



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309646

DfES Number: 581413

INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Lesley Sharples

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sceptre Nursery
Setting Address	Sceptre Way Bamber Bridge Preston Lancashire PR5 6AW

REGISTERED PROVIDER DETAILS

Name	Sceptre Nursery Ltd 2841234
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ORGANISATION DETAILS

Name	Sceptre Nursery Ltd
Address	Sceptre House, Sceptre Way Bamber Bridge Preston Lancashire PR5 6AW

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

Sceptre Day Nursery has been registered since July 1996. It is situated in an office complex area in Walton Summit near to Bamber Bridge on the outskirts of Preston. It is mainly a commercial and business area with some residential properties. It provides full day care in the main for the work force of the company although children can also attend from the local and wider communities.

The provision is all on ground level and is of open plan design. Facilities comprise of a baby room with separate changing and sleep rooms and a large playroom for children age two to four years. There is also an office, kitchen and staff facilities with an adjacent outdoor area situated to the rear of the building.

The nursery is open each weekday from 08:00 to 17:45 apart from Bank Holidays and for one week at Christmas. Children attend for a variety of sessions. There are currently 22 children on the register of whom none have English as an additional language. There are 10 children age three and four years in receipt of nursery education funding and support is gained from the Teacher Team in the Early Years Partnership.

The staff team of six are all qualified or relevantly trained, each with current first aid training and food hygiene certificates. Continued training and development is encouraged and the nursery gained the Investors in People award in 2001. The setting receives support from the Early Years Partnership.

How good is the Day Care?

Sceptre Day Nursery provides good care for children.

There is a warm, bright and welcoming environment for the children which is visually stimulating with displays of children's work on each wall. Very good use is made of space to provide different play areas and children are able to move around freely. The organisation of documentation is generally good with two minor weaknesses identified. The staff team are well qualified and experienced. They work well together

and are aware of their individual roles and responsibilities.

There is a clear understanding of keeping children safe both indoors and out and all reasonable steps have been taken to minimise risks to children. The premises are kept secure and arrival and departures times are monitored. Good hygiene practice is encouraged as part of the children's daily routine. Meals and snacks are provided which are balanced and drinking water is available at all times. Child protection responsibilities and procedures are generally understood. Families who have children with special needs are supported.

Planned activities and resources provide a very good range of learning experiences for the children, especially outdoors. Opportunities for development in all areas are given and the children enjoy themselves at play both in adult led activities and independently chosen ones. They are able to enjoy positive experiences in learning about our multi cultural society and the world around them. Many resources and activities reflect diversity. Positive strategies are in place to sensitively manage children's behaviour and they experience a nurturing and caring time.

Partnership with parents is based on good communication both written and verbal. Confidentiality is acknowledged as important and records are securely held and shared appropriately. Parents have access to policies and procedures in place.

What has improved since the last inspection?

At the last inspection there was a requirement to ensure minimum staff ratios were maintained throughout the day by staff working directly with children; to provide equipment to reflect positive images of people from diverse backgrounds; implement an incident record; name a member of staff for behaviour management and to include the name of the regulator within the complaints policy.

All the requirements have been met. Staff ratios are to the minimum standard required, however an extra member of staff ensures the number of staff working directly with the children is not affected by management responsibilities or cooking meals. Resources have been increased to provide a good range of experiences for children to learn of the world around them and diversity issues. There is an incident record in place and an understanding of its use as well as a named member of staff to deal with the management of behaviour and the complaints policy includes the address and telephone number of Ofsted.

These actions ensure children receive good interaction with staff and have their individual needs met throughout the day thus giving reassurance to parents. They have a range of positive images and resources that are made available to them to give opportunities to learn of diversity and documentation is in place to ensure all records meet the standards required. This ensures the children's welfare and partnership with parents is part of practice and the procedures required.

What is being done well?

- The environment is bright, visually stimulating and welcoming to children. The

premises are well maintained and clean. Children's work is attractively displayed throughout the pre school which values their contributions. Space is very well used and different play areas are created to maximise play experiences for the children.

- There is a fully qualified and trained staff team in place, a number of whom have been with the nursery for a number of years, therefore providing consistency and gaining experience. Ongoing training is encouraged and facilitated to enhance skills and knowledge which is then applied in practice.
- A stimulating range of play and learning activities help children to make progress in all areas of learning. Children play well together, they cooperate and help each other in their play. They were observed to be happy and enjoying themselves. Staff interact well with the children and yet know when not to interfere with their play. Small groups are formed for stories and staff are able to talk and listen to them as individuals.
- Premises are kept secure and access is monitored to keep children safe. There are very good and effective systems to ensure the safe arrival and departure of children.
- Staff have a good understanding of equal opportunities and this is actively applied in practice through activities, resources and the equal chances offered to children. Many positive images are displayed to further learning about diversity issues and anti-discriminatory practice.
- Children are looked after according to parents wishes, specifically with babies. Information is shared both in written and verbal forms.

