



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 314119

DfES Number: 511550

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Noreen Elizabeth Appleby

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kirklands Nursery
Setting Address	8 Bede Road Barnard Castle County Durham DL12 8HD

REGISTERED PROVIDER DETAILS

Name	Mrs Janice Duffy-McGhie
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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

Kirklands Nursery opened in 1984. It operates from the ground floor of a three-storey building close to Barnard Castle town centre. The group mainly serves the needs of families from the local geographical area.

The facility is registered for 20 children aged 2 to under 5 years . There are presently 32 children on roll, including 6 funded three-year-olds and 5 funded four-year-olds. On the day of this inspection there are 15 children present, including 6 funded three-year-olds and 5 funded four-year-olds. Children usually attend regular sessions. The setting does not currently support any children who have special educational needs, nor any children who speak English as an additional language.

The group opens Monday to Friday, throughout the year, excluding public holidays and Christmas fortnight. It provides Full Day Care sessions between 07:45 to 17:30 and Sessional Day Care sessions from 09:00 to 11:45 and from 13:15 to 16:00.

The owner also manages the nursery and employs two full-time and one part-time regular members of staff to work with the children. The manager and two members of staff already hold recognised NVQ level three child care qualifications. The third member of staff has completed a recognised NVQ level two child care qualification and is currently working towards NVQ level three. The setting receives support from a link-teacher from Surestart, County Durham.

How good is the Day Care?

Kirklands Nursery provides satisfactory care for children. There are adequate, recruitment procedures in place to ensure staff have relevant qualifications and experience for their individual roles, although deputising arrangements need to be improved. Staff demonstrate a strong commitment to supporting children well and providing a purposeful learning environment. Documentation systems have been set up, although procedures need to be reviewed and updated to ensure information is maintained in line with the requirements of the 'National Standards for Under Eights Full Day Care.'

Premises are very well set out to provide an attractive, child-friendly environment. Good use is made of regular routines. Staff, space and resources are very well organised to ensure children are well cared for, both indoors and out. Consideration is given to maintaining appropriate health, safety and hygiene standards. Most issues are suitably addressed and relevant good practice is promoted with children for example, tidying up and personal hygiene. Staff provide regular drinks and a range of healthy meals and snacks suited to children's individual dietary needs.

The nursery is very well equipped, with areas effectively set out to meet children's individual needs and to provide them with accessible, inviting choices. Staff plan a broad range of activities which provide good learning opportunities suitable for children's ages and ability. They recognise children as individuals and promote equality of opportunity and diversity very well.

Staff work closely with parents and carers, regularly sharing information with them to ensure their child's individual needs are adequately met. Most parental contracts and agreements are in place. Comments from parents indicate that they are very happy with the quality of care provided.

What has improved since the last inspection?

not applicable.

What is being done well?

- The nursery provides a very warm, welcoming environment for children and their families. Good use is made of notice boards and displays to recognise and value children's work and to share information with parents.
- All childcare rooms are very well-equipped and well organised to provide an accessible, inviting and purposeful environment which children can explore, investigate and enjoy. As a result they enjoy freedom of choice and developing independence.
- Staff plan and provide a broad range of stimulating play and learning opportunities that provide sufficient challenge to help children to learn new skills. Staff work alongside the children, interacting positively with them, asking and responding to questions, to support and extend children effectively.
- Staff demonstrate a sound awareness of equal opportunities issues. They plan and provide a very good range of resources and activities to promote equality of opportunity, multicultural awareness and diversity.

What needs to be improved?

- arrangements for ensuring adequate documentation systems are maintained in line with the requirements of the 'National Standards for Under Eights Day Care and Childminding'

- procedures for ensuring adequate deputising arrangements in the absence of the manager
- the complaints procedure
- the procedures for sharing information with parents through written contracts, records and agreements
- arrangements regarding 'Child Protection,' by developing staff's knowledge and by ensuring the nursery procedures comply with local authority child protection procedures.

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 must take the following actions by the date shown

Std	Action	Date
2	Devise and implement a procedure for lost or uncollected children.	30/09/2004
2	Ensure there is a named deputy who is suitably qualified, experienced and vetted to take charge in the absence of the manager.	30/09/2004
7	Keep a written record, signed by parents, of all accidents to children and inform Ofsted of any serious injury.	30/09/2004
13	Ensure staff have appropriate training, knowledge and understanding of child protection issues and that the procedures for the nursery comply with local Area Child Protection Committee (ACPC) procedures.	30/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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2	Improve registration systems by maintaining a record of all visitors.
11	Improve the 'Behaviour Management' statement by identifying positive practices, making reference to bullying and identifying the member of staff responsible for behaviour management.
12	Improve the written 'Complaints Procedure' statement by providing details of the procedure to be followed if parents have a complaint and by including the name, address and telephone number of Ofsted.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Kirklands Nursery provides a warm and welcoming atmosphere, where children settle well and make very good progress towards all the early learning goals.

