



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117137

DfES Number: 515405

### INSPECTION DETAILS

Inspection Date 13/09/2004  
Inspector Name Glynis Pratchett

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Pathways Day Nursery  
Setting Address Pathways Nursery  
194 Peverell Park Road  
Plymouth  
Devon  
PL3 4QE

### REGISTERED PROVIDER DETAILS

Name Ms Vicki Cross

## 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

Pathways Day Nursery is a private family run nursery, which first opened in 1991. It is situated on the ground floor of a large house near to Central Park in Plymouth. Children attend from the surrounding area. The nursery uses two rooms and has separate toilets and a separate kitchen. There is a fully enclosed outside play space. It is open Monday to Friday from 08.00 to 18.00 for 51 weeks of the year.

The nursery is registered to provide full day care for 16 children aged from 2 to 8 years. There are currently 16 children on roll, including 7 funded 3-year-olds and 3 funded 4-year-olds. The children's hours of attendance vary to suit the working hours of their parents. The nursery can support children with special educational needs and those who speak English as an additional language.

Two full time staff work with the children. Both the proprietor and the supervisor have NVQ3 in Childcare and Education. They are supported by three relief workers, one of whom has the Pre-School Learning Alliance Diploma in Pre-School Practice, another has NVQ level 2 and one staff member is currently working towards NVQ level 2.

The nursery receives support from the Plymouth Early Years Development and Childcare Partnership.

### How good is the Day Care?

Pathways Day Nursery provides good care for children.

Staff are well qualified and very committed to training. Staffing ratios are good and staff work very well together. An effective relief worker system covers staff sickness. The operational plan is comprehensive and works well in practice. The main playroom is very well organised, maximising the use of all the space. An excellent range of resources and equipment provides a stimulating environment and promotes equality of opportunity. There is a secure outdoor play area. All the necessary

documentation required for running the nursery is in place, although some detail is lacking.

Children are cared for in a safe environment and effective systems are in place for ensuring children's safety when arriving and departing. Regular risk assessments reduce hazards and all toys and equipment are checked for safety. Good health and hygiene practices are promoted with the children. Staff are very aware of children's dietary needs and are proactive in ensuring these are well met. However, children do not have independent access to fresh drinking water. Staff actively promote equality of opportunity and they have a good awareness of special needs issues. Staff have a satisfactory understanding of child protection procedures.

Staff plan an exciting range of activities and play opportunities for children covering all areas of their development, however this is not specifically adapted for the younger children. Children enjoy their play and they are very well supported by the staff, who know them very well. Staff have very good relationships with the children. They are sensitive, encouraging and are excellent role models. Children are happy, settled and very well behaved.

The partnership with parents is very good. Parents appreciate the small, friendly environment and the emphasis on learning through play. Daily verbal feedback ensures parents are fully aware of their child's care and welfare needs and achievements.

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

At the last inspection, the nursery agreed to ensure the paperwork concerned with children's attendance, health and behaviour was updated. These actions have been completed ensuring children's health and safety are much improved. The security of the premises has also been improved and outdoor play facilities provided. The staff are aware of the staffing ratios required to meet the standards.

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

- Staff have very good relationships with children. They know them very well and promote positive behaviour. Children's behaviour is good and they are very settled, happy and play very well together.
- Staff are well qualified and are keen to regularly update their knowledge through a planned programme of training.
- The premises are warm and welcoming and the excellent range of toys and resources ensure children play in a stimulating environment.
- Staff plan a varied and interesting range of activities and play opportunities for the children, who actively explore and investigate their environment. Children are very interested and motivated to learn through their play.
- Staff work very well with parents to ensure children are happy and settled in the nursery. Parents share information about their children with staff and daily

verbal feedback means children's care and welfare needs are well met.  
Regular newsletters keep parents updated on topics and planned activities in the nursery.

**An aspect of outstanding practice:**

Staff have an excellent understanding of how to manage children's food allergies. Great efforts are made to ensure children with allergies eat an interesting and varied diet; food is cooked on the premises and menus are shared with parents. (Standard 8)

**What needs to be improved?**

- children's awareness of the availability of fresh drinking water
- the child protection procedures
- the activity planning for two-year-olds.

**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	Ensure that activities are planned at an appropriate level for children aged two years.
13	Ensure the child protection statement includes a procedure in the event of an allegation of abuse against a staff member or volunteer.

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

### How effective is the nursery education?

Pathways Day Nursery provides high quality nursery education overall which enables children to make very good progress towards the early learning goals in all the six areas of learning.

