



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 220285

DfES Number:

INSPECTION DETAILS

Inspection Date 02/09/2003
Inspector Name Christina Downey

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Raunds Day Nursery
Setting Address 2 Poplars Close
 Poplars Close
 Raunds
 Northants
 NN9 6EZ

REGISTERED PROVIDER DETAILS

Name Mrs P Bellamy

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

Raunds Day Nursery is a privately owned day nursery. It operates from purpose built accommodation adjacent to the owner's premises in Raunds, Northamptonshire. There are two main teaching areas, each with its own toilets. One is for the two to three year olds and the other for the three to five year olds. The recently landscaped garden offers a covered paved area and a larger play area surfaced with wood chips.

The nursery is open between 07:30 and 18:00 five days a week, fifty-two weeks a year except for bank holidays. Full and part-time sessions are offered. The nursery also operates a before and after school service as well as holiday provision for children who have previously attended the nursery. There are currently 53 children on roll; of these, ten are funded three-year-olds and two funded four-year-olds. The nursery supports children with special educational needs. The children mainly come from the local and surrounding areas, and represent a range of family backgrounds but limited cultural diversity.

Nine staff work with the children throughout the week. Three hold appropriate childcare qualifications, and two are working towards them. The nursery receives input from the Early Years Childhood and Development Partnership advisory team. It is a member of the Pre-school Learning Alliance, and has good links with the local school.

How good is the Day Care?

Raunds Day Nursery is a welcoming and well-organised provision, and it offers a satisfactory standard of day care for children. The nursery gives high priority to ensuring children are cared for safely. The premises are secure and the children can play outside in safety. There are very clear arrangements to ensure access to the building is controlled and to monitor children's safe arrival and departure. Staff ratios are maintained well which enables children to be supervised appropriately, and good behaviour to be promoted successfully. Children's records are well-organised and up-to-date and this contributes well to the safe level of care provided. However, not

all the required written parental permissions have yet been obtained. Risk assessments are carried out to minimise any hazards on the premises and fire-safety procedures are generally good.

The attractive range of resources is used effectively to provide children with many different experiences, and activities are arranged on a timetabled basis to encourage children to take part in all that is on offer. This can mean that full use is not always made of the outdoor facilities. Children spend most of their time in a small group with one member of staff (key worker), relationships are very positive and children with special educational needs are catered for well.

Parents are provided with an introductory brochure and have access to policies on request. Information about day-to-day activities and events is displayed on the notice board. Although documents relating to the organisation and running of setting are all well organised, they have not yet been collated into the form of an operational plan which can easily be accessed by others, including parents. This limits the amount of information they have about how the nursery is run.

What has improved since the last inspection?

not applicable

What is being done well?

- Well-organised key worker groups enable staff to get to know children well, support and encourage them through talk and practical work, and successfully involve them in new experiences.
- Staff ratios are maintained very successfully. There are well organised plans for emergency cover and management procedures in the absence of senior staff are clear. The deputy-manager is able to offer individual support to children with special educational needs.
- An attractive outdoor area has been created which provides children with stimulating physical and sensory experiences.
- Successful celebration of an interesting range of festivals using appropriate food, costumes and props provides children with a sound introduction to the beliefs and cultures of others.

What needs to be improved?

- systems for ensuring all required permissions are obtained from parents and that accident and medication records are kept confidential;
- accessibility of the operational plan to staff and parents.

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

Std	Recommendation
7	request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Raunds Day Nursery provides a welcoming, attractive and well-organised learning environment where children make generally good progress towards the early learning goals.

The quality of the teaching is generally good. Staff are developing a secure knowledge of the Foundation Stage and use it well as a basis for planning a wide range of interesting and worthwhile activities. Sessions are carefully organised to ensure all children take part in a good variety of experiences, encounter a wide range of resources and develop new skills. However, the close structure of each day does not always enable children sufficient scope for imaginative play or opportunities to work outside. The useful observations made during practical activities are used to complete informative records of children's achievements and are shared appropriately with parents. This system successfully promotes individual progress and contributes towards the good level of provision for children with special educational needs.

