



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 650062

DfES Number: 542240

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Susan Catherine McGarry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Elmstead Nursery
Setting Address Elmcroft
Holly Way, Elmstead Market
COLCHESTER
Essex
CO7 7YQ

REGISTERED PROVIDER DETAILS

Name Elmstead Nursery Ltd 3871017 1079310

ORGANISATION DETAILS

Name Elmstead Nursery Ltd
Address Elmcroft, Holly Way
Elmstead Market, Elmstead
Colchester
Essex
CO7 7YG

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

Elmstead Nursery is a registered charity. The nursery teacher is employed by the board of trustees to manage the day to day running of the nursery. It opened in 2000 and operates from a purpose built building. It is situated on the site of Elmstead Primary School, in the village of Elmstead Market near Colchester. A maximum of 26 children may attend the nursery at any one time. The nursery is open each week day from 08:55 to 12:30 with a lunch club operating from 11:30 to 12:30. On two afternoons it opens from 13:00 to 15:00 for children under three years and from 13:00 to 15:30 on the other three afternoons for children over three years. The nursery operates during term times only. All children share access to a secure enclosed outdoor play area.

There are currently 61 children aged from 2 to under 5 years on roll. Of these 39 children receive funding for nursery education. Children come from the local area. The nursery currently supports a small number of children with special needs and also supports a small number of children who speak English as an additional language.

The nursery employs ten staff including a nursery administrator. Six of the staff, including the nursery teacher hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Elmstead Nursery provides good care for children.

The nursery teacher and staff team work together very effectively. The setting is well organised and excellent use is made of all the space and resources available including an outdoor play area. This is used to its fullest potential. There are attractive and informative displays in place. Most of the staff hold relevant childcare and first aid qualifications. Staff contribute to an appraisal system which identifies further training needs. Staff can update their skills and knowledge. Policies, procedures and other relevant documentation is accessible within the operational

plan. Records are computerised, stored securely and confidentiality is observed.

Children's safety and security is regarded as a priority by all concerned and particular attention is paid to this so that children can play safely. Staff follow clearly identified hygiene routines. The policy for child protection requires updating along with arrangements to share procedures for child protection with parents. Individual children's needs are clearly identified and met. There is proactive commitment and support for children with special needs. Healthy snacks are provided during the sessions and dietary requirements are recorded and acknowledged. Children provide their own packed lunches if staying for that part of the session.

There are a very good range of activities provided with regular use of an outdoor play area which extends learning opportunities. The children use the school hall for PE sessions and visit the reception class regularly. There are very good levels of interaction taking place between adults and children. The children relate well to each other. They are given praise and encouragement and behaviour is managed well.

Parents are provided with very good quality information about the nursery and have daily contact with the staff. Children's progress and development is recorded, shared with parents and partnership is valued.

What has improved since the last inspection?

The actions identified at the last inspection have been addressed.

Parental permission is obtained prior to children entering the nursery to seek emergency medical advice or treatment in the future. This forms part of the documentation required from all new parents.

A risk assessment is conducted of the premises that is regularly reviewed. The nursery teacher and head teacher of the school conduct this together. Staff carry out daily checks on the premises as part of their duties

What is being done well?

- Children are provided with a very good range of activities and play experiences with full use made of the outdoor play area. This also includes access to the school facilities such as the hall for PE sessions and links with the reception class.
- Children are provided with an environment which is very well organised. They have access to extensive resources. Staff engage with the children in their self-chosen activities and when they are in small and larger group situations such as snack or "mat" time. Children are grouped according to age with the youngest children attending on specific afternoon sessions.
- There is a positive and proactive approach to children with special needs. There are good levels of contact and involvement with other professionals,

parents and the school all of whom are working closely together to meet their individual needs.

- Partnership with parents is well established with close links established with key workers and the nursery teacher. Information is shared with parents on a daily basis. There are very good displays in place for parents to see what their child has been learning.

An aspect of outstanding practice:

The nursery provides a wealth of opportunities for children to access activities and play opportunities in a well organised and resourced outdoor play area. This is provided on a very regular basis with a protected area available for use during all weather conditions. Resources are taken from within the nursery for children to use along with dedicated equipment which is stored in a shed outside.

What needs to be improved?

- the child protection policy and arrangements to share child protection procedures with parents.

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
13	Review and update the child protection policy and the arrangements to share these with parents.

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

How effective is the nursery education?

The provision for nursery education at Elmstead Nursery is of high quality. It enables children to make very good progress in all areas of learning.

