



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205288

DfES Number: 511427

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Sharon Waterfall

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Madresfield Early Years Centre
Setting Address Hayswood Farm, Madresfield Village
Madresfield
Malvern
Worcestershire
WR13 5AA

REGISTERED PROVIDER DETAILS

Name Madresfield Early Years Centre Ltd

ORGANISATION DETAILS

Name Madresfield Early Years Centre Ltd
Address Hayswood Farm
Madresfield Village, Madresfield
Malvern
Worcestershire
WR13 5AA

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

Madresfield Early Years Centre was opened in 1994. The setting operates from the Hayswood Farm site, in the village of Madresfield, Worcestershire and is a short distance from Great Malvern. The centre serves the local community and surrounding towns and villages. The centre is privately owned and run in converted, farm buildings on two levels. There are 14 rooms, as well as various outside play areas. In 2001 the setting became a Neighbourhood Nursery and in 2005 received Children's Centre status. A Forest School curriculum is run through three woodland sites, with some staff having been trained as Forest Leaders.

There are currently 211 children from 8 months to 4 years on roll. This includes 57 funded 3-year-olds and 40 funded 4-year-olds. Children attend for a variety of sessions throughout the care facility. The setting supports children with special educational needs, and those who speak English as an additional language.

The care is provided throughout several departments; for children aged up to three years they can attend the crèche facility, which is open from 08:30 to 15:00. Full day care is provided in the Kingfisher room, which is open from 08:00 to 18:00. Rainbow nursery is for children aged two to three years, from 08:00 to 18:00 and Barn Owls for children aged four years, open 09:00 to 15:00. The setting also runs a before and after school club from 08:00 to 09:00 and 15:00 to 18:00 and collects from a variety of local schools.

Sixty full and part time staff work directly with the children. Over two thirds of the staff hold a relevant childcare, teaching or nursing qualification. Another six are currently working towards a relevant childcare qualification to NVQ levels 2 and 3. Many administrative, catering and peripatetic staff also support the setting. The centre receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Madresfield Early Years Centre provides good quality care for children under eight

years. The rural setting provides an ideal base for the community and outdoor ethos of the centre. The premises have great character and are organised to support independent play. Good relationships have been fostered between staff and children; they value children's opinions and encourage participation through secure and trusting relationships.

A stimulating and interesting range of resources and activities are used and planned throughout the whole centre. Each department is responsible for planning activities that are specific to the children's ages and stages of development. The movement hall is used daily by the children to promote large physical skills. The outdoor area is used in a variety of ways with many activities promoting a caring attitude for the environment, Eco-club for younger children and caring for the settings animals included. Older children take part in daily cooking activities and all children are encouraged to be independent with support and guidance from warm and caring staff.

Staff are excellent role models for behaviour, they are calm and very positive and enthusiastic. Each child in the setting is regularly assessed and staff are aware of children's progress. They show a good awareness of children's individual needs through the key worker system.

Safety of children is a priority and comprehensive risk assessments have been completed for the many areas and activities provided. Relevant procedures are in place to protect children's welfare. The setting is well organised with effective policies and procedures, though some minor inconsistencies are evident.

Partnership with parents and carers is very good. Progress is shared with them through verbal and written means; a committee of parents aids in organising events and staff welcome and support parents on a daily basis. Their views and opinions are sought and valued.

What has improved since the last inspection?

Not applicable, as no actions were raised at the previous inspection.

What is being done well?

- The children engage in a variety of activities throughout the day that are interesting, stimulating and cover all aspects of children's development. In addition there are new and extended experiences provided by the outdoor and environmental ethos of the setting. These include animal care for birds, small pets and horses, woodland activities and large physical play inside and out.
- There is a delightful environment for children to play and learn in, the outdoor area provides a vast play space organised into areas, gardens, adventure park and woodlands. Inside the space is child orientated, bright and welcoming, many rooms contain smaller areas for children to play independently.

- A varied range of resources are available to the children on a daily basis, cooking is a daily activity within the nursery and many children enjoy the Eco-club, caring for the environment, even the young children within full day care help to feed the wild birds in Winter. Within the after school club, older children use laptops and other technology during their play, they also have options of taking part in clubs such as gymnastics and ballet.
- The children behave very well, staff are good role models, speak quietly and calmly and promote positive behaviour management strategies. Children's self esteem and confidence are fostered through having choice regarding activities, staff listen and value their opinions and encourage participation through secure and trusting relationships.
- Through it's many roles, the setting has a community based ethos and welcomes parents and carers as partners in the children's care. Their opinions are sought and valued, comprehensive information is provided through newsletters, information about children's progress is shared through progress folders and daily communication.