The quality of teaching is very good. Staff are enthusiastic and work well together to provide an interesting curriculum which encourages children to develop through the stepping stones towards the early learning goals. Planning is very good and the sessions run smoothly. The room provides children with a stimulating learning environment in which to learn and play. Interaction between staff and children, and children to their peers is very good. This results in children developing various communication skills and enables them to effectively, use language for a variety of purposes. Staff provide very good role models for children and manage behaviour very well. Children are aware of the boundaries and respect these. Assessments of children's progress are kept, however they are not linked consistently to the stepping stones towards the Early Learning Goals.

The leadership and management of the group is very good. Staff are aware of their roles and responsibilities, resulting in the group running very well. The staff are encouraged to attend training as identified in development plans. Staff are aware of strengths and weaknesses and maximise and minimise as appropriate. They are committed to the continued improvement of the care and education for children.

Partnership with parents is very good. Parents are provided with a good amount of information about the nursery and how it is organised. They use the notice board to display the topic, and link planning to these notices. Parents are encouraged to contribute to the group, and talk freely with staff.

What is being done well?

- Personal Social and emotional development is nurtured very well. Children are developing very good relationships with staff and peers. Through the positive role models of staff behaviour is of a very high standard
- Children are given regular opportunities to practice their writing skills and develop their knowledge of letters and reading through a range of exciting and stimulating activities.
- Children are given the opportunity to experience and use Information technology in a variety of forms, both supported and unsupported by staff. Children develop a very good understanding of number in the environment. Good support and well presented resources allow children to use mathematical language correctly and confidently, with older children supporting younger children.
- Children are given the opportunity to express themselves, through large and

small group activities. They use their imagination in a range of activities, which are attractively presented to children.

- Partnership with parents is very good. Parents are made to feel valued and welcome, through a range of activities, both planned and spontaneous. Parents are encouraged to share with the staff their child's progress.

What needs to be improved?

- improve and develop assessment records in line with the early learning goals and stepping stones.

What has improved since the last inspection?

The progress made overall, has been very good. At the last inspection the group were asked to look at planning to ensure that all areas of learning were covered and to make full use of resources.

Staff have embraced all these issues, they have undertaken training on the early learning goals, and implemented a planning and evaluation system which ensures that all areas are covered and individual children's needs are met.

Partnership with parents was to be improved to allow parents the opportunity to contribute from home to their child's learning. Very good progress has been made with this area. parents are encouraged to contribute to the topic of the week/term, through good information in the form of newsletters, notice board and verbally

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have formed good relationships with adults and their peer within the group, working well together and harmoniously developing confidence, independence and their understanding of taking turns. Children's behaviour is very good, with children developing an understanding of what is right and wrong. They develop very good self care skills, independently accessing toilets, handwashing and other areas. Children talk freely about their home environment and make connections with nursery

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to express their views, and feelings, both in groups and individually. They develop an understanding and appreciation of books through a well resourced and organised book corner, which stimulates drama, making story time an enthusiastic and happy time. Children are able to develop writing skills, and are encouraged to use all equipment within this well resourced area resulting in four year olds being able to recognise and write own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children understand and use mathematical and positional language in all aspects of their play. Numbers are displayed around the room, and children are able to count to ten, with older children able to count in reverse. Children develop an understanding of shape and the concept of both two and three dimensions. Older children are beginning to solve simple problems, in a rich and purposeful environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to build for a purpose and independently select their own materials. They confidently and competently use information technology of the computer, programmable toys and other equipment. Children talk confidently in groups about events in their lives and have an understanding of time, talking about yesterday, the weekend and others. Children are able to learn about the world in which we live through planned imaginative play experiences of space craft, ships and aeroplanes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to develop a range of large and small movements developing an appreciation of expression linked to music. They are aware of their own needs and the needs of others. Children are able to manipulate a wide range of small tools and equipment with skill. Children are aware of their bodies, understanding the need to warm up and cool down before and after exercise. They understand healthy diets, talking about foods and what they do.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to differentiate between colours with older children developing an understanding of colour mixing. They are able to express themselves through a rich stimulating imaginative area, and through music and movement in small groups. They are able to use their senses in a range of activities and use body language to communicate.	

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;
- improve and develop assessments records in line with the stepping stones and 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.