



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY262595

DfES Number: 585362

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Jean Wilson

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care
Setting Name Fulwell Grange Kindergarden
Setting Address 178 Newcastle Road
Sunderland
Tyne and Wear
SR5 1NW

REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 02809756

ORGANISATION DETAILS

Name Just Learning Ltd
Address 45 High Street
West Malling
Kent
ME19 6QH

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

Fulwell Grange Kindergarden is one of 66 nurseries run by Just Learning Limited. It opened in 2004 and operates from four rooms in converted church premises. It is situated in the Fulwell area of Sunderland. A maximum of 82 children may attend at any one time. The Kindergarden is open each weekday from 07.30 to 6.00 for 51 weeks of the year. All children can access a secure enclosed outdoor play area.

There are currently 137 children aged from 4 months to under 5 years on roll. Of these 32 receive funding for nursery education. Children come from a large catchment area. The Kindergarden supports children with special needs and who speak English as an additional language.

The Kindergarden employs 28 staff. Sixteen of the staff, including the manager hold appropriate early years qualifications. Six staff are working towards a qualification.

How good is the Day Care?

Fulwell Grange Kindergarden provides satisfactory quality care for children aged 3 months to five years. Staff work well together as a team to provide a welcoming atmosphere for children, their parents and carers. The nursery premises are bright, secure and child friendly with facilities for outdoor play. Staffing is generally well organised however closer monitoring of the temperature in the baby room is necessary and the operational plan needs to ensure that staff / child ratios meet National Standards at all times. All documentation is in place and stored securely.

All staff are generally vigilant about safety and hygiene and there are detailed policies and procedures in place. Improvements are needed to ensure children can visit toilet and nappy changing facilities safely. Lunchtime at the nursery is a pleasant social occasion. Children enjoy a freshly cooked meal served by the staff who hold food hygiene certificates. This was not so in the baby room and individual needs of babies are not respected allowing routine to dictate. Staff have a sound understanding of issues relating to child protection. Very good procedures are in place to include and support children with special needs.

Children are confident as they participate in a range of appropriate activities. They are happy, secure and well behaved and enjoy good relationships with the staff. Younger children are benefiting from suitable activities planned, using the effective Birth to Three framework.

Trusting relationships have been established between staff and children. There are suitable strategies in place for managing children's behaviour however the management and care of babies in distress does not meet their emotional needs.

Partnership with parents is good. They are welcomed into the nursery and find staff approachable and friendly. There are effective systems in place for the sharing of information regarding children's progress and all aspects of the service.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff create a stimulating learning environment where children are relaxed and happy. A sensory area is available for babies and imaginative role-play is promoted in all rooms. Resources are attractively presented and meet the needs and developmental stages of all children. The wide range of play clothes, books and accessories are well chosen to reflect non-stereotypical roles and promote anti-discriminatory practice. Children are stimulated and play imaginatively together.
- Children's relationships with staff are good. Staff interact very well with children, talk and listen to them and involve themselves in their play. Fun activities regularly take place, for example regular dance / music sessions. Staff are enthusiastic and offer full support. Children enjoy themselves and are allowed to freely opt in and out of such activities.
- Arrangements for children with special educational needs are good. The Kindergarden is proactive in ensuring that appropriate action is taken to meet children's individual needs. To provide full support for all children the staff adapt the physical environment as necessary and access additional training, for example to learn sign language. All children are valued and fully participate in all activities alongside their peers.
- Lunchtime is well organised for toddlers and older children. They enjoy a freshly cooked meal in the company of their friends and staff. All children are encouraged to develop their independence and use cutlery well and are encouraged to help themselves to water from a young age. Alternatives are provided for children on special diets or for those who don't like what is on offer.
- Partnership with parents is very good and parents are very happy with all aspects of the care provided by the Kindergarden. A wealth of information is provided and a thorough induction programme is in place. Parents are kept well informed about the setting and of their child's progress.

What needs to be improved?

- organisation of staff to ensure compliance with staff / child ratios
- behaviour management with regard to the care of distressed babies to ensure their emotional welfare at all times
- organisation of mealtime routines for babies to ensure that their individual needs are met
- toilet and nappy changing facilities in order that children can access them safely
- procedures to regulate and monitor the temperature in baby room.

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

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
2	Ensure compliance with staff / child ratios at all times.	01/03/2005
11	Develop staff's awareness and understanding of effective ways to manage the behaviour of babies, taking into account their age and stage of development.	02/03/2005

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

Std	Recommendation
2	Ensure that the organisation of mealtime routines for babies meets their individual needs.
4	Ensure that there are no hazards in the toilet and nappy changing areas in order that children can visit them safely.
4	Ensure that procedures are in place to regulate and monitor the temperature in the baby room.

