



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 400129

DfES Number: 520393

INSPECTION DETAILS

Inspection Date	25/06/2003
Inspector Name	Cynthia Walker

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Regent Private Day Nursery
Setting Address	19-21 Regent Road Skipton North Yorkshire BD23 1AT

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Margaret Hall
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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

Regent Day Nursery opened in April 1988 and is privately owned. It operates from a converted semi detached house on the outskirts of Skipton. The children have access to six playrooms; the children under two years being on the first floor and children aged two to five years on the ground floor. It has extensive outside play facilities. The nursery serves the local community and the wider district including Harrogate and Leeds.

There are currently 37 children on roll. This includes five funded three year olds and seven funded four year olds. Children attend for a variety of sessions. There are no children attending with special needs and no children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 7.30 hours until 18.00 hours.

Three part time staff and seven full time staff work with the children. Four staff have early years qualifications and three staff are currently on training programmes. The setting receives the support of the Early Years Development and Childcare Partnership.

How good is the Day Care?

Regent Private Day Nursery provides satisfactory care overall for children aged 0-5 years.

Most documentation is in place to support the management of the nursery however the regulator must be informed of any changes in staffing. Toys equipment and resources are stimulating, promote learning and give sufficient challenge. Access to the large outside play facilities ensure children have regular access to outside play. Some areas for promoting children's safety are in place but there is no written risk assessment of the premises; there is no clarity re the fire officer's recommendations regarding fire drills; and there are no procedures for outings. Most areas for

promoting children's health are being implemented but clarification is needed on the procedures for sick children and policy on smoking in the nursery. Children's behaviour reflects the clear and consistent approach of the staff team.

Planned activities meet the needs of all ages of children attending, helping them progress in all areas of learning. Staff have developed effective relationships with the children who are happy and confident, relating well with each other. Staff listen and respond appropriately to the children's individual needs

Parents are well informed about the routines of the nursery and activities provided throughout the nursery. Policies and planning information are available for parents in a central area for the benefit of parents. Whiteboards in each area ensure information is exchanged on a daily basis..

What has improved since the last inspection?

At last inspection the provider agreed to develop procedures for checking staff; ensure all staff have submitted to a vetting procedure; develop an operational plan, develop a procedure for lost and uncollected children; establish a key worker system, ensure deputies are clear about their roles and responsibilities; conduct a risk assessment on the premises identifying action to be taken in the outside area; confirm recommendations from environmental health; confirm with the fire officer the number of fire drills to be held; keep records of visitors; develop a medication policy; implement a system to record physical restraint, include bullying in the behaviour management policy; include the details of the regulator in the complaints procedure; ensure the designated person for child protection has attended training, and ensure the child protection procedure complies with the local guidance and procedures.

Procedures are now in place to ensure staff are qualified or experienced to work in childcare. All staff are in the process of undergoing a vetting procedure. An operational plan is now in place and the nursery have adopted a procedure for lost and uncollected children. A key worker system is in place and deputies are clear about their roles and responsibilities. A risk assessment has been completed on the outside area but has yet to be completed on the nursery building. Recommendations from environmental health have been confirmed but confirmation is still needed on the number of fire drills held. Visitors are recorded in the daily diary and a medication policy has been developed. There is now a system to record any incidents and the procedures on behaviour management, child protection and complaints procedures have been reviewed. The named person for child protection has attended suitable training.

What is being done well?

- Learning is actively promoted in all areas by enabling all ages of children to access a wide range of planned activities and play opportunities.
- Relationships within the nursery are good; all ages of children are happy confident and secure in their daily routines.
- Effective use of the premises ensuring children can access all areas of play

and also have regular access to outside play.

- Staff are aware of, and sensitively meet, the dietary needs of the children; parents are informed of the daily menus, and children have access to regular drinks.
- Effective information is made available for the parents about the provision and the activities that are planned and provided.

What needs to be improved?

- Notification of changes in staff to Ofsted as soon as possible.
- A separate area for children under two in the outside playing area.
- Clarification of the fire officers recommendations in relation to the implementation of fire drills.
- The risk assessment of the nursery building, highlighting the identified risks, the people at risk and how this will be achieved.
- Operational procedures to ensure children are safe on visits and outings from the nursery.
- Written procedures about the exclusion of children who are ill or infectious, also including procedures to be followed if a child becomes ill whilst in the nursery.
- Information for people working, visiting or using the premises to ensure that they are aware that smoking is not allowed.

