



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 223188

DfES Number: 582504

INSPECTION DETAILS

Inspection Date 26/10/2004
Inspector Name Kate Bryan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ashby Day Nursery
Setting Address 28 North Street
 Ashby-de-la-Zouch
 Leicestershire
 LE65 1HS

REGISTERED PROVIDER DETAILS

Name Mrs Elaine Blunt

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

Ashby Day Nursery was established in 1996 and is located in the market town of Ashby, Leicestershire. It serves the local community and surrounding area. The nursery is sited within a detached two storey building, which has been converted and extended. The children are accommodated on two floors. On the ground floor they have access to two playrooms with associated facilities and on the first floor there are two more playrooms with associated facilities. There is also a fully enclosed outdoor play area to the front of the building.

There are currently 86 children from birth to 8 years on roll. This includes 35 children who receive nursery education funding. Children attend for a variety of sessions. The setting currently supports no children with special educational needs and no children who speak English as an additional language. The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 21 staff working with the children. There are 18 staff, including the manager, with relevant early years qualifications. Three staff are currently working towards a qualification.

The setting receives support from the Leicestershire Early Years Development and Childcare Partnership.

How good is the Day Care?

Ashby Day Nursery provides good quality care for children. Available space is used appropriately so that children are grouped developmentally. This allows children to progress through rooms according to their individual needs. Rooms are also well resourced which allows children the choice of many floor and table activities. Policies and procedures are very comprehensive and all required records are in place.

Arrangements for health and safety at the group are good. Priority is given to maintaining children's safety and a regular risk assessment and health and safety

check is in place. The premises are well maintained, although the carpet in the pre-school room is not affixed to the floor at one point. Hygiene is promoted as part of the daily routine and accident forms are monitored to ensure that safety is being promoted. A menu is provided with a daily vegetarian option and healthy eating promoted by providing snacks such as fruit.

Very good relationships are in place between the children and staff which provides a safe and stable environment for the children. This enables the children to explore and learn through play. A good range of resources supports learning in all areas. Effective planning covers all age groups and regular observations and assessments show the progress that children have made. There is a written statement regarding behaviour management which also looks at the needs of individual children. This is discussed with parents so that consistency can be achieved within an appropriate strategy.

The group works very well in partnership with parents and carers. A daily diary is maintained for all children and progress reports are regularly available. Parents have the opportunity to comment on the service provided through a yearly questionnaire and parent's evenings are also held. Planning is displayed outside rooms so that parents are aware of topics and the early learning goals that children are moving towards.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery has comprehensive policies and procedures in place which clearly informs staff practice. Training is given a high priority which enables an up to date and effective service to be provided to children.
- Staff and children have very good relationships which encourages children to explore their environment with confidence. A range of activities promote both play and learning and staff use good questioning to progress children's knowledge.
- An effective behaviour management policy is in place. It is developmentally appropriate and includes children in looking towards managing self-discipline by explaining the consequences of their actions to them.
- Parents are provided with a very good range of information about the setting. A key worker system ensures that a staff member is aware of children's individual needs and is available to be spoken with daily.

What needs to be improved?

- the safety of the pre-school with regard to the carpet to ensure it does not present a hazard to children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Ensure that the carpet area in the pre-school room is made safe.

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

How effective is the nursery education?

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

The quality of teaching is generally good. Staff provide a stimulating range of practical activities which are well planned with clear learning objectives, but these are not always fully used to guide teaching. They know children well and generally adopt appropriate teaching methods.

Staff interact well with children and question them effectively. However older/more able children are not always challenged sufficiently in developing writing skills and in physical activities. Staff act as good role models and generally manage behaviour well. The setting is well resourced and resources are generally used well, with the exception of extending older or more able children through the use of large physical equipment and things to explore and investigate.

Staff assess children's progress regularly but do not always use the information gained to fully inform what children need to learn next.