Leadership and management is generally good with some very strong aspects. The staff work closely as a team and are all committed to constantly improving the quality of the educational provision. Very good use is made of locally available training and workshops and the nursery works closely with the local advisory team to identify areas for improvement and implement changes.

The partnership with parents is generally good. Parents are very supportive of the setting and take part in a variety of fund-raising schemes. They are provided with a satisfactory amount of informal information about children's day-to-day activities and achievements. Before children leave nursery to go to school parents are given useful reports on their overall progress.

What is being done well?

- Leadership of the nursery has been successful in identifying many areas for improvement. Changes made to teaching methods have improved the children's access to a wide range of interesting activities and resources.
- Role play is well-resourced and used successfully to consolidate children's understanding of mathematical concepts and to enable them to use writing in meaningful contexts.
- The organisation of key-worker groups enables staff to develop close relationships with children and support their learning through a wide range of practical activities.
- Promotion of children's learning through talk is good. Staff work closely with children at all times, listen to them respectfully and value what they have to say.

- The provision of a wide range of imaginative and stimulating sensory experiences both indoors and outside. Children are able to handle and investigate many different objects and materials and also use them to experiment with how sounds are made.

What needs to be improved?

- children's scope to use their imaginations during all types of play, but during role-play in particular, and in their practical creative work;
- the level of choice children have over which activities to take part in and which resources to use;
- opportunities to work outside and make more use of the resources and equipment available in the garden.

What has improved since the last inspection?

Since the previous inspection, the nursery has reviewed the procedures for providing for children with special educational needs. The special needs co-ordinator is now well informed about the current Code of Practice for the Identification and Assessment of Special Educational Needs and is able to provide children with appropriate individual support. Physical activities are now included in the planned programme on a daily basis and children are introduced to a good range of new skills. Children do have greater scope to choose their own activities and resources, but many aspects of the provision are still closely timetabled, including outdoor access. Careful thought now goes into providing children with a varied range of opportunities to explore and experiment with many different natural and made objects and materials. The changes made have had a positive impact on the quality of education and opportunities for learning provided by the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children enjoy coming to nursery and use the wide variety of resources and experiences provided with interest. They play together cooperatively and are developing good relationships with each other and the staff. Behaviour is good and children learn to fit in with the well-organised routines successfully. Children now have greater amounts of choice over which activities to take part in, although this does not yet extend to when to go outside.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children talk confidently to each other and staff about what they are doing and recall their past experiences successfully. They ask questions and learn a good range of songs and rhymes, but have less scope to use talk to support extended imaginary play situations. Children have very good opportunities to use mark-making equipment and printed matter during their play and have a positive attitude towards themselves as emerging readers and writers.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have many worthwhile opportunities to use number names, attempt to count and begin to recognise numbers during practical play situations. They take part in various number rhymes and begin to develop calculating skills. They explore the properties of plane and solid shapes as they find out what rolls or slides, and their natural interest in measuring and weighing is promoted most successfully during role play in the 'shoe shop' and 'baby clinic', and other well-resourced activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children explore the properties of many interesting resources and talk about their experiences of handling various tools, materials and made objects, such as shoes and bicycles. They discover how things change whilst cooking and look at patterns in nature and on made materials. They develop a lively interest in their local environment as they go on walks and talk to visitors. They find out about other cultures, and celebrate festivals using appropriate food, costumes and artefacts.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The attractive outdoor area is used by all children for brief periods everyday to learn new physical skills. They regularly use the good range of small and large equipment and are introduced to different ways of moving and balancing. Children are increasing in confidence in their manipulation and control of tools, balls and mark-making implements, and have an awareness of healthy practices with regard to eating, sleeping and hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to explore a very interesting range of sounds and textures and successfully talk about their experiences. They work freely with paint and are introduced to an attractive range of materials and a wide variety of techniques. However, sensory and creative activities, including role play, are generally offered on a time-tabled basis and children do not always have scope to express their own ideas and work imaginatively.

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

- improve the scope children have to use their imaginations and express their own ideas;
- provide more opportunities for children to make use of the resources and equipment outside to extend and support their learning in all areas of the curriculum.

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.