What needs to be improved?

- the registers to ensure children's hours of attendance are recorded consistently
- the medication procedure to include a confirmation signature after medication has been administered.

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
7	Keep a written record, signed by parents, of medicines given to children consistently within all departments.
2	Ensure consistent records are kept that show children's hours of attendance.

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

How effective is the nursery education?

Madresfield Early Years Centre provides high quality nursery education, which enables children to make very good progress towards the early learning goals. Through good planning and quality of teaching children are developing well in all six areas of learning. Children are progressing extremely well in the area of mathematics and provision for children's physical development is excellent.

The quality of teaching is very good. Staff have a very good understanding of the stepping stones and the early learning goals. They are enthusiastic, committed and arrange activities and resources effectively to promote the children's learning. They communicate well with the children; they explain things clearly and use questions that encourage the children to think. Children benefit from a well planned outdoor area where they take part in a wide range of activities. There are many opportunities for children to express themselves and use their imagination but they are not able to access the creative play area independently to enable them to use their imagination more freely in art and design.

Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what children should do next. They keep records, which provide a clear picture of children's progress to share with parents.

Leadership and management of the nursery are very good. Staff are clear about their roles and responsibilities and work well together to ensure the setting runs smoothly. They take steps to identify their own strengths and weaknesses.

Partnership with parents and carers is very good. Parents are given good information about the provision and are kept well informed about their children's progress. They are encouraged to share what they know about their child and to be involved in the children's learning. A warm and welcoming environment is provided.

What is being done well?

- Staff have developed warm relationships with the children to develop their self-esteem and confidence.
- An interesting environment has been created to encourage children's play and learning and where children's interest is captured through provision of varied and interesting activities.
- Through well planned activities that are interesting and challenging children are beginning to show confidence with numbers and are developing their skills through a variety of enjoyable practical activities, solving problems and songs.
- Children benefit from having access to an excellent outdoor environment, where they can take part in many different activities and develop a wider

understanding of the natural world.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.
- Parents and carers are welcomed into the provision. Staff are available when parents wish to talk about their children and they are kept well informed about the activities and forthcoming events.

What needs to be improved?

- opportunities for children to use their imagination in art and design.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced effective measures to ensure that planning and record keeping documents are regularly updated, which was raised as a key issue in the previous inspection report.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. Their confidence and self-esteem are built up by staff who get to know the children well and who have an easy rapport with them. They are encouraged to be independent and to persist with tasks. Children are forming relationships with adults and each other. They work as part of a group, take turns and share. They are beginning to understand right and wrong and are well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk, speak clearly and show awareness of the listener. They listen and respond with enjoyment to stories, songs and rhymes. They show an interest in books and show an understanding of the elements of stories. Children are beginning to write and older children are forming letters and writing their names. They are beginning to develop an understanding of writing for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably up to 10 objects and older children beyond. They recognise shapes, colours and sizes. Their understanding of numerals is reinforced as they take part in routine tasks such as working out the date. They are using mathematical ideas to solve problems and are showing an understanding of addition and subtraction through practical activities and discussion. Children use language to describe and compare position, size and quantity. They can recognise and create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out about and identify some features of living things. They find out about their own environment and the natural world. They build and construct using a range of construction sets and recycled materials. Children talk about past and present events in their life. They talk about their families and other people they know. They are beginning to know about their own cultures and beliefs and those of other people through a range of resources, topics and discussion.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, imaginatively and safely. They move with control and coordination. There are plenty of opportunities for children to travel around, under and over and to climb and balance through the use of excellent facilities both indoors and outdoors. Children are beginning to understand the importance of keeping healthy through everyday routines, topics, discussion and physical activities. They use a range of small and large equipment, which they handle safely and with control.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children participate in music sessions and can sing simple songs from memory. They use their imagination when taking part in music and movement sessions as they pretend to collect eggs when acting as farmers. Indoor role play is interesting and children draw on their own experiences as they 'visit' the doctor's surgery. Opportunities for children to use their imagination in art and design could, however, be extended to allow children to express themselves more frequently and freely.

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:

- Point for Consideration:
- Extend opportunities for children to use their imagination in art and design.

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.