The leadership and management of the nursery are generally good. The nursery is well led and the owner has successfully transferred her vision to the manager and staff team. Staff are very committed to improving the care and education of the setting demonstrated through their hard work and continuous professional development. They are embarking on a quality assurance scheme to help them assess their strengths and weaknesses and to monitor the effectiveness of the nursery education. This is at an early stage and as yet not fully effective in evaluating what children have learnt.

Partnership with parents is generally good. They are provided with good quality information and are kept informed about their child's progress in a variety of ways. Parents are encouraged to share what they know about their child and are generally involved in their child's learning.

What is being done well?

- Staff provide a stimulating environment where children are motivated to learn. There is a good balance between child and adult initiated activities
- Staff interact well with children, extending their thinking through thoughtful questioning.
- Good quality information is provided to parents about the nursery provision and their child's progress.

- The nursery is well led and managed and staff are very committed to raising the standards of care and education.

What needs to be improved?

- the link between daily planning and evaluation of activities and assessments of what children already know and can do, to ensure that activities are meeting different children's needs and that they are all effectively included
- the attention given for children to write for different reasons and for older and more able children to develop correct letter and numeral formation
- opportunities for older children to develop their physical skills and for children to listen to a wide variety of music and to express their ideas in dance and movement.

What has improved since the last inspection?

Since the last inspection the nursery has made generally good progress. Plans have been developed and staff use observational records to help plan small group activities where children work with their key workers to meet their individual needs. Other activities are less well planned to meet the needs of those children who learn more quickly or slowly. Many additional resources have been acquired for children to find out how things work but opportunities for exploring and investigating are not yet sufficiently regular. Staff now plan a good variety of activities that help children understand their own and different cultures.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident. They are interested in the activities and display good levels of involvement. They are keen to try out new activities and respond well to different experiences. Children are learning to take turns and share fairly. They are generally well behaved but are not always clear about what is expected of them. Personal independence skills are being developed in hygiene and self care routines and children select resources and initiate their own activities well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident in communicating their ideas and use an increasing vocabulary. They listen well and respond appropriately. Most children recognise some of the letters of the alphabet; many are able to link sounds to these. They make good use of a range books and enjoy stories. Some children write their own names; however some opportunities to practise letter formation and writing for different purposes are missed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count regularly in everyday activities and displays. They learn to attach quantity to a chosen number and are beginning to add groups of objects together and understand what happens when one is taken away. They enjoy sorting objects by shape, size and pattern and solve practical problems. A numerate environment encourages number recognition but older and more able children have little opportunity to write numbers and carry out simple calculations as part of daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good sense of time and place. They talk about past and present events. They describe the weather and know the days of the week and different seasons. They understand the locality well and enjoy the natural world. Children recognise similarities and differences and notice change in materials or ingredients opportunities to explore and investigate are limited. A good range of technological equipment and construction toys are used and enjoyed. They learn about a variety of cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and are well co-ordinated. They negotiate equipment and find a pathway when pushing wheeled toys. They practise their balancing skills and have some opportunities to climb, but equipment provides little challenge for older children. Children's hygiene routines are well developed and they are aware of the effect exercise has on their bodies. They use a good range of large and small equipment including a parachute. They handle objects and tools with increasing control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore colour, texture and shape and make both 2D and 3D structures. They learn to recognise and explore simple sounds by experimenting with a variety of instruments and they join in with familiar songs. Children enjoy taking part in role-play based on their own first hand experiences such as a fruit and vegetable shop. They play imaginatively with props and objects. They have limited opportunities to listen to a wide variety of music and express their ideas in dance and movement.

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

- improve evaluations of children's learning in activities and use this information more effectively to plan the next steps in children's learning and to ensure that children of different abilities are all included
- provide more opportunities for children to write for different purposes and encourage them to write their names and practise letter formation
- extend the challenge offered to older children to develop their physical skills and provide more opportunities for children to listen to a wide variety of music and express their ideas in dance and movement.

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.