The quality of teaching is very good. Staff organise the indoor space and resources imaginatively to create an interesting and stimulating learning environment. The outdoor area is very well used to promote children's development across the six areas of learning. Staff plan an interesting range of practical activities, which provide children with many opportunities to make independent choices. The curriculum planning includes routine activities that are linked to the early learning goals. Activities are not always extended to provide sufficient challenge. Staff manage the children very well and have very good relationships with them.

Staff give individual children a good level of support during their play through their great enthusiasm for learning and their excellent play-based approach to teaching. Children are fully engaged in their play and show progress through the staff's skilful questioning and example. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what the children should do next. They have a good system for recording children's progress and achievements, which are shared with parents.

The leadership and management of the day nursery is very good. The manager and staff have a strong commitment to improving the care and education offered to children. The manager acts on advice and has implemented an evaluation system to monitor children's progress and the quality of teaching. Staff are an effective team who work well together.

The partnership with parents is very good. Parents spend time talking informally to staff about their children. Termly newsletters keep parents informed about topics and forthcoming events. The effective settling-in procedure ensures children are happy and settled.

### What is being done well?

- Staff provide excellent role models for children through their enthusiasm for learning. They are fully absorbed and engaged when playing with the children and they skilfully direct children's learning through their play-based approach to teaching.
- Staff use excellent strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children.

- Children demonstrate excellent cutting and joining skills during art and craft activities. They make independent choices about what tools and resources to select.
- Children have many opportunities to develop their imagination during role play, stories and art and design activities. Staff fire children's imagination through their engagement in children's play and by providing the appropriate resources.
- Staff plan an exciting range of interesting activities for children covering the six areas of learning, these are very well resourced and evaluated.

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

- the use of children's name cards during activities
- the activity planning to include extension activities for older or more able children.

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

Very good progress has been made since the last inspection when two points for development were raised.

The nursery was asked to ensure assessment information is used to plan for the next steps in children's learning. The manager has developed a system for evaluating children's progress linked into the stepping stones. Sticky notes and observations record children's achievements and staff collate this information and use it to plan the next steps for children across the six areas of learning.

The nursery was asked to provide sufficient opportunities for children to express their own individual ideas and feelings so that activities are child-led. The manager has made major improvements in this area. Children freely access materials and tools and can express their ideas through using different media. Some ideas may be adult-led but children then decide how they will construct or design the item. Children are able to express their ideas and feelings exceptionally well.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interact well with other children and adults. Staff provide a welcoming and caring environment where children have a sense of belonging and positive self-esteem. Children display high levels of involvement in their play and are very motivated to learn. They choose between activities, select resources for themselves and take care of their personal needs, such as washing hands. Children behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well and they are keen to communicate with staff. They learn to express their imagined experiences during role play. Children listen and respond positively to favourite stories; they are encouraged to make up their own stories and to predict possible endings. Children are offered many opportunities to practice writing skills, for example, making marks in shaving foam. Children recognise their names but names cards are not routinely used during activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good support to help them count to 10 and to recognise shape and sizes. They recognise and match simple shapes. They routinely count toys during play activities and staff reinforce mathematical ideas, language and problem solving at these times, for example, while constructing with blocks, playing with the sand and buying items in the pretend garden centre.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make two and three-dimensional models from recycled boxes and fabrics, these are joined with different types of glue and tape. Planned activities help children notice changes that occur, for example, when ice melts. Children learn about the natural world through visits to the local park and activities such as observing worms. Visitors to the nursery provide children with an insight into their local community. Children learn about other cultures by celebrating different festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the nursery and manipulate a variety of tools, resources and mark making materials with increasing control. They have excellent scissor control. Outdoors children manoeuvre tricycles around obstacles, use a slide and bounce on a space hopper. Children are able to recognise the need to wash hands before eating and after toileting. Indoors children are set challenges using the climbing frame, tunnels, balance beam and soft play equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children draw freely, apply paint in different ways and make collages. They explore colour, texture and shape when making an octopus, dragon masks and a guitar. Role play activities are varied and interesting and occur both indoors and outdoors. Children draw on their experience and imagination as they play with small world farm animals and while acting out a fairytale. Children enjoy singing simple songs and joining in with musical instruments.

**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 improving the following:
- ensure the daily activity plans include differentiated and extension activities
- increase the use of children's name cards during routine, free play and planned activities.

*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.*