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

How effective is the nursery education?

Fulwell Grange Kindergarten provides a welcoming atmosphere where staff have established good relationships and children are happy and confident. They make generally good progress towards the early learning goals. They make very good progress in personal, social, and emotional development.

The quality of teaching is generally good. Staff are enthusiastic and work well together to provide an interesting curriculum and planning is good for adult led activities. They are good role models for children to follow and they manage their behaviour really well. They are familiar with the early learning goals through self development. Attention should be given to how written plans will show how activities are adapted to suit children who learn at different rates and how written plans for child chosen activities make clear the stepping stones or learning objectives. Adult led activities should be evaluated more frequently to help children move onto the next stage in their learning.

The leadership and management is generally good. Management are currently assessing staff training needs. They meet regularly with staff at bi-monthly meetings, one to one meetings and annual appraisals. There is an open door policy where staff and parents can discuss concerns at any time. The temporary manager is unfamiliar with the early learning goals which impacts on her being able to assess the strengths and weaknesses of the educational provision to allow further development.

Partnership with parents is very good. Information on the early learning goals is shared with parents through a booklet and plans displayed in the room. Staff keep parents informed about their child through writing six monthly reviews and holding parent evenings. They keep a record of the child's development which parents have access to at any time. Topic information is shared in advance encouraging them to contribute and discuss with their child at home. They are invited on outings.

What is being done well?

- Personal, social and emotional development is very good. Children are encouraged to develop independence in the room. They select the activities they would like to do and are encouraged to develop them in their own way.
- Staff develop caring relationships with the children and interact well with them in a way that encourages good speaking and listening skills. Children have developed a confident appreciation of books in the environment.
- The effective organisation of dance sessions encourages children to explore different ways in which they can move their bodies in time to music. They are very enthusiastic and energetic when taking part.
- Partnership with parents is very good. They are made to feel welcome and a part of what is happening in the Kindergarten. They are kept well informed

about their child's development.

What needs to be improved?

- management systems which identify how management and staff will gain more knowledge of the early learning goals and which monitor full and sufficient coverage of how children make progress
- evaluations of adult led activities
- written plans so that they show how activities are adapted to suit children who learn at different rates
- written plans for child chosen activities so that they identify stepping stones and learning objectives.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy their time at the Kindergarten. They show growing independence and confidence choosing activities for example, role play, computer, writing or cutting. They form good relationships with adults and peers. Four year olds are keen to help younger children in their activities for example writing or using the mouse on the computer. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children sing and join in with rhymes enthusiastically. They speak confidently to adults. They use books independently and enjoy listening to and joining in with stories in a small group. They enjoy experimenting with writing techniques. Three year olds are in the early stages of attempting to form letters while four year olds are able to write their names. Plans do not identify how activities are adapted to suit children who learn at different rates.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children practise counting in all aspects of the Kindergarten. They recognise and can name numbers in the environment. They use shape language in their play recognising the shapes on a computer programme or when they are drawing. They have the opportunity for simple calculation by saying when they need one more object to make the number required. Plans do not identify how activities are adapted to suit children who learn at different rates.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to describe simple features and objects using their senses, for example how different fabrics feel. They show growing confidence using the computer with more able children showing competence with the mouse. They learn about different cultural events as they occur. They talk enthusiastically about their home life and family. They explore the world in which they live through visits out into the environment. Plans for child chosen activities do not reflect learning outcomes.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children practise good hygiene routines. They confidently practise activities using hand eye co-ordination for example cutting with scissors and building models. They enjoy dance sessions moving confidently to the music in a confined space and managing their bodies for intended movements. Plans identify activities for outdoor play where they have opportunities to practise climbing, throwing, catching and balancing skills, however there are no stepping stones or learning outcomes identified.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well during role play, they pretend that the Lego is food or that they are digging for treasure in the sand. They confidently construct three dimensional models making aeroplanes or an enclosure for the animals. They experiment with musical instruments tapping out simple rhythms and listening to different sounds. There are missed opportunities due to plans for child chosen activities not reflecting learning outcomes.

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

- devise management systems which set out how management and staff will gain more knowledge of the early learning goals and which monitor full and sufficient coverage of how children make progress
- develop evaluations for adult led activities so that information can be used to inform future planning so that learning builds on what children already know. Ensure that all plans show how activities are adapted to suit children who learn at different rates
- ensure that planning includes full coverage of the stepping stones with clear learning objectives for child chosen activities including outdoor play.

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.