



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205228

DfES Number: 515573

INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Rebecca Hadley

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pippins Nursery
Setting Address	Hanbury Road Hanbury Bromsgrove Worcestershire B60 4BY

REGISTERED PROVIDER DETAILS

Name	The Committee of Pippins Nursery
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ORGANISATION DETAILS

Name	Pippins Nursery
Address	Hanbury Village Hall Hanbury Road, Hanbury Bromsgrove Worcestershire B60 4BY

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

Pippins Nursery opened in 1992. It operates from two rooms in the village hall in Hanbury, between Droitwich and Bromsgrove. The nursery serves the surrounding area.

There are currently 25 children from 2 to 5 years on role. This includes 15 funded 3-year-olds and 8 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 09:30 to 14:45 Monday and Wednesday and 09:30 to 12:30 Tuesday and Friday. Monday afternoon opening is in the summer term only and both afternoons are available to children in the year prior to school admission.

There are two full time and two part time staff who work with the children. Two staff have early years qualifications to NVQ Level 2 or 3. There are currently no staff working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership. Support is also received from the Pre-School Learning Alliance Volunteers in Play (VIP) scheme for children with special needs.

How good is the Day Care?

Pippins Nursery provides satisfactory care for children. The group provides a welcoming environment for children and activities are set out before children arrive. Most procedures are in place although Ofsted is not always informed of relevant changes. Most documentation is in place however, some records have omissions or details are not accurate.

Staff are aware of issues relating to children's safety and evacuation procedures are regularly practiced with them. There are clear procedures in place for protecting children from illness and infection. However, on occasions they are not always

promoted, such as inappropriate handwashing provision for children at times. Children are offered varied, healthy snacks and drinks are regularly available. Staff are aware of their role in protecting the children in their care and of procedures to follow should they suspect abuse.

Children have access to a wide range of age appropriate toys and activities to promote learning in all areas of development. Staff recognise and respond to children's individual needs appropriately, although resources to promote positive images of diversity are limited. Strategies for managing children's behaviour are not always appropriate and at times some children's behaviour impacts on the enjoyment and participation of other children in activities.

Parents and staff work together and parents are very involved. There are good procedures in place for passing on information whilst ensuring that confidentiality is maintained.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure committee members were vetted in addition to the staff. Some policies and procedures were to be developed as well as an operational plan which identifies a designated member of staff with overall responsibility for both for behaviour management and child protection. They also agreed to ensure that fire safety equipment was regularly checked.

All relevant checks have been completed on committee members. An operational plan is now in place which includes details of how the setting is run and managed and this is available for parents. A deputy has been identified. She is very aware of her responsibility when the manager is not present which ensures the smooth running of the group. Fire equipment has been checked to ensure that it is safe. Both the behaviour management and child protection policies have been updated and there is a named member of staff responsible for both to oversee how they are implemented.

Overall the improvements provide a more secure background in which to promote the welfare of the children.

What is being done well?

- Good use is made of available space to allow children to access activities easily and move freely between areas.
- The range of toys and activities available are rotated regularly to provide a variety of play opportunities and maintain the children's interest. Children are able to choose activities for themselves from the selection provided.
- Access to the premises is strictly monitored and there are very effective systems in place for the safe arrival and collection of children.
- The procedure in place to ensure that information regarding children's individual dietary needs is effective and readily available to staff at snack times.

- Staff have a very good awareness of identifying and including children with special needs. They work with parents and outside agencies to ensure that children's needs are recognised and met appropriately.

What needs to be improved?

- procedures to ensure that Ofsted is informed of all relevant changes
- details recorded in the register to ensure that accurate times of arrival and departure are recorded if different from session times
- procedures for obtaining parents' written consent before administering medication and a signed acknowledgement afterwards
- procedures to ensure that all accidents are accurately recorded
- procedures to ensure that hand washing facilities promote good hygiene practice
- children's access to an appropriate range of activities and resources that promote images of diversity
- staff awareness of appropriate strategies for managing children's behaviour.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
1	Produce an action plan to show how Ofsted will be informed of all relevant changes which take place within the group.	15/09/2004
7	Develop a system to obtain written permission from parents before administering medication to children and keep a written record, signed by parents of medicines given to children.	15/09/2004
7	Produce an action plan to demonstrate how all	15/09/2004

	accidents are accurately recorded in the accident book.	
7	Demonstrate how you will improve hand washing facilities to promote good hygiene practice.	15/09/2004
11	Produce an action plan to show how staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, will be developed.	15/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that actual times of arrival and departure are recorded in the register when different from normal session times.
9	Ensure that children have an appropriate range of activities and resources that promote diversity.

