



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 154373

DfES Number: 513636

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Helen Deegan

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bookworms
Setting Address	Farnborough College of Technology Boundary Road Farnborough Hampshire GU14 6SB

REGISTERED PROVIDER DETAILS

Name	Bookworms
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ORGANISATION DETAILS

Name	Bookworms
Address	Farnborough College of Technology Boundary Road Farnborough Hampshire GU14 6SB

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

Bookworms Day Nursery opened in 2001. It operates from 3 rooms within Farnborough College of Technology and has access to kitchen, toilet and enclosed outdoor play facilities. It is registered to provide full day care for 33 children aged under 8 years, and accepts children from 3 months old. It serves the children of students and staff from the technical college only.

There are currently 51 children on roll and this includes 15 who are in receipt of nursery education grant funding. The setting supports children who have special needs and who speak English as an additional language.

Opening hours are 08:30 to 17:30 Monday to Friday all year round with the exception of a one week closure at Christmas and in August. Children attend for a variety of sessions according to individual needs.

There are 11 staff working with the children, of these, 7 have a recognised child care qualification to level 3 and 1 is currently working towards one. The college offers in house training for staff and ongoing training and support is also accessed via the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bookworms Day Nursery offers good quality care for children. The staff team work well together and attend ongoing training to improve their knowledge. They provide a warm and welcoming environment and organise the space and resources effectively so that children's needs are met but there is no area which can be used as an office or staff room. Staff provide a good range of age appropriate toys and activities so that a stimulating environment is created, however there is no domestic style furniture in the under two's group room. Record keeping is well organised and meets the minimum requirements although some lacks the necessary detail.

All areas of the premises are safe for children, staff maintain cleanliness and promote good hygiene routines. Children are offered regular drinks and a range of

nutritious snacks and meals. Equal opportunities is promoted via positive reflection of different race, culture, language and ability within the resources and various religious festivals are celebrated. The Special Educational Needs Coordinator (SENCO) has a clear understanding of her role, and staff have a good awareness of their responsibilities with regard to child protection.

Staff involve themselves in the children's activities and are responsive to their needs so that children are happy and secure in the group. Staff manage behaviour consistently using appropriate strategies and praise children's achievements so that they behave well. Parents receive regular written and verbal feedback about the provision.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work well together as a team and most have a recognised child care qualification to level three.
- Staff develop good relationships with the children. They talk and play with them and are responsive to their needs so that children are relaxed and confident.
- Staff manage behaviour effectively and consistently using age appropriate strategies such as explanation. They praise children's efforts and achievements verbally and with reward stickers so that good behaviour is promoted.

What needs to be improved?

- the environment, with regard to an area where staff can take breaks and talk confidentially to parents
- equipment, with regard to domestic style furniture in the under 2's group room
- the child protection policy.

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
4	Provide an area where staff can take breaks and talk to parents confidentially.
5	Ensure that some domestic style furniture is provided in the under 2's group room.
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures.

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

How effective is the nursery education?

The provision for nursery education at Bookworms Day Nursery is acceptable and of good quality. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals and are clear about the learning aims of planned activities. Achievements recorded in children's development profiles are not always supported with evidence and the information is not used effectively to inform future planning and ensure sufficient challenge for the children. Activity plans are produced infrequently and do not include key questions, vocabulary or ideas for extending activities to meet the needs of more able children. The staff team are enthusiastic, work well together and manage children's behaviour effectively.

Leadership and management are generally good. Managers provide probationary reviews and annual appraisals for staff where training and development needs are identified. Regular staff meetings are held, however monitoring has not highlighted weaknesses in the development records and activity plans. All staff are currently involved in completing Pre-School Learning Alliance (PLA) accreditation to evaluate and improve their practice. Staff receive support and funding to attend ongoing training.

Partnership with parents is very good. Parents receive good information about the setting via newsletters and the notice board and staff provide information for parents on planned activities each week. Formal parents' evenings are held along with informal social evenings. Parents are asked to complete an initial assessment for their child's development record.

What is being done well?

- Staff provide a secure and friendly setting which builds on children's self esteem. Children are confident and motivated to learn.
- Children's communication skills are developing well, they speak confidently to the staff and each other and enjoy looking at books.
- Staff manage behaviour well, they are enthusiastic and work well as a team.

What needs to be improved?

- children's development profiles, to include evidence of achievements and inform future planning
- activity plans, to include key questions, vocabulary and ways to extend activities for more able children

- opportunities for children to play imaginatively at well presented role play activities.

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 confident and motivated to learn and staff provide a secure and friendly setting which builds on their confidence and self esteem. Opportunities for children to develop their independence and self help skills at activities such as snack time are limited. Children gain an awareness of different needs, cultures and beliefs via positive reflection of diversity within the resources and when celebrating different religious festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's communication skills are developing well, they speak clearly and confidently to staff and each other. They recognise and are beginning to write their own names, however provision for children to mark make and write for a purpose are not incorporated into general activities such as role play. Children enjoy looking at books and handle them appropriately. Staff provide word labelling around the building so that children gain an awareness that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing number rhymes and songs, they count confidently up to 5 and beyond. Some mathematical language such as big and small is introduced into activities such as sponge and leaf printing, however opportunities are missed to introduce simple calculation into everyday activities. Children explore weight and capacity as they pour and fill the sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children demonstrate good IT skills on the computer. They learn about the features of living things at activities such as growing seeds and the mini beast hunt. Children have limited opportunities to develop a sense of time or to design and make objects using their own designs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely with good control. They have opportunities to balance, climb and jump on the climbing frame, trampoline and lorry tyres and they develop a sense of space in the play tunnel. Children have limited opportunities to move freely to music. Staff encourage children to gain their health and bodily awareness by talking about the effects on their bodies of nutritious foods at lunchtime.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to free paint and they explore a range of media and materials at activities such as sand and water play, collage, pasta, jelly and cornflour. They enjoy playing imaginatively with the hair dressing equipment, however opportunities for role play activities are limited as there is no permanent role play area and role play activities are sometimes poorly presented. Children use their senses at activities such as food tasting and smelling jars.	

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

- ensure that achievements recorded in children's development profiles are supported with evidence and that the information is used to inform future planning and provide sufficient challenge for children
- develop activity plans to include key questions to be asked, vocabulary to be introduced and ways to extend activities to meet the needs of the more able child.

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.