



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 227205

DfES Number: 517420

INSPECTION DETAILS

Inspection Date 01/04/2004
Inspector Name Rebecca Trow

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Catherine House Day Nursery
Setting Address 106 Wake Green Road
Moseley
Birmingham
West Midlands
B13 9PZ

REGISTERED PROVIDER DETAILS

Name Buds Ltd. 2734452

ORGANISATION DETAILS

Name Buds Ltd.
Address 9 St. Agnes Road
Moseley
Birmingham
West Midlands
B13 9PH

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

Catherine House Day Nursery opened in 1987. It operates from nine rooms in a converted house in Moseley in Birmingham. The nursery serves the local area.

There are currently 97 children from nought to under eight years on roll. This includes 12 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The setting opens five days a week all year round. Sessions are from 08.00 until 18.00.

Sixteen staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Catherine House Day Nursery provides good quality care for children.

The nursery is well organised and staff are deployed effectively throughout. The nursery is welcoming to parents and children, with staff preparing rooms before children arrive, to ensure they settle. Children in all rooms have access to a good range of age-and stage-appropriate equipment from which they can self select. All documentation is maintained and all paperwork is stored securely and updated on a regular basis.

Staff place good emphasis on children's health and safety whilst in the nursery and there are clear procedures for accidents and medication. Children have access to water at all times and a flexible approach to meals ensures that their individual dietary needs are well met. Staff treat all children with equal concern and discuss any individual needs with parents, both resources and activities clearly focus on all

areas of anti-discriminatory practice and equality of opportunity. Some staff have a good understanding of issues relating to child protection.

Staff plan and provide a good range of structured activities for children in addition to opportunities for free play. In all rooms staff involve themselves in children's play in order to extend their learning. Staff in the pre-school room have clear and consistent strategies for managing behaviour, to which the children respond well.

Partnership with parents is good in all areas of the nursery. Staff encourage parents to be involved in their children's learning and keep them informed of all aspects of care and education.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff interact well with the children in all rooms. They involve themselves in children's play and provide them with a good range of activities and opportunities for free play.
- Staff have a good understanding of children's individual needs through discussion with parents and they take action to ensure they are met appropriately.
- Staff in the pre-school rooms have clear and consistent expectations of children's behaviour which the children are aware of. As a result the children's behaviour is good.
- Partnership with parents is good. Staff make time each day to ensure parents are informed of all issues relating to their child.

What needs to be improved?

- procedures for staff registration
- children's safety on outings
- consistency of behaviour management
- the child protection policy and staff knowledge of the procedure

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
6	Ensure children are adequately supervised whilst on outings.
11	Ensure staff are consistent in the management of younger children's behaviour.
13	Ensure that the child protection procedure complies with local Area Child Protection Committee (ACPC) procedures and develop staff's knowledge of related issues.
2	Ensure the registration system includes staff attendance.

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

How effective is the nursery education?

Catherine House Day Nursery provides high quality education for children.

Teaching is very good. The staff have a sound understanding of the Foundation Stage and this is demonstrated through effective planning and assessment systems. They encourage all children to participate in the full curriculum and monitor activities to ensure children are being challenged sufficiently. Children's behaviour is good due to staff's clear and consistent implementation of the written policy. Staff encourage and praise positive behaviour and children respond to them well. Resources and time are well organised and as a result children are occupied throughout their nursery day. Staff make good use of assessments, using them to inform future plans where areas for development are identified. Assessments do not include the detail of how children progress.

Leadership and management of the setting is very good. Staff work well together and are committed to improving the care and education offered, through further training. The setting welcomes input from the Early Years Development and Childcare Partnership (EYDCP) support teacher.

Partnership with parents is very good. Staff encourage parents to participate in their children's learning and provide them with information about topics and ideas for activities to do at home. Strategies for keeping parents informed of children's progress are implemented on both a formal and informal basis.

What is being done well?

- Children have a good sense of time and discuss past and forthcoming events in detail.
- Children speak with confidence in small and whole group situations such as circle time.
- Staff encourage parents to be involved with their child's learning and give them good written and oral information about how their child is progressing.
- Children have a good understanding of number and use number names throughout their play. They use mathematical language to describe amount, shape and space.
- Children show great interest in books and select favourite stories which they retell to staff and peers.

What needs to be improved?

- the detail in children's assessments.

What has improved since the last inspection?

At the previous inspection the setting agreed to implement a wider variety of creative art work and provide opportunities for children to handle natural man made objects.

Staff now provide a range of opportunities for children to express their creativity through structured activities such as tie-dying and freely chosen play like easel painting. Children now regularly handle natural and man made items. They enjoy playing with things such as corks, sand and shells.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited about new activities and motivated to learn. They form strong relationships with staff, peers and others and are able to share and take turns. Children understand right from wrong and their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak with confidence in small and large groups. They use language for thinking and regularly discuss what they are doing. Children link letters and their sounds correctly and form recognisable letters when writing. They practise writing and mark making for a variety of purposes. Children select and enjoy books and retell favourite stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence and use number names throughout their play. They understand the concepts of addition and subtraction. Children use language to describe position and shape. They regularly use mathematical ideas to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show interest in how and why things work and describe features of natural and manmade articles. They have a good sense of time and talk about past and future events in detail. Children show a good understanding of various cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the setting safely and have a good understanding of space. Their understanding of staying healthy is good and they know how their bodies work. Children use a range of large and small equipment with increasing skill and confidence.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore the texture and form of objects and correctly identify several colours. They explore music and sound in different ways and match their movements to music. Children respond to their experiences in a variety of ways.

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:

- Ensure children's assessments include the way children learn and the progress they have made.

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.