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
1	inform Ofsted of relevant changes to staffing.	25/06/2003
4	ensure there is a separate base area for children	25/12/2003

	under 2 years in the outside area,when children over 2 years are present.	
6	confirm and comply with the frequency of fire drills recommended by the Fire Officer.	25/06/2003
6	conduct a risk assessment on the premises identifying action to be taken to minimize identified risks.	25/09/2003
6	ensure that there are operational procedures for the safe conduct of any outings provided	25/09/2003
7	devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it.	25/07/2003
7	implement a no smoking policy.	25/07/2003

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

Std	Recommendation
9	ensure that children have access to a good selection of resources which reflect positive images.
13	ensure that the deputies' knowledge of child protection issues is regularly updated through appropriate training.

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

How effective is the nursery education?

Regent Day nursery is an established setting which provides a welcoming environment for children to settle and learn. Children make generally good progress overall towards the Early

Learning Goals.

Children are making very good progress in mathematical development and knowledge and understanding of the world. They are making generally good progress in personal, social and emotional development, communication, language and literacy, and physical and creative development.

The quality of teaching is generally good. Staff's knowledge of the foundation stage enables them to plan a range of activities which support learning but this does not extend to general play resulting in the more able children having insufficient challenges in personal, social and emotional and creative development. Resources are included in the activity planning incorporating effective use of the outdoor area. Children behave well responding to the high expectations from staff. Staff's effective questioning and supportive responses encourage children to express themselves confidently and extend learning.

Leadership and management is generally good. The new leader and managers have worked hard to develop an efficient and supportive staff team. Although planning is evaluated this does not extend to the monitoring of the nursery provision. There are no systems in place to support children with special needs.

Partnership with parents is generally good. They receive a range of information about the setting and activities provided and benefit from a welcoming environment. There are insufficient opportunities for parents to be involved in their children's assessments.

What is being done well?

- Children are confident and happy. They have established good relationships with each other and interact well with staff and other adults.
- Children are encouraged to express themselves with confidence both individually or in small groups.
- Children are given opportunities to explore and investigate through planned and daily activities.
- Practical activities are being used effectively enabling children to use their knowledge of numbers to solve simple mathematical problems.
- There is good use of the outdoor area, supporting children's physical development through the use of large and small equipment.

- Children confidently sing a range of songs, move to music and explore the use of musical instruments.
- Parents are made to feel welcome and are informed about the nursery routines, policies and activities.

What needs to be improved?

- Opportunities for the older and more able children to develop their independence, particularly at mealtimes or snack time.
- Opportunities for children to experiment with writing during everyday play.
- Planned activities to give children opportunities to learn about their bodies and experience using a range of tools.
- The challenges set for the older and more able children to develop their individual skills through media and materials.
- Opportunities for parents to be involved and aware of their children's assessments.
- Regular feedback from parents to monitor the effectiveness of the nursery provision.
- Procedures to support children with special needs.

What has improved since the last inspection?

Staff have refined and developed planning to ensure there is consistent written indication of the Early Learning Goals in staff led activities but this is not yet reflected in ongoing learning activities.

The staff have developed an assessment procedure to link more closely to the planning of the ELG's.

More opportunities have been created in practical activities to develop children's awareness of addition and subtraction, and there are increased opportunities for children to recognise and recreate mathematical patterns.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal social and emotional development. Children have formed good relationships within the nursery and have regard for other children's needs. They are interested in all activities showing concentration and enthusiasm. There are insufficient opportunities for children to extend their personal independence particularly at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication, language and literacy. They can express themselves confidently individually or in group discussions. Children are beginning to recognise letters by shape and are matching initial letters to sounds of words. Children are not encouraged to experiment with writing as part of play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in mathematical development. Counting skills of children are being effectively promoted through a range of practical activities. All children can count to 5 and most children can count to 10 confidently. Children are able to recognise and use the name of shapes appropriately. They are developing their mathematical ideas and have an understanding of simple addition and subtraction. Children have opportunities to compare quantity, size and create simple patterns

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make very good progress in knowledge and understanding of the world. Through a range of daily and planned activities children are given time to investigate; opportunities to question and seek explanations. There is good use of the outdoor play area for children to explore the natural world. Through planned activities children are learning about people they know and other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. Planned and daily activities give children opportunities to experience movement in a variety of forms. Children are beginning to show an awareness of space and can negotiate its use successfully. Good use of the outdoor play space allowing children to access a range of small and large equipment. There are insufficient opportunities for children to learn about health and bodily awareness and develop control in the handling of tools.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Successful use of role play is stimulating the children's imagination. Children were enthusiastic in their participation of musical activities. Planned and daily activities allow children to explore colour and texture. But there was lack of opportunity for the older and more able children to develop their individual skills when exploring media and materials.	
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

- Extend the challenges and learning of the older and more able children particularly in personal, social, emotional and creative development.
- Through planned activities provide opportunities for children to experiment with writing, handle tools effectively and learn how their bodies work.
- Involve parents in their children's assessments and obtain feedback from parents to monitor the effectiveness of the provision.
- Develop effective systems to support special needs.

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.