



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 311267

DfES Number: 593055

INSPECTION DETAILS

Inspection Date 16/06/2003
Inspector Name Barbara Ridgway

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Willow House Children's Nursery
Setting Address Colne Rd
Huddersfield
West Yorkshire
HD1 3AY

REGISTERED PROVIDER DETAILS

Name Broadoak Children's Nursery Association

ORGANISATION DETAILS

Name Broadoak Children's Nursery Association
Address Colne Road
Huddersfield
West Yorkshire
HD1 3AY

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

Willow House Nursery opened in 1989 and operates in a single storey building close to Huddersfield town centre. There is a large playroom that is sectioned off to provide a variety of activities for 3 - 5 year old children, and two side rooms that are used to accommodate babies aged 0 - 2 years. The setting also has separate kitchen and toilet facilities. There is an enclosed area to the rear for outdoor play.

The nursery is managed by Broadoak Nursery Association and forms part of a network of private daycare schemes for children from 0 - 8 years. There is a Manager and an Officer in Charge, and a team of six qualified staff who work on a rota basis. The Nursery opens from 08:00 am until 18:00 pm Mondays to Fridays all year, and offers full daycare or sessional care places.

The nursery is registered for funded three and four year old places, and receives early years teacher support from the Early Years Childcare Partnership (EYDCP). There are currently 33 children on roll, of whom six are funded three year olds and three are funded four year olds.

How good is the Day Care?

Willow House Day Nursery provides satisfactory care, with some good aspects, for children aged under five years.

Staff give high priority to providing a welcoming environment and to ensuring that good staffing ratios are maintained, with routines that help children to feel secure. Staff have a good awareness of health and safety issues and have clear procedures to follow on the premises. Staff actively promote children's awareness of health and hygiene issues. Attention is paid to healthy eating and family grouping for meals.

Staff have an awareness of individual children's needs and ensure these are met. There is a policy for the management of children's behaviour, staff ensure that consistency in approach is maintained and offer constant praise and encouragement. A range of toys and equipment is provided for children to

self-select. However, there are insufficient planned challenges for the older and more able children. Staff's participation and interaction with the children is good.

There is a good partnership established with parents and carers. Information is exchanged on a day to day basis regarding children's activities. Policies and procedures, notice boards and regular newsletters give information about curriculum planning and the setting. The majority of documentation is maintained and in good order.

What has improved since the last inspection?

At the last inspection the nursery was asked to maintain staff files on the premises. These have now been assembled and include the required information. Relevant documentation has been assembled for the operational plan.

The planning and observation system in the room for babies under two years has been improved to reflect children's development, and staff continue to provide a wide variety of activities for this age group.

Safety issues have been addressed. Fire doors are now accessible, and a risk assessment is in place for the raised nappy change unit. Fresh drinking water is now accessible in both areas within the nursery.

What is being done well?

- Staff and management work hard to ensure that the environment, and staffing is well planned and organised.
- There is a strong emphasis on promoting health and hygiene principles within the nursery.
- Mealtimes introduce a family atmosphere within the nursery and encourage healthy eating habits.
- There is a comprehensive policy for the management of behaviour. Children respond well to the praise and encouragement offered by staff.
- The nursery places strong emphasis on working in partnership with parents. Staff ensure parents are informed of their child's learning and development on a regular basis.

What needs to be improved?

- the staff appraisal system to assess the training needs of all staff
- the planning of activities for older and more able children to ensure there is sufficient challenge offered
- the maintenance of the decor in the children's toilet area.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Adopt a formal staff appraisal system.
3	Seek advice and support regarding child observation and planning for children over two, further extend the planning of activities to include differentiation for children's abilities.
4	Maintain the children's toilets to ensure they are in a suitable state of decoration.

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

How effective is the nursery education?

Willow House Day Nursery provides a comfortable and welcoming learning environment for young children. Children are happy and confident and are able to make generally good progress towards the Early Learning Goals (ELGs).

Progress made in personal, social and emotional development and in creative development is very good.

