



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 122575

DfES Number:

INSPECTION DETAILS

Inspection Date 25/09/2003
Inspector Name Patricia Jane Daniels

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care, Creche Day Care
Setting Name Cannons Day Nursery
Setting Address Simpson Way
 Long Ditton
 Surbiton
 Surrey
 KT6 4ER

REGISTERED PROVIDER DETAILS

Name Mr Martin Oliver

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

Cannons Full Day Care, Crèche and Holiday Play Scheme take place in Cannons Leisure Centre, Long Ditton. The Crèche is open seven days a week and is for the sole use of members. The Nursery is open five days a week, for use by members of the public. Funded children are on roll. Entrance to all three facilities is gained through the main reception area. Children using the Crèche or Holiday Play Scheme register at the Junior reception desk.

The Nursery is located on the ground and first level of the building.

The baby room is located on the ground floor and has separate play, sleeping and nappy changing facilities. The remaining four group rooms for the older children are accessed on the first floor. Toilet and nappy changing facilities are adjacent to the group rooms. Children have their meals in group rooms. Arrangements are made in two of the group rooms for those children requiring a sleep during the day.

Meals are prepared on site by a part time chef.

The Crèche is located on ground floor level. Children under two use a ground floor play area, with a separate nappy changing facility. Older children access the upper Crèche level via stairs. This area is divided into two areas, with a lower and upper level. Toilets are located on the ground floor level of the crèche.

Both the Nursery and Crèche facility have the use of an outside area.

The Holiday Play Scheme has a base room on an upper level of the Leisure Centre. Toilet facilities are located on the same level as the base room.

Meals are provided by the leisure centre restaurant.

Children are taken off-site to a local park within short walking distance of the club for outdoor play.

How good is the Day Care?

Cannons Day Nursery and Cannons Creche provide a satisfactory standard of care for children. The holiday playscheme was not operating at the time of the inspection.

The nursery and creche offer a welcoming environment for parents and children. A wide range of toys is available in the creche, but the range available in the nursery is more limited. Most staff hold a relevant childcare qualification or are working towards one. There is a manager and a deputy in place in the nursery. However, the creche does not have a person in charge at the moment and the deputy has been appointed on a temporary basis. Most of the required documentation is in place, but some consent forms have not been provided and the attendance register in the creche is not fully maintained.

A risk assessment is in place in the nursery and creche, but it does not always identify and reduce hazards. Procedures to promote health and hygiene are generally in place in the creche, however there are some areas in the nursery where procedures are not followed. The creche provides drinks for children. The nursery provides snacks and meals that are nutritious but does not clearly label babies' milk. Staff have a reasonable awareness of child protection issues, although some are unsure of the procedures.

The creche offers a good range of play opportunities. The nursery has a reasonable range of play and learning activities, but opportunities for children to select and look at books are limited. Children with special needs attend the creche and nursery. They take part in all the activities, but in the nursery the staff do not always take the opportunity to ensure full inclusion. In both the creche and nursery staff value children's good behaviour and use appropriate methods to manage children's behaviour.

Parents are provided with information about the policies of both creche and nursery. The nursery uses a daily diary to keep parents informed about their children.

What has improved since the last inspection?

At the previous inspection some policies, procedures and documentation were highlighted for improvement. These have now been put into place.

The room temperatures in the creche and nursery needed maintaining at a suitable level. Steps have now been taken to do so.

An action was raised for staff to attend child protection training. This has been achieved.

The register of attendance did indicate staff present, an action was raised to ensure that staff were included. This has not been implemented in the creche.

An action was raised to ensure that all staff are checked through Ofsted. This has been implemented.

What is being done well?

- The creche provides a wide range of toys and activities. The varying needs of the children are met.
- The creche and nursery staff have a consistent and positive approach to managing children's behaviour. Children are aware of what is expected of them and their good behaviour is encouraged.
- The creche and nursery provide regular newsletters. The nursery uses a daily diary. Parents are kept informed about the provision and their children's progress.

What needs to be improved?

- the range of toys and activities in the nursery, to provide a wide range of toys and activities for babies and children up to the age of five years;
- the procedure for cleaning toys and equipment, to ensure that toys and equipment are clean, well maintained and safe;
- the procedure for risk assessments, to ensure that the risk assessment identifies actions to be taken to minimise risks;
- the procedure for handling food, to ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements;
- the procedure for identifying baby milk, to ensure that baby milk provided by a parent can easily and accurately be identified as the correct milk for that child;
- the procedure for hand washing, to ensure good hygiene practices are in place regarding hand washing;
- the policy for including children with special needs, to ensure that staff who have undergone Makaton training identify the opportunities for its use;
- the procedure for informing staff of child protection procedures, to develop staff's knowledge and understanding of child protection issues;
- documentation, to ensure that all required documentation is in place and maintained and that Ofsted is informed of any significant events.