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

How effective is the nursery education?

Pippins Nursery provides generally good quality nursery education. Children are motivated to learn and are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a basic knowledge of the Foundation Stage curriculum and the early learning goals. They provide children with a generally good variety of activities and opportunities to learn through play, however, many of these are not available to older children attending an extended day. Staff do not always intervene when some children display disruptive behaviour, in order to engage them in events. Assessments are carried out regularly to identify individual children's learning needs. They are used to inform planning for children's progress across the six areas of learning.

The quality of leadership and management is generally good. The group is managed by a committee of parents who are actively involved. They work with senior staff to identify how the nursery education can be improved. Management and staff are willing to learn and move forward and are committed to providing a good standard of education and learning.

Partnership with parents is generally good and parents are encouraged to be involved in their children's learning. Good information about the nursery education is readily available to parents. They are informed of their child's progress through daily feedback and open evenings.

What is being done well?

- Children are excited when presented with new activities such as a 'Guess What's In The Box' game.
- They are aware of their own needs and the needs of others. They work as part of a group to complete tasks and also play independently alongside each other.
- Most children are confident speakers and listeners and communicate well with adults and their peers. They use language to describe real and imagined experiences and for fun.
- Children have regular opportunities to explore and investigate. They experiment to find out how things work and enjoy learning about the natural world.
- There are effective procedures in place for keeping parents informed about the progress their child is making and for encouraging them to be involved in their child's learning.

What needs to be improved?

- opportunities to provide challenge and extend older children's learning in a variety of situations
- staff awareness of how to manage children's behaviour so that all children understand what is expected of them in terms of acceptable behaviour.

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues identified in the last inspection report. These required the setting to develop opportunities for children in the areas of mathematical development and knowledge and understanding of the world. They also required regular assessments of children's progress to be used to inform planning for the next steps in children's learning.

Assessment has improved and planning is now linked to the areas of learning to help children to move forward towards the early learning goals. Children are provided with opportunities to explore and investigate why things happen and how things work. They use mathematical knowledge and language to solve problems in practical situations. These opportunities are not always used to best advantage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Most children are interested, motivated to learn and participate in activities although the poor behaviour of some impacts on the enjoyment of others. They form good relationships, are sensitive to each others' needs and are learning to share and take turns. They can work as part of a group to complete tasks or independently alongside their peers. They are becoming aware of their own needs and developing a sense of independence although this is not always encouraged by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and use language to express ideas and feelings. They can recognise and identify their names, link sounds to letters and recognise that different words begin with the same sound. They practise mark making daily and are starting to form recognisable letters and some to write their own name. Children are interested in books and knowledgeable about titles and authors. Books are available to the children most of the time.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count and recognise numbers to nine and some above. They are interested in numbers and can recognise and match simple shapes and sequence patterns. They are developing an understanding of addition and subtraction through practical activities and use number and mathematical language in everyday situations and for fun. Staff do not always encourage their understanding of mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore their local environment and the wider world. They are able to look at and hold creatures, such as chicks, and compare the changing seasons and weather to learn about the natural world. They enjoy designing and construct objects using a wide variety of materials and are able to use programmable toys. Children are developing a sense of time and are able to talk about past and present events in their lives. Their understanding of diversity is limited to foods and festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children practise their physical skills daily and are able to move and use equipment in a variety of ways. They can pedal, jump, crawl, run, throw and balance confidently using a range of large and small equipment. Most children show a good awareness of space and are able to move with control and co-ordination. They are developing an understanding of their bodies and the changes that take place after physical activity.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children play imaginatively both individually and with their peers acting out familiar stories and situations although role play is not always readily available for the older children. Children enjoy exploring a range of media and materials and use these to construct familiar objects. They respond well to their creative experiences and most are eager to participate. They are able to use their senses and can describe what they see and feel using a variety of appropriate language.	

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

- Recognise and extend children's learning through all activities and provide opportunities for older children to fully achieve their potential.
- Help all children to respond to the boundaries of behaviour set so that they develop self-discipline and consideration for others.

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.