



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253726

DfES Number: 582841

INSPECTION DETAILS

Inspection Date 16/01/2004
Inspector Name Hazel Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Branston Community Day Nursery
Setting Address Branston Community College
Station Road, Branston
Lincoln
Lincs
LN4 1LH

REGISTERED PROVIDER DETAILS

Name Board of Governors

ORGANISATION DETAILS

Name Board of Governors
Address c/o Branston Community College
Station Road, Branston
Lincoln
Lincs

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

Branston Community Day Nursery opened in 1990. It operates from a self contained wing within the Branston Community College. The nursery has access to one main playroom incorporating a baby area, a sleep room, an art and craft room, an office/staff room, a kitchen, toilets, entrance hall and a fully enclosed outdoor area. The nursery also has the use of the extended college grounds and facilities including community lounge, library and swimming pool. The nursery serves college staff, the local community and surrounding areas.

There are currently 42 children from birth to under five years on roll. This includes 17 funded three year olds and 5 funded four year olds. Children attend a variety of sessions. The nursery currently supports two children with special needs and all children attending speak English as their first language.

The nursery opens between 08:00 and 18:00, five days a week, 51 weeks of the year.

Six full-time and five part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The nursery is involved with the Early Years Development and Childcare Partnership and is a member of the Lincoln Day Nursery Association.

How good is the Day Care?

Branston Community Day Nursery provides good care for children aged from birth to under five years.

Good use of available space and resources ensure children are well cared for and supported. The premises are warm and welcoming, and the children are happy and settled. The staff have a consistent approach to their work which is supported by an effective appraisal programme, regular staff meetings and a commitment to professional training. A comprehensive range of policies, procedures and written

records are in place and are effective in practice.

Staff give high priority to ensuring children are safe both inside and outside the nursery. The nursery promote the good health of the children by providing nutritious snacks and meals and maintaining good hygiene practices. Babies and toddlers benefit from consistent routines for sleeping, playing and eating and are given a high level of support to begin actively exploring their environment.

The staff plan a wide range of interesting activities which help children make progress in all areas of their development. Children are well motivated and are encouraged to make independent choices. Staff value children's contributions by being interested in what they do and say and responding positively to children's ideas. Standards of behaviour are good due to the high expectations of staff and the effective strategies used to manage children's behaviour. Staff ensure that children with special needs are involved in activities, however, independent education plans are not sufficiently co-ordinated within planning and assessment systems used by keyworkers.

There is a good partnership with parents and carers. The nursery provides good written information about the provision, the curriculum and the policies and procedures. Parents are offered the opportunity to talk to staff on a daily basis to discuss their child's progress. The day books are used well to share information with the parents of the younger children.

What has improved since the last inspection?

At the last inspection the management agreed to obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future.

Parental permission is now obtained via a signed supplementary 'permission to seek emergency medical advice or treatment' form.

What is being done well?

- Effective recruitment and induction systems are in place, and there are effective systems for identifying training needs. Continual improvement is assured through a commitment to staff development and the sharing of good early years practice within the team.
- Staff work well together to provide an interesting range of activities with sufficient challenges to meet the needs of all the children. They use available space and resources effectively to promote children's development in all areas of learning. Toys are made easily accessible and children can make independent choices.
- Provision for babies and toddlers is good. Staff give excellent attention to meeting children's individual needs for eating and sleeping and to exchanging information with their parents. They plan activities well to give very young children interesting sensory experiences.

- There are comprehensive policies and effective procedures in place to ensure children's safety both inside and outdoors.
- The nursery has a good partnership with parents due to effective written and verbal communication. Parents are given good information about the provision, the curriculum and children's progress.

What needs to be improved?

- the further development of the role of the key person, to include the co-ordination of planning and record keeping for individual children with special needs.

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
10	Further develop the role of the key person, to include the co-ordination of planning and record keeping for individual children with special needs.

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

How effective is the nursery education?

Branston Community Day Nursery offers a very good educational programme in a friendly and stimulating environment. Children make good progress towards the early learning goals in all six areas of learning. This is a result of effective teaching and the skilful methods staff use to engage children's interest and to foster their independence and self-esteem.

