



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 224664

DfES Number: 525170

### INSPECTION DETAILS

Inspection Date 09/02/2004  
Inspector Name Valerie Thomas

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Staffordshire University Day Nursery  
Setting Address Winton Square  
Stoke on Trent  
Staffordshire

### REGISTERED PROVIDER DETAILS

Name Dean of Students - Francesca Francis

### ORGANISATION DETAILS

Name Dean of Students - Francesca Francis  
Address STAFFORDSHIRE UNIVERSITY  
4/5,WINTON SQUARE  
STOKE-ON-TRENT  
Staffordshire  
ST4 2DE

## 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

Staffordshire University Day Nursery opened in 1992. It operates from four rooms in a single storey building at Winton Square in Stoke. The nursery serves the students of the Stoke-on-Trent site of Staffordshire University, although places may be available for university staff and the local community.

There are currently 59 children from 0 to 5 years on roll. This includes 9 funded three-year-olds and 3 funded four-year-olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week all year round. It occasionally opens on a Saturday depending on demand. Sessions are from 08.30 until 18.00 during term time and 09.00 until 17.00 out of term.

There are 11 full and 3 part time staff that work with the children. All staff have early years qualifications to NVQ level 3 or above. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and from the Area Special Educational Needs Coordinator (SENCO). The nursery has a healthy eating accreditation and has an Investors in People award.

### How good is the Day Care?

Staffordshire University Nursery provides good quality care for children.

The nursery has good procedures in place to ensure staff have a consistent approach to their work. Regular management and staff meetings are held and annual appraisals are completed. All staff are qualified, experienced and work well together. There are well documented policies and procedures in place which helps the organised operation of the setting. Most documentation is in place. The nursery is well maintained and offers a welcoming environment for parents and children.

Staff place high priority on ensuring children's safety with detailed policies for

indoors and outdoors, giving clear guidelines to staff. Children are always supervised and staff monitor access to the group at all times. Risk assessments are completed and daily safety checks are made. Staff implement very good health and hygiene procedures which helps reduce the spread of infection. The nursery has a healthy eating award and all individual dietary needs are met. The staff implement good child protection procedures which are fully understood.

Staff plan a varied range of interesting and exciting activities for children in all rooms. There is a good range of toys and equipment to help children progress in all areas and most are easily accessible. Toys reflect positive images of minority groups. All staff have very caring attitudes with the children, giving comfort when needed. Staff constantly talk to the children, encouraging them to play and learn through activities and routines. Children behave very well and respond positively to staff. There is good support for children with special needs.

There is a good partnership with parents and carers. Parents are fully informed of how the setting operates through newsletters, policies, displays of activity plans and discussion. The home link books are used well in the baby room to share information. Parents are encouraged to take part in their child's learning.

#### **What has improved since the last inspection?**

At the last inspection it was agreed that the behaviour policy would include the actual methods used to manage children's behaviour, including bullying, and the child protection policy would include procedures to be followed if allegations are made against staff.

The behaviour policy now includes detailed methods used to manage all inappropriate behaviour. This fully informs parents and leads to consistent management by all staff. As a result children behave well. The child protection policy informs parents to speak to the nursery manager if they have any concerns as to the care of their child and that the university grievance procedures will be followed. This reassures parents and ensures children are protected.

#### **What is being done well?**

- The children are very settled and have very positive relationships with the staff and their peers. Staff are very attentive to the children's individual needs and meet them well. Children are happy and enjoy their day.
- There is a good range of interesting and exciting practical activities provided which develop children's knowledge and understanding. There is a very good range of sensory play where children explore treasure baskets, heuristic play and sensory bottles. Children are very interested and show good concentration when playing.
- The nursery have achieved a healthy eating accreditation. Positive changes have been made to the children's diet with varied nutritional meals provided and individual needs catered for at all times. Parents are fully informed of the portions of food their child has eaten so that children receive a balanced diet.

- The staff work well together as a team and are fully committed to developing their practice. They are experienced and attend ongoing training. They understand policies and procedures well which enables the smooth and very organised running of the nursery.
- Behaviour is managed effectively. All staff implement consistent methods and set clear boundaries. Children respond in a positive way and behave very well.
- Staff build strong and trusting relationships with parents. They listen to them and respect their wishes, taking their differing needs into account. They exchange detailed information on the child's individual needs and routines, which helps children to settle quickly and reassures parents.

#### What needs to be improved?

- the accessibility to books for the 1-2 year age group
- the procedure to record incidents of physical intervention.

#### 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
5	Increase opportunities for all children to access books in the 1-2 year room.
11	Consider how incidents of physical intervention that may be used to ensure children's safety will be recorded.

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

### How effective is the nursery education?

Staffordshire University Nursery offers high quality provision overall which helps children to make very good progress towards the early learning goals, in all areas of learning.

