



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206285

DfES Number: 514521

INSPECTION DETAILS

Inspection Date	22/09/2003
Inspector Name	Julie Mason

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	North View Day Nursery
Setting Address	2 North Road Glossop Derbyshire SK13 7AS

REGISTERED PROVIDER DETAILS

Name	Ms Debbie Gough
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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

North View Day Nursery opened in 1996. The setting provides three rooms upstairs for three to four-year-olds, and four rooms downstairs for birth to three-year-olds. It operates from a detached house in the centre of Glossop and serves the local community.

There are currently 78 children from birth to four years on roll. This includes 15 funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. There are currently no children attending with special needs, or with English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 to 18:00.

Thirteen full/part time staff work with the children, with a further two staff to cover holidays and illness. Fourteen staff hold relevant childcare qualifications, with over half qualified at level three. One member of staff is working towards a NVQ II, and two members of staff have completed their NVQ II and are working towards their level III. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

North View Day Nursery provides good quality care.

The staff provide a warm and welcoming environment where the children are happy, relaxed and well cared for. The provision provides four age groupings for birth to one, one to two, two to three and three to four years of age, where children move between rooms dependant on age and development. The space is used well by the staff. Staff provide a good range of resources, which promote children's learning. Children are involved and interested in the activities and are developing good relationships with peers and staff. Children behave well and staff deal with any issues sensitively and appropriately, providing good role models. Staff have a good understanding of the children's individual needs and promote equality of opportunity

within the provision.

The staff work well as a team and are aware of the policies and procedures of the provision. All staff except one who work regularly with the children hold relevant childcare qualifications. The staff work full-time, and a key worker system is used well.

The staff have a good awareness of providing a safe and secure environment for the children, and supervising access of non-vetted persons. They promote good hygiene practices, however there are insufficient provisions made for children's sleep. All accident/medication records are maintained to a suitable standard. The provision gains suitable information about children's allergies and dietary requirements however, children are not provided with snacks throughout the day. Staff are aware of the provision's child protection policy.

The staff have good relationships with the parents, and information is verbally exchanged regularly. Written information about the provision is not in place. Parents are very happy with the quality of care provided by the staff.

What has improved since the last inspection?

Not applicable

What is being done well?

- The staff have good relationships with the children. They are involved with the children's play, and give praise.
- The Staff provide a good range of activities, indoors and outdoors for all children which cover all areas of development.
- The staff have a good awareness of safety. The fire evacuation procedures are practiced well, with imaginary obstacles and fires placed in staff's way.
- The setting has a relaxed and busy atmosphere. Staff manage the children's behaviour well, and provide positive role models.
- Staff have good relationships with the parents. Parents are provided with verbal information about their child, and home books for children aged birth to two.

What needs to be improved?

- the written information provided to parents;
- the sleeping arrangements;
- the provision of snack time, and utensils used by children at lunch time.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
4	Ensure suitable and sufficient sleeping equipment is available to children with space to allow children to sleep without disturbance, and individual sheets provided.
8	Review lunch time procedures with regards to utensils used by children, and ensure snacks and drinks are offered routinely.
12	Provide parents with written information about the setting.

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

How effective is the nursery education?

North View Day Nursery is generally effective in developing children's learning. Children are making generally good progress in all areas of the early learning goals.

The quality of teaching is generally good. Staff have an overall knowledge of the early learning goals, but are not secure in their knowledge of the stepping stones towards them. The planning demonstrates what the children will be learning, but is related to the early learning goal, and not the stepping stones towards it providing developmentally inappropriate goals. Staff generally set sufficient challenge for most children, although there are some areas in which insufficient opportunities and challenge are provided. Teaching methods are generally good overall to assist most children's progress. Assessments do not demonstrate children's progress through the stepping stones towards the early learning goals, and are not used to plan for what children need to learn next.

Leadership and management is generally good. The person in charge provides good leadership of the setting, and staff are clear about their roles and responsibilities. The setting is generally good at assessing their strengths and weaknesses, and will be starting a quality assurance scheme soon. The setting is committed to the improvement of the care and education, however there are some aspects that do not meet the needs of the children fully.

Partnership with parents and carers is generally good. Parents are provided with information about the themes of the term, however not about the educational programme and the early learning goals. General information about their child is shared on a regular basis and they are generally encouraged to be involved in their child's learning. Children's assessments are not freely available to the parents, nor are they encouraged to contribute to them. They are not effectively informed about their child's progress towards the early learning goals.