The quality of teaching is very good. Staff provide an interesting range of practical activities to help children learn. Effective planning and assessment systems provide a sound framework within which children make very good progress. Staff work well as a team and have clear roles and responsibilities. They skilfully engage the children in conversation to promote their language skills and extend their learning through careful questioning during practical activities. Children are encouraged to express their ideas verbally and imaginatively and are motivated to learn. Children behave very well in response to high expectations from staff and their self esteem is fostered through use of praise and encouragement. There is an effective system in place to provide good support for children with special educational needs.

The leadership and management of the nursery is very good. Strong leadership and a dedicated staff ensures that good early years practice is shared and areas for future development are identified. All staff are positively encouraged and supported to undertake further training to enhance their knowledge and understanding.

The partnership with parents is very good. Staff regularly talk to and share information with parents about their child's progress. Parents receive good written information about the nursery and the curriculum and are encouraged to be involved in the children's learning.

What is being done well?

- Strong leadership ensures that good early years practice is shared. Continual improvement is assured through a commitment to staff development and training.
- Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment in which children feel safe to explore new experiences. Staff set challenges for children which extend their thinking and skills.
- Children's personal, social and emotional development is very good and a strength of the nursery. Children are happy, interested and able to work on their own. Children are good communicators, they negotiate and use talk to organise their play with others, behaviour and relationships are excellent. Staff know the children well and have high expectations of what they can learn.

- The planning of the educational programme effectively promotes learning in all six areas. Staff's sound understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts. Children are confident, motivated and independent in their learning.
- Staff have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning. Parents receive good quality written information about the nursery and the curriculum which is reinforced verbally on a regular basis. Parents are encouraged to be actively involved in their children's learning.

What needs to be improved?

- the monitoring systems to further develop effectiveness in identifying areas requiring further detail/differentiation in planning so that all children, including those with special needs, are able to gain the most from the activities and the learning materials.

What has improved since the last inspection?

At the last inspection, the nursery agreed to extend the provision for children's creative development by encouraging children more often to use resources and materials to express their own ideas and to communicate meaning.

The nursery has made very good progress since the last inspection, and has ensured that children have more opportunities to self-select creative resources such as the wide selection in the art and craft room, as well as, access to key word boxes to support older children expressing their own ideas and communicating meaning during topic work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good and they learn to concentrate and persevere with tasks. They relate well to each other and approach adults with confidence. Children are motivated to learn and select activities and resources independently. Through topic work and discussion they are developing awareness of self and others of different cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing a wide vocabulary and are confident in their use of language to organise their play with others. Children are learning the conventions of reading, responding enthusiastically to stories and are developing the awareness of story language through participation. More able children link sounds to letters and read simple words. Children are able to write or trace their own name independently and have opportunities to attempt writing for different purposes in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count in sequence to ten. More able children are developing their awareness of larger numbers and can recognise and write some numerals. Children use number names and mathematical vocabulary spontaneously and are developing problem solving skills during everyday situations such as role play, singing and snack time. Good one to one activities are used to develop children's understanding of addition and subtraction. Children use language well to compare shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and living things and have regular opportunities to explore the environment and use their senses to describe materials. They talk about past experiences in their own lives and learn about the lives of others, including those from other cultures. They are encouraged to construct with a purpose in mind and using a variety of natural and man-made resources. Very good use is made of available technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus both indoors and outdoors. They have opportunities to practice a range of skills, including balancing and climbing, and use available apparatus with confidence and co-ordination. They are developing good spatial awareness. Children are developing an understanding that good practices with regard to eating, hygiene and exercise can lead to good health.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children respond well to the imaginative role play opportunities offered and linked to themes. They are also able to make good use of resources independently to develop their own imaginative creativity. Children explore colour, texture and shape through a variety of play materials and are able to use resources to express their ideas and communicate their feelings. Children enjoy playing musical instruments and are able to express themselves creatively through a variety of musical activities.

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:
- further development of the monitoring systems to ensure that they are fully effective in identifying areas requiring further detail/differentiation in planning so that all children, including those with special needs, are able to gain the most from the activities and the learning materials.

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.