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
7	ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements	01/11/2003
7	ensure staff understand and practise procedures that promote good hygiene including hand washing	01/11/2003
7	keep a written record of all accidents occurring on the premises	01/11/2003
14	ensure that registration arrangements show when children, staff and visitors are present.	01/11/2003
14	ensure that Ofsted is informed of all childcare provision on the premises	01/11/2003

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

Std	Recommendation
14	obtain prior written consent for children to go swimming
5	provide a suitable range of toys and activities, in order to meet the developmental needs of babies and children up to the age of five years
5	ensure that toys and equipment are clean, well maintained and safe
6	conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks with regard to the gate in the outdoor play area, use of the pool for swimming, the chairs used by babies when eating, any other potential hazards specifically for children
6	meet any recommendations made by the Fire Safety Officer with regard to nursery children using the studio
6	make sure that low-level glass panels are safe or inaccessible
8	ensure that baby milk provided by a parent can easily and accurately be identified as the correct milk for that child
10	ensure that staff who have undergone Makaton training identify the opportunities for its use

11	devise and implement a system to record any incident of physical restraint
12	obtain prior written consent from parents before taking children's photographs
13	develop staff's knowledge and understanding of child protection issues
13	ensure that a record of existing injuries is kept

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

How effective is the nursery education?

The provision for nursery education at Canons Day Nursery is acceptable but has some significant areas for improvement. It enables children to make generally good progress towards the early learning goals for personal, social and emotional development and physical development but their progress is limited in the other four areas of learning.

Teaching has some good aspects but there are significant weaknesses overall because staff are not confident in their knowledge of the stepping stones towards the early learning goals. They plan a range of activities which are linked to the six areas of learning but they overlook many valuable learning opportunities. A reasonable range of resources is available but not always imaginatively presented, particularly in the reading area and the role play area. The children are content, and they listen very well, but they are not fully motivated to learn from their activities. Staff assess and record children's progress. This information is regularly shared with parents but staff do not use it to plan next steps in children's learning. Plans do not identify how activities will be made sufficiently challenging for the older or more able children.

Leadership and management has good aspects but overall there are significant weaknesses in relation to the educational provision for funded children. The manager ensures that these children enjoy a regular daily routine and that they are happy and cared for by sufficient staff. The manager and staff are not trained to enable them to help children to progress towards the early learning goals in all areas. Planning, teaching and record keeping are not sufficiently monitored.

The partnership with parents and carers is generally good. Parents are welcome to discuss children's progress and wellbeing with staff each day as well as being invited to more formal meetings twice a year. They are kept well informed about forthcoming events through notices, newsletters and discussion.

What is being done well?

- Aspects of personal, social and emotional development are good. Staff are firm but kind towards the children who respond well to their guidance. The children are well behaved and can take turns and share fairly.
- Children's skills in physical development are promoted effectively. They show increasing control and co-ordination in energetic play activities. They manipulate puzzles and construction toys well, use scissors carefully and manage cutlery at lunch time.

What needs to be improved?

- staff knowledge and understanding of the stepping stones towards the early learning goals to enable them to provide a stimulating range of activities and to help them to recognise and use learning opportunities as they arise;
- leadership and management in relation to the organisation of staff training and in relation to monitoring and evaluation of teaching standards, planning and assessment;
- assessment and record keeping systems to ensure that staff monitor progress closely and use the information gained to plan activities to help children move forward in their learning;
- planning, to ensure that consideration is given to adjusting activities to provide appropriate challenge for older or more able children.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are making generally good progress in personal, social and emotional development. Staff support them well when they leave their parents. The children are happy to share and take turns with favourite toys. They enjoy the regular routines of the nursery day and the company of other children. They gain confidence and self-esteem from being praised for helping at tidy up time. Some activities are not presented well enough to attract children's interest and motivate them to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication language and literacy is limited. They are gaining fluency in their speech. They sit quietly and listen well to stories but the reading area is plain and does not promote their interest in books. Staff miss opportunities to extend children's vocabulary. The imaginative play area is unattractive. Writing materials are available at a graphics table and letter names are introduced but little is done to promote writing in imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematics is limited. Staff introduce numbers and children are gaining confidence and skill in recognising figures and counting accurately. They often sing number songs and they know them well. However, staff do not recognise and use learning opportunities as they arise in everyday situations. Consequently they miss opportunities for comparing numbers, lengths, quantities and sizes and simple problem solving tasks are overlooked.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in broadening their knowledge and understanding of the world is limited. Planned topic work and local walks give children some opportunities to learn about the world around them and the roles of adults. There is insufficient emphasis on extending children's knowledge of a range of cultures and beliefs. Staff do not give children sufficient access to materials for free exploration or encourage them to experiment and ask questions..

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. They have daily activities indoors and outside to enable them to gain control over their limbs. Swimming and water play are provided three times each week. A suitable range of small and large equipment is used for games. The children use scissors and cutlery with growing accuracy and confidence. There are few opportunities to help children to recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in creative development is limited. They use an acceptable range of materials and media in art and craft activities and they thoroughly enjoy free painting. They enjoy movement to music and singing and they know some songs by heart. However, staff tend to value activities for their outcome and not for what the children can learn through experiment and expression of their own ideas.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff knowledge and understanding of the stepping stones towards the early learning goals;
- improve the manager's knowledge and understanding of the stepping stones towards the early learning goals to enable effective monitoring and evaluation of teaching, planning and assessment;
- make better use of the information gained from regular assessment and record keeping to plan activities that will help children to move forward in their learning;
- develop planning to ensure that activities are adjusted to provide appropriate challenge for older or more able children.

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.