Relationships with children are warm, friendly and supportive, and the quality of teaching is generally good. Staff have realistic expectations of managing children's behaviour. Staff interact very well with the children at their level, and participate in their activities. Staff have a basic understanding of the foundation stage. Staff plan an interesting and varied range of activities for children's self-selection. However, there are some missed opportunities to extend children's learning and challenges set for children. Staff observe children, however their assessments are not used to plan for the next stage of learning.

Leadership and management within the setting is generally good. Good relationships and effective team work is apparent. Management and staff meet regularly. The management demonstrates a commitment to improvement. However, the management are not able to locate the previous action plan for the funded nursery inspection, so are not able to fully assess the improvements made to the setting.

Partnership with parents is very good. Parents are provided with good written information on the setting. Parents are kept well informed of their child's development within the setting, and are encouraged to contribute towards their child's learning.

What is being done well?

- Children's personal, social and emotional development is good. Children are confident, sociable, happy and are able to maintain good and caring relationships with each other and adults.
- Staff encourage children to be aware of themselves and their environment, and provide appropriate resources to stimulate interest.
- Children are independent, they have many opportunities to self select from a range of activities throughout the session.
- Children demonstrate good creative skills and there are opportunities for expressing these in a variety of ways.
- Staff work very well as a team, and provide a varied range of stimulating activities for the children.
- Staff are supportive and encourage good behaviour within the setting, and

work well to develop children's self esteem. Staff are aware of individual children's needs and ensure these are met during their day.

- Children have free access to all areas of the curriculum. This is presented in a child-centred environment.

What needs to be improved?

- Staff's knowledge of the early learning goals.
- The development of the children's assessment and achievement records to ensure all the areas of learning are covered and to incorporate children's individual developments plans into the activity planning.
- The provision for mathematics development, including opportunities for children to make basic number calculations such as subtraction, and to solve simple mathematical problems of weight and measurement.
- The opportunities for children to recognise their name, and link letters to sounds.
- Encouragement for children to use simple tools and techniques.
- The opportunities to move imaginatively to music.

What has improved since the last inspection?

No action plan available.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They are confident and happy, and are interested and motivated to learn. They have good relationships with adults and each other. They show concern for each other and their environment, and have an awareness of boundaries and behavioural expectations of the setting, taking turns and sharing. They have opportunities to make choices and work independently or within group situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. They interact, and talk with peers and adults fluently. They listen and speak within small groups. Children listen to stories, enjoy looking at books themselves and understand that they contain material that gives them pleasure and information. Children make marks and some are beginning to write their own names. However they do not have many opportunities to link letters to sound and recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. Many are able to count accurately up to ten. They enjoy number songs and are able to relate number to objects within their environment. They are beginning to use mathematical concepts. However, there are limited opportunities to develop an understanding of simple calculations and to solve practical problems. Children learn about shape and size through planned activity and practical activities such as construction and jigsaws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They show an awareness and understanding of other cultures. Children are developing skills in using the computer. Children have limited opportunities to investigate simple interesting activities to learn about how and why things work. Children celebrate birthdays and festivals, and talk about family events with interest. Children design and make items using a range of construction materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. They have access to a wide range of equipment for use both indoors and outdoors. They learn about health and hygiene. Children are able to access a variety of tools for markmaking. However, some children have limited skills in the control and use of these instruments. Children explore malleable materials, and small and large construction activities. They have opportunity to use large equipment to develop gross motor skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. They have access to a wide variety of resources and materials to explore texture, shape and colour, two and three dimensional, and painting and drawing. They are able to express themselves and communicate ideas in role play situations. Children enjoy joining in familiar songs and actions.

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

- extend the staff's knowledge of the Early Learning Goals, observational and assessment skills, and planning;
- extend opportunities for children to develop their understanding of mathematical concepts by introducing opportunities involving simple number calculations such as subtraction and mathematical problems of weight and measuring;
- extend the opportunities for children to recognise their name and link letters to sounds;
- encourage the use of tools such as pens for children who are not confident with handling and controlling them;
- extend the opportunities to move imaginatively to music

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.