



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY267949

DfES Number: 536713

INSPECTION DETAILS

Inspection Date	03/03/2005
Inspector Name	Elizabeth Patricia Edmond

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Nicky's
Setting Address	c/o St. Nicholas C of E Primary School Mowbray Terrace, West Tanfield Ripon North Yorkshire HG4 5JN

REGISTERED PROVIDER DETAILS

Name	The Committee of Nicky's
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ORGANISATION DETAILS

Name	Nicky's
Address	Mowbray Terrace West Tanfield Ripon North Yorkshire HG4 5JN

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

Nicky's is a committee run childcare facility operating in a designated room adjacent to the main premises of St. Nicholas C of E Primary School. The pre-school room has it's own entrance and toilet facilities. There is a separate area for outdoor play but the group also access the school's further outdoor play areas. There are additional facilities in school for older children: the computer suite and larger toilets can also be accessed when appropriate.

Although registered to provide full day care for up to 16 children under 8 years, the group are currently open for pre-school from 08:45 until 15:30 Monday and Wednesday and from 08:45 to 12:00 on Tuesdays, Thursdays and Fridays. The after school club is currently not operating due the level of demand. The pre-school provides care and early years education for the wider rural community covering the catchment areas of several village primary schools.

The group offer funded nursery education places to those children of eligible age and has the support of the local authority in respect of this. There are currently a total of 21 children on roll of whom 8 are funded 3-year-olds and 5 are funded 4-year-olds. There are currently no children identified as having special needs or who speak English as an additional language attending.

The committee employs one manager who is a qualified teacher and two additional staff who are also appropriately qualified or experienced. The pre-school also welcomes and appreciates support from parents on this matter.

How good is the Day Care?

Nicky's provides good care for children. There is a warm and welcoming atmosphere where the pre-school children feel relaxed and confident. The staff are well qualified and the group have a positive approach to overall development. The arrangement of premises and the presentation of the resources create a very child friendly and stimulating environment: the children are motivated to explore most of the activities. There are some minor problems with storage, particularly in the entrance.

Documentation is well organised and staff attend to this throughout the session where appropriate.

All reasonable measures are taken to ensure the children's health and safety: safety procedures are well documented and although collection times are quite busy, door security is good. The premises are clean and hygienic and the adults have a healthy approach to fresh air. The daily snacks are varied, healthy and nutritious: these are often linked to ongoing themes or topics. Appropriate lunches are quickly provided for children who do not bring their lunchboxes. The staff get to know the children and their families very well: they have a good knowledge of the children's needs and dispositions and they enjoy the children's individual personalities. This helps the children to feel valued and contributes positively to their overall wellbeing. The staff's behaviour management techniques are very effective and any minor disputes are handled sensitively. There is a high emphasis on early learning: the wide range of first hand experiences ensures that children develop their language and mathematical skills to a good level and use their imagination freely throughout the session.

Relationships with parents are very good. The information for parents about general nursery business is clear and relevant. The settling in policy, parents' involvement at committee level and the parents' rota for helping at sessions foster trusting relationships from the outset.

What has improved since the last inspection?

not applicable

What is being done well?

- The staff's approach to overall development is very good: the adults evaluate their provision and set their own targets for development of the facilities and the staff's training. This ensures that children have access to a continually developing service.
- The wide range of activities and the children's free-flow access to them ensure that they are able to develop their natural curiosity as learners.
- The staff are excellent role models for the children: they use praise confidently and consistently and remember to thank the children. This ensures that the children are cheerful, behave very well and develop very pleasant manners.
- The premises are purpose built: the attractive displays indoors and the arrangement of the adjacent outdoor area provides a very stimulating environment for the children. Close links with school further enhances this aspect.
- Relationships with parents are relaxed and friendly: parents freely approach the staff for information about their children and sometimes phone during the session to check that everything is all right. Similarly staff are quick to phone parents to check whether children have had lunch or not. This ensures that

parents are well informed and confident about their children's care.

What needs to be improved?

- some aspects of the storage, particularly in the entrance.