Teaching is very good. Staff plan an interesting and exciting range of practical activities which helps children to learn. They have a good knowledge of the Foundation Stage. Staff manage children's behaviour well and have high expectations and set clear boundaries. Activities are well managed and staff constantly encourage children to take part. There is a good range of equipment to support children's learning in all areas which is easily accessible to children.

Staff use assessment records to identify the progress children are making towards the early learning goals and make very good use of observations to inform these. There is an effective system in place to provide very good support for children with special educational needs. The key strengths in personal, social and emotional development and communication skills are due to the skilful interactions of the staff in engaging children in conversations and fostering their self esteem. The challenges set for children are very good. However, they could be further improved for the more able children to extend their learning in mathematics during routines.

Leadership and management is very good. The nursery benefits from a strong management structure and a committed staff group. They work well together and constantly evaluate their practice through appraisals, monitoring and staff meetings. The setting monitors the education programme with support from an early years mentor.

The partnership with parents is very good. Parents are well informed about the nursery ethos and curriculum and are encouraged to be involved in their learning through topic newsletters and taking library books home. Children's progress in general is shared with parents and open days are provided for parents to view their child's assessment records.

### What is being done well?

- The children are actively involved in their learning. They demonstrate good concentration in self initiated and adult focussed activities. They are confident and interested to explore in all activities. They play very well together and seek each other out when involved in imaginary play.
- The development of children's literacy skills is very good. They link sounds and letters well and the more able children are able to say what letter their name begins with and can form some of the letters of their name correctly.
- Consistent encouragement by staff help children to count and recognise

numbers well. Most children count confidently up to 10 and the more able children can recognise numbers up to 10.

- There are good opportunities for children to explore how things work and why things happen. They know which object will be attracted to the magnet and know that they can look at tiny objects with the magnifying glass. They learn why objects float and sink.
- The children use their imagination very well during play. They make passports and a magic carpet to go on a journey to Canada and believe that the other children cannot see them when they step off the aeroplane.
- The relationships between staff and children are very good. They develop children's learning well through appropriate questioning during activities and provide good individual support for children with special educational needs using sign language when needed. Good methods are used to manage children's behaviour and children respond and behave very well.

#### **What needs to be improved?**

- the use of routines to develop the more able children's problem solving skills.

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. There were two areas for improvement identified at the last inspection. They were to ensure the work in the topic books of the four-year-olds was dated and to improve the independence skills of four-year-olds.

Although the four-year-olds no longer have topic books, all work is either sent home on the day completed or dated if stored at the nursery in the children's topic folders. This shows clearly how children are progressing over time. Staff have implemented positive changes to the organisation of the room to develop children's independence. All resources are easily accessible to children. They have access to areas of learning where they can play creatively, practise writing skills with use of their busy boxes and help themselves to books and toys off low shelving. Staff continually encourage children to develop their self help skills. Children pour their own drinks at snack time, try to put on their own coats and manage their self care when going to the toilet. As a result children are confident and their independence skills are good.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and involved in their play, which underpins their learning in many areas. Children's self esteem is developed well and they are confident to express how they are feeling and share their experiences with each other. They co-operate very well with each other when playing games, taking part in ring games and tidying away. They sit and listen attentively to stories and sit well during snack and lunch times, using their manners. They manage their self care well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children speak clearly and fluently. They engage easily in conversations with each other and adults and are confident in expressing their needs. Children enjoy reading and listening to stories and demonstrate good book handling skills. The writing skills of children are developing well. They each have their own busy boxes which enables them to write and draw when they choose. The more able children form letters correctly and are beginning to write their own name to label their pictures.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count numbers up to 10 and the more able children can recognise numbers up to 10. They regularly practise this during everyday activities. Some children know that 32,000 is a very big number. Children understand shape and size well. They know if they are taller or smaller than their friend and that the snowman is big. They name and recognise the basic shapes confidently. They develop problem solving skills when singing number rhymes but do not always develop them through routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children demonstrate well that they understand about the wider world. They know that the globe shows different countries and some can identify where Canada is. They learn about the features of living things and have seen spiders, snakes and rats when visits to the nursery have taken place. They know that plants need sunlight and water to grow. They learn of different cultures through celebration of festivals and a varied range of resources. Children demonstrate a good understanding of time.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and safely. They run and jump well and are able to stop and start safely. They can negotiate an appropriate pathway when pedalling around obstacles on bikes. They demonstrate good throwing, catching skills and use bats and balls well. Children use one handed tools competently when painting and practising their writing skills. They learn about the importance of hygiene through daily routines and understand that they need to wash their hands to prevent spreading germs.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore texture and colour through a varied range of media such as sand, paint, and collage. Children are able to name a wide range of colours confidently and are beginning to understand shades of colours. They express themselves freely and use their imaginations very well during role-play, painting and music and movement. They develop their senses well through their sensory garden in the summer.

**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:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase the opportunities for children to develop their mathematical understanding during routines.

*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.*