



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106941

DfES Number: 520867

### INSPECTION DETAILS

Inspection Date	23/10/2003
Inspector Name	Flo Griffin-Taylor

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Downs Park Day Nursery
Setting Address	46 Downs Park West Westbury Park Bristol BS6 7QL

### REGISTERED PROVIDER DETAILS

Name	Mrs Deborah Munk
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## 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

Downs Park Day Nursery is a well established nursery which has been operating in the Westbury Park area of the city of Bristol since 1988. It is based in a large Edwardian semi-detached house, and children are all accommodated on the ground floor. There is an outside play area to the rear of the premises, and a garden at the front. It is owned and managed by Mrs Deborah Munk, a qualified early years teacher.

The nursery operates all year round, excluding bank holidays, Monday to Friday, from 08:00 hours to 18:00hours. It is registered for a maximum of 40 children under five years, of whom there may be no more than six children under two years.

There are currently thirty two funded three-year-olds and four funded four-year-olds on roll, two of whom have English as an additional language. Some children are supported with special educational needs.

There are 11 members of staff employed to work directly with the children. Ten staff hold early years qualifications, and one is undertaking NVQ level 3 training.

The nursery receives support from the Early Years Development and Child Care Partnership.

### How good is the Day Care?

Downs Park Day Nursery provides good quality care for children.

Most staff are very experienced and hold early years qualifications. They all work well together and are committed to providing good quality care and education. They constantly review their practice and provision. Earlier this year, the nursery completed the Bristol Standard, a self evaluative assessment programme. Staff make good and appropriate use of the on-going management support team and training opportunities available. All documentation is complete, policies comprehensive, well presented, and effectively put into practice.

The nursery is well organised and managed, and provides a warm and welcoming environment where children are happy, interested and involved. They are well cared for, and staff offer good role models. They are sensitive, responsive and consistent in approach and give praise and encouragement. Self esteem and confidence are promoted well. The children are well behaved.

Staff have a sound knowledge of the developmental learning needs of children. Activities are well planned and structured for each age group. Individual needs are taken into account. Children's progress is carefully monitored, and comprehensive assessments are carried out. These would further benefit with additional review.

An extensive range of toys and play equipment is available for the children to easily access. All offer challenge and stimulation, that well supports them in their play and learning opportunities.

Staff give high priority to ensuring children are safe and secure, and follow good health and hygiene practice.

Food is freshly prepared each day, and children are provided with healthy, nutritious meals and snacks. Individual dietary needs are respected.

There is a strong, effective partnership with parents and carers. They are actively encouraged to be involved in their child's care and education. Information is shared and all kept fully informed.

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

At the last inspection several actions were raised, all of which have been satisfactorily addressed.

The operational plan is now complete and in place. Arrival and departure times of both the staff and the children are recorded appropriately. Records of any medication administered are maintained confidentially. The written statement on special needs, now includes reference to disability and educational needs. The behaviour management policy includes mention of bullying. The complaints procedure has been updated to include the address and telephone number of the regulator.

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

- Management provides a clear structure and consistent guidelines. Staff are committed, effective, and work well together as a team. They monitor closely their practice and provision, and have completed the Bristol Standard.
- Comprehensive policies, procedures and good record keeping in place. All underpin the good practice carried out.
- An extensive range of good quality stimulating play materials and resources is provided to support children in their learning opportunities.
- Interaction between children and staff is caring and responsive. Staff

encourage, support, and show interest in all that children undertake.

- All activities are very well organised and structured. Comprehensive records of children's progress are kept to ensure that plans take into account individual needs.
- Staff work in close partnership with parents and carers. Positive relationships fostered, and all are valued and made welcome.

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

- the children's assessment system, to further support their progress and learning.

#### **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	continue to develop the children's assessment system, to further support their learning and progress.

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

### How effective is the nursery education?

Downs Park Day Nursery offers high quality nursery education, and children enjoy learning through a wide range of interesting and varied activities. It provides a warm and welcoming environment, within which children are making very good progress towards the early learning goals, in all six areas.