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
4	Continue to develop the arrangement of the facilities particularly regarding storage.

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

How effective is the nursery education?

Nicky's provides an industrious atmosphere which enables the children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. The staff have a sound knowledge of the early learning goals and the associated stepping stones. The colour coded planning and assessment system show clearly the intended learning: and these are easily adapted to take into account impromptu learning opportunities about weather. There is an effective balance of meaningful routines, free-choice opportunities and adult led activities which maximise the children's development in all areas of learning. The staff use excellent conversational questioning to scaffold the children's learning. The arrangement of the premises and the presentation of the activities provide the children with a stimulating learning environment, although children do not often choose to use the book corner. The children respond very well to the behaviour management techniques used: this enables them to make good use of all the learning opportunities provided.

Leadership and management is very good. The manager co-ordinates the planning but involves the whole team effectively: this contributes to their ability to deputise. The group have a positive approach to overall development. A supportive committee and links with the school contribute positively to the overall educational and organisational aspects of the nursery.

Partnership with parents is very good. They are welcomed warmly into the nursery and the school and they are included in their children's education in various ways. The topic plans and an associated wish list are displayed on the notice board and parents taking turn on the rota have a good insight as to how the foundation stage is delivered.

What is being done well?

- The staff use excellent scaffolding techniques to help the children to think about what they are doing or making. This enables staff to increase their understanding about what the children know and how learning can be extended.
- The stimulating environment motivates children to access all the free choice learning opportunities confidently. This contributes considerably to the calm industrious atmosphere and the children's independent learning.
- The staff manage behaviour very well: the children are confident in their approach to independent learning and easily able to sit and listen in group situations.
- The group's action plan includes development of the premises and staff training: the staff also work well with the local authority. This ensures that the

educational provision continues to improve which benefits the children in all areas of learning

- Parents receive information about their child's stage of development. There are sometimes informal discussions as the children are collected and consultation sessions have now been arranged for more a more formalised and detailed approach.

What needs to be improved?
● the environment, to encourage children's interest in the book corner

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very happy and settled. They are confident and motivated to explore but are also able to sit and concentrate, listening attentively in group situations. Due to the consistent and caring support from the staff, the children behave very well: they happily share with their friends and take turns. They show concern as their friends slip on the ice. The children concentrate at their self chosen tasks for extended periods and develop their own ideas in the café and ice-cream parlour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children speak increasingly well to communicate their immediate needs and order their thoughts about what they are doing. The children develop their range of vocabulary: they discuss the thawing ice pops and the melting snow. They confidently find their names for self registration and use their pre-writing skills to take orders in the café. The children keep up with the story tape very well by turning the pages appropriately: but they do not often choose to use the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children develop their counting skills to a good level and recognise the associated numerals: they demonstrate this clearly in their play and daily routines. They begin to understand about size and shape: the staff help the younger children to name the different shapes of their toast. They begin to develop a clear understanding of more and less in their favourite number rhymes aided visually by the attractive resources or acting them out.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children investigate temperature and use appropriate language to talk about what is happening. They record their findings in different ways: the older children helping the younger ones to complete the graph of preferences. The younger children demonstrate their clear understanding of everyday technology as they play in the café: the older children confidently use the computer to support their learning in other areas. They learn about their own culture and that of other people.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
The children develop their physical skills to a good level. They steer their cars and scooters carefully up and down the sloped outdoor area and they balance on the indoor slide very well. The children skilfully roll and pat the snow to help make a snow man and talk confidently about the changes in their bodies when they return indoors. They use glue sticks, paint brushes and play dough tools with increasing control. Older children capably pour their own drinks and fasten their coats.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The children engage in a wide range of creative activities. They express themselves freely in their painting and are pleased with their observational drawings. The children confidently use their imagination in the café. They respond to the ice in the water tray and the snow with great excitement: and enjoy dressing the snowman in the dressing-up clothes. The children sing a range of songs from memory and happily clap in time when they are unsure of the words of a new mother's day song.	

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 key issues to report but consideration should be given to improving the following;
- the appeal of the book corner to encourage children to use this more frequently.

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.