.
- Staff provide for children a good range of resources and activities to enable children to creatively express their thoughts feelings and ideas. Children have free access to paint, malleable materials, sand and water throughout most sessions.

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

- the monitoring and evaluation of the quality of teaching
- the use of resources to help children find out how things work and happen and to enable them to practice different techniques to shape, assemble and join materials
- the information given to parents to inform them of the foundation stage.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are settled and familiar with established routines of the setting. They are involved and interested in the activities and happy to try new experiences. Children play well together and behaviour is good. They have developed some independent skills, especially in relation to their personal needs, such as toileting and hand washing. Relationships established between staff and children are very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet, as they spell out their names. More able children are developing writing skills, forming recognisable letters and some are writing their own names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are showing an increasing interest in numbers and counting. Four year olds confidently count to ten and over and can count numbers on a one to one correspondence. Children also use number names spontaneously in their play for example as they role-play in the construction area. They talk about shapes, how they are the same and different as they construct. However staff are missing opportunities for children to discuss and use simple calculation skills in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing an awareness of their environment, they explore, investigate living things and the natural world, for example when planting and growing fruit. They are beginning to develop their information and technology skills through the use of a computer as they attempt to complete simple programmes using the mouse. Children have limited opportunity to choose resources and select tools to shape, assemble and join materials and to investigate how things work and happen.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely indoors and outdoors. They develop good control and confidence when using equipment such as balancing beams, climbing equipment, wheeled toys and hoops. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials. Staff support children to try new experiences for example when using the stepping stones.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children explore a variety of textures and colour to make paintings and collages and they enjoy singing songs from memory. They play together imaginatively either engaged in the same activity or alongside others and act out a narrative, as they pretend to be workmen or drive small world cars on the road track. They enjoy music as they sing and play instruments, and they have lots of opportunity to use creative materials to explore and freely express their thoughts ideas and feelings.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- develop staff expertise to ensure they maximise all teaching opportunities to support children's learning
- improve children's learning in knowledge and understanding of the world by creating more opportunities and resources for children to find out how things work and happen, and resources to enable them to use different techniques to shape, assemble and join materials together
- provide more information for parents about the foundation stage.

*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.*