What needs to be improved?

- the induction programme for staff
- the observation and assessment system
- the documentation relating to permission regarding emergency advice or treatment and the child protection statement.

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
2	Review the induction programme for new staff.
3	Revise the observation and assessment system for the younger children.
14	Review the child protection statement so that responsibilities and procedures are clear and obtain written parental permission to seek any necessary emergency advice or treatment

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

How effective is the nursery education?

Sceptre Nursery offers high quality provision, which enables children to make very good progress towards the early learning goals.

The children make very good progress in all six areas of learning. The setting fosters children's spiritual, moral, social and cultural development very well.

The teaching is very good. The staff are skilled at questioning the children to encourage their learning. They are excellent role models, treating the children with respect, praising and encouraging them often. In response the children develop positive self-esteem and behave well. The learning environment is very well organised apart from the slight weakness in the regular availability of ICT. There is an appropriate range of resources to support children's learning both indoors and out. The staff have a very good knowledge of the foundation stage and provide a broad curriculum. They know the children and their abilities very well. This enables them to support and extend the children appropriately. There are in place support systems for children with special educational needs. The planning is effective, includes activities to progress children along the stepping-stones towards the early learning goals and appropriate assessment of children's learning, which informs future planning.

The leadership and management are very good. The staff know their roles and responsibilities well, which enables them to work effectively. There are clear systems in place for supporting staff and promoting their professional development. There are very effective systems in place to monitor teaching and learning. There is a strong commitment to the continuous development of the provision.

The partnership with parents is very good and contributes well to children's progress. Parents are very well informed about the nursery curriculum. Staff encourage parents to be involved in the children's learning, and value their contribution.

What is being done well?

- The setting provides a rich learning environment both indoors and out. The recently created outdoor area offers children many worthwhile experiences to enhance their learning and is a real strength of the setting. Through well-planned activities, an organised environment, an effective support system and skilful questioning from staff, the children make very good progress in all six areas of learning.
- The staff provide very good role models, showing respect for the children and frequently giving them praise, which promotes their self esteem, good behaviour and encourages them to respect others. Children behave very well and are helpful to each other and share well.

- The partnership with parents is very strong, the setting provides weekly activities for children to complete with parents at home and also encourages parents to have Barnardo's bear to stay and write a story about his adventures with the family which encourages children to talk in a group and share their experiences.

What needs to be improved?

- the availability of information technology

What has improved since the last inspection?

The setting has made very good progress since the last inspection in implementing the point for consideration addressed at the time.

Planning has developed to systematically cover all aspects of each area of learning and has addressed the requirements to ensure children's sensitivity to and understanding of different cultures and beliefs is developed. Planning is clear and reflects all areas of learning. Each stepping stone is noted within each area of learning to ensure children have the opportunity to progress towards the early learning goals. Additional resources are now available to promote children's learning about other cultures.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive disposition to learning. They settle quickly when they arrive and play purposefully throughout the day. They understand they must share and take turns, must listen, be kind and tidy up. Children make many choices about what they do and develop high levels of independence and self help skills. They are sensitive to the needs of others, proud of their achievements and develop positive self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak and listen confidently during circle time and small group activities. They speak confidently and use language well to explain, recall events and connect ideas. They enjoy looking at books and listening to stories. They learn the alphabet and are linking sounds to letters. They are developing their writing skills as they make marks for many purposes and they understand there are different reasons for writing, for example creating stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from very good activities to encourage recognition of numbers. They are learning to count to ten and beyond. They also recognise numbers in the nursery environment both in and out of doors for example the parking bays and the hopscotch grid. They develop early calculating skills, counting the plant pots in the outdoor area and taking some away. They have a very good understanding of shape, space and measure and use mathematical language routinely during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to explore and investigate, comparing similarities and differences as they examine pebbles and flowers. They design and make objects in both two and three dimensions. They develop a good concept of time through daily routines. Children learn about other cultures through interactive displays and topics. They learn about their environment through very good access to natural resources. They learn to use programmable toys but have slightly limited use of the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the setting. They develop their abilities daily for example as they travel over and under the tunnel. Children are aware of the effects on their bodies of physical exercise and are confident to seek a drink. They develop their fine motor skills and hand and eye coordination through the many worthwhile activities they engage in, for example cutting, glueing and painting as they design in both two and three dimensions.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children create pictures and objects using a good range of interesting materials. They use their senses often to taste and smell different foods and feel a variety of textures. They use their imagination well in a variety of role-play situations, such as the home corner and the travel agents. They sing songs from memory daily and enjoy a music and movement session weekly where they learn about sounds and rhythm. They learn how to create with a variety of natural materials in and out of doors.	
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:

- make the information technology resources more readily available to the 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.