Teaching is very good, and staff have a clear and comprehensive understanding of the foundation stage and the early learning goals. Detailed assessments, which are clearly linked to the stepping stones, are completed for each child. However, these would benefit from additional review. Staff have a sound knowledge of how children learn and develop and are skilled at engaging and building positive relationships with them. Staff make excellent use of time and resources, and provide children with challenges that sustain interest and help foster independence.

The quality of leadership and management is very good. The nursery is well organised and managed, and staff are clear about their roles and responsibilities. They are supported by well presented policies and procedures, all of which underpin the good practice carried out. Staff communicate effectively at team meetings, and are able to evaluate the provision's strengths and weaknesses. Earlier this year the nursery completed the Bristol Standard. Staff show commitment to continued improvement through an active in-service training programme. They are also supported with individual supervision sessions and yearly appraisals.

There is a strong, effective partnership with parents and carers, and staff ensure that parents are provided with good information about the setting in a variety of formats. Parents are kept well informed about all aspects of their child's care and education, and receive regular updates, as well as occasional written progress reports. They are actively encouraged to become involved in their child's learning, and to share their skills and expertise.

### What is being done well?

- Children are making very good progress in all areas of the early learning goals.
- Staff have a clear and comprehensive understanding of the foundation stage and the early learning goals.
- Staff are skilled at engaging with children and have a sound knowledge of how they learn and develop.
- Staff make excellent use of time, space and resources. Good planning is in place, with a wide range of interesting and varied activities provided, which offer challenge, sustain interest and help foster independence. Children are well supported in their learning.

- Very good leadership and supportive management enables the provision to assess its own strengths and weaknesses. Have successfully completed the Bristol Standard. Staff continue to develop and improve their practice.
- There is a strong effective partnership with parents and carers. They are encouraged to become involved in their children's learning. Staff keep them well provided with good, clear and detailed information about their children's progress and achievements.

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

- continuing development of the system of assessment and planning, to further support the children in their learning.

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

The last Ofsted inspection was completed on the 13 July 1999. The point for consideration was:

maintain the high standard of assessment and planning through further development of child-centred record keeping. Ensure that the focus of activities is on what individual children need to learn next and extend planning carefully on to Key Stage One of the National Curriculum, if appropriate.

The nursery has made very good progress in this area. Planning and assessment is very good. It is comprehensive and thorough. Learning intentions are clearly stated, and linked well to the stepping stones of the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They are developing good independence and they participate in making rules that are used in the nursery. Children's behaviour is good, they are co-operative and show concern and respect for others. They are interested in their play, eager to try out new activities, and are able to concentrate for long periods.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They are confident and approach adults and children with ease when asking questions. They engage easily in conversation, and in role play, and use a wide range of expressive words. Children show pleasure in singing songs, listening to stories and looking at books. The abundance of print all around, reinforces that it carries meaning. Children are able to recognise their own names, as well as link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Many can count accurately up to ten, and some beyond. Children are encouraged to practise counting, matching, and sorting through everyday activities and play. They are challenged to make estimates and give explanations, and to explore problems and identify factors. They are learning about patterns, shapes, beginning to write numbers, and use language that reflect their mathematical understanding for example, high/low.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They are encouraged to describe past and present events and to make predictions. They are curious about their environment and the wider world, and can offer explanations about how things work. They are encouraged to experiment and explore for themselves. Festivals and different cultures are valued and celebrated. Children also ably use a range of programmable toys.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in physical development. They move confidently around with imagination and control. They show a keen awareness of space and of others. They have a good range of outdoor equipment which develops their large motor skills and sense of balance. Inside, children confidently use a broad range of small tools and equipment to develop their manipulative skills and hand and eye co-ordination. They are gaining an increasing awareness of hygiene and healthy eating.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. They enjoy a broad range of media and materials, exploring colour, texture and shape during both free play and adult supported activities. The children are imaginative and express their thoughts and feelings in various ways, for example, role play, drama, story telling and dance. They have a good sense of rhythm and tempo, and enjoy singing songs and playing musical instruments. They respond well through their senses.

**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:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- the nursery should continue to review and develop their system of assessment and planning, linked to the early learning goals.

*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.*