What is being done well?

- Children are confident and independent in selecting and carrying out activities. They display high levels of involvement in activities and persist for extended periods of time.
- Children speak clearly and with confidence in small and large group situations. Staff extend children's vocabulary through discussion in activities.
- Children are developing a good understanding of the concept of quantity of number, and count with confidence in everyday activities.
- Children have good small muscle skills and developing good pencil control. They are beginning to form recognisable letters, and have opportunities to practice these skills in planned and spontaneous activities.

- The setting works well in partnership with parents. Parents are given regular information about the themes of the term. They are given ideas of songs and activities that can be undertaken at home encourage involvement in their child's learning.

What needs to be improved?

- children's opportunities to begin simple adding and subtracting;
- children's opportunities to develop climbing skills;
- children's opportunities to use tools;
- staff's knowledge of the early learning goals and the stepping stones towards them;
- the written information available to parents;
- the assessment of children's progress towards the early learning goals incorporating the stepping stones towards these, and the availability of these to the parents;
- the planning to use the stepping stones towards the early learning goals.

What has improved since the last inspection?

The improvements since the last inspection have been limited. There have been changes in staff since the last inspection, and the action plan has not been fully implemented.

Plans now demonstrate what the children are learning from the activities, however staff's understanding of the early learning goals and the stepping stones towards them have not been sufficiently developed.

Children's opportunities for balancing have been increased, however the action plan stated large climbing apparatus would be purchased, which has not been implemented. The quality of books made available to the children has improved, and positive images of race, culture and ethnicity are made available to the children.

Planned opportunities are in place to develop children's letter and number formation, as well as spontaneous opportunities.

Staff have developed an awareness of the Special Educational Needs Code of Practice, and the nominated person is attending the appropriate training courses.

The information given to parents about the curriculum has not been improved, and is no longer in place. There have been no improvements in the information given to parents relating their child's progress through the stepping stones towards the early learning goals. Parents are given information about the topics for the term including songs and activities to encourage them to be involved in their learning, however they are not encouraged to contribute to their child's assessment records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good independence skills in routine tasks such as toileting. They are confident, forming friendships and settled in the setting. Children are interested in the activities, motivated to learn and beginning to persevere with tasks. They demonstrate an awareness of the boundaries of the setting and behavioural expectations. Children are learning about different cultures and beliefs, and demonstrate a sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak clearly and confidently, and can verbalise their needs. They confidently participate, and most listen in group times. Children are beginning to recognise their names. They have opportunities for mark making and are developing good pencil control. Children are beginning to form recognisable letters, although print around the nursery is incorrectly written. They enjoy using books with peers and adults, and are beginning to recount familiar stories.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and are beginning to recognise numbers. Worthwhile activities develop children's number skills well. They are beginning to understand simple adding and subtracting, however there are insufficient opportunities for children to extend their learning. Children are using mathematical language in everyday activities in relation to size, shape, pattern and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing their design and making skills using a variety of construction equipment. They have good opportunities to explore a variety of media and natural objects. The children have a sense of past, present and future although they have insufficient opportunities to extend learning about features of the local environment. They use a variety of technological equipment confidently. Children are learning about different cultures and beliefs through a variety of activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move imaginatively and with confidence. They use a variety of resources to develop both large and small muscle skills, however there is insufficient challenge to develop large climbing skills. Children have a good sense of space and are aware of others around them. They are learning about keeping healthy through daily routines and undertake these independently, however there are limited opportunities for children to observe effects of exercise on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children explore shape, texture and colour using a variety of two and three-dimensional media and materials. They have a repertoire of songs, with most children confident to sing in front of a group. Children are responding to rhythm and exploring different sounds with a music practitioner who visits the group weekly. They are responding to experiences and are beginning to express their own ideas, although some of the creative opportunities have a tendency to be overly-directed by adults.</p>	

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

- Develop staff's understanding of the stepping stones towards the early learning goals, and the clusters of learning.
- Ensure the planning incorporates the stepping stones towards the early learning goals.
- Ensure children's assessment records demonstrate their progress through the stepping stones towards the early learning goals. These assessments should be made available to the child's parents/carers, who should be encouraged to contribute to them.
- Provide parents with written information about the setting, and about the educational programme including information about the early learning goals incorporating the stepping stones towards them.

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.