The quality of teaching is very good. There are very good relationships established between staff and children. Staff have high expectations of behaviour and encourage independence, very good levels of self-esteem and confidence in the children. Children's learning is being promoted very effectively through the provision of interesting, motivating and challenging activities that meet the needs of all 3 and 4-year-old children. The accommodation and resources are being used extremely well to support children's learning through direct access to outdoor play, areas within the school and a well organised and stimulating classroom. Children are grouped appropriately. Very good levels of support are provided for children with special educational needs and for those with English as an additional language.

Children's progress is recorded based on the stepping stones and assessment is used successfully to inform the planning. The nursery has recently introduced CPOC (Community Paediatric and Optometrics Clinic) techniques to their routines and activities.

Leadership and management is very good. The nursery teacher is fully supported by the head of the school and board of trustees. There is a strong staff team who all work closely together. There are extremely close links in place between the nursery and the school. Staff reflect on practice and evaluate their own performance. They identify areas for improvement and act upon them.

Partnership with parents is very good. Parents are well informed with good quality written information and classroom displays. Staff discuss children's progress and development through daily contact and a written report is provided. Parents are encouraged to be included in their children's learning through the sharing of reading books and by sending in items linked to topics.

What is being done well?

- There is clear leadership provided by the nursery teacher who is in turn, fully supported by the board of trustees through the head teacher of the school. Staff are valued, training is available from outside agencies and within the school. There is full and active participation from the staff. Links with the primary school are fully activated to ensure a smooth transition for children moving from the nursery into the reception class.
- The accommodation and resources are used very effectively to support children's learning. The outdoor play area is used on a regular basis on both morning and afternoon sessions and in all weathers to extend the curriculum offered within the nursery. Resources are stored outside but are also

provided from within the nursery to compliment the provision.

- Partnership with parents is constructive and informative. Parents are actively encouraged to become involved in their children's learning through the sending home of reading books and diaries. Children bring objects into the nursery on a daily basis linked to the letter of the week and the topic currently being covered. Parents are fully informed about the topics. They are given copies of the planning for each half term with ideas of what they can do to extend their children's experiences and learning at home.
- Children's progress in all the areas of learning is very good in particular their confidence, levels of self-esteem and motivation. They have a high awareness of sounds and letters. The methods used by the staff help children to learn effectively taking into account their age and stages of development.

What needs to be improved?

- further development of the methods used for 3 and 4-year-old children.

What has improved since the last inspection?

Very good progress has been made in addressing the points for consideration identified at the last inspection.

The baseline assessment system has been reviewed and a pre-baseline assessment is conducted by the nursery teacher in the summer term prior to the children transferring into the reception class. Records are kept in line with the early learning goals and are dated so that progress can be tracked. Alongside this key workers complete a number of child observations. When children reach the point of transfer Foundation Stage tracking targets are identified so that they can be matched to the school's targets for Key Stage 1.

The nursery have a named person responsible for special educational needs who can inform and support the staff. The member of staff has completed the SENCO training and implemented all the necessary systems to ensure that identified children with special educational needs are being fully supported within the setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They have time and space to focus on activities and experiences. They select from an excellent range of resources and work with confidence both independently and in group situations. Children are secure and have good self-esteem resulting in effective relationships with adults and each other. They show curiosity and exploratory skills when playing. Children are encouraged to have personal independence when engaging in the nursery routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are very good. They express their imagined experiences, thoughts, feelings and ideas with adults and each other fully during the sessions. Their vocabulary is growing. Children learn to name and link sounds and letters and to recognise familiar words. They practice and explore their writing and handwriting skills through a range of activities provided. They enjoy listening to stories, joining in with singing and have access to an excellent selection of books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in everyday situations and can count reliably up to 10 and well beyond. Their skills are extended through a number of games and planned activities. They recognise numerals through displays and other visual means. They have many opportunities provided for them to use simple calculation skills. Children engage in a very good range of practical activities to promote their understanding of shape, space and measures and they use mathematical language to describe and compare them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate their environment. They have access to a wide range of objects and materials. Children confidently use a variety of equipment, tools and materials to build and construct with in two and three dimensions. Children have a clear sense of time, place and an awareness of the cultures and beliefs of others through topics covered throughout the year. Children have opportunities to independently access everyday technology including a computer and a programmable toy.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with an extensive range of tools, objects and malleable materials which they can use safely and with increasing control. They move with confidence during games and activities located inside and in the outdoor play area. They show an awareness of space both for themselves and others. Children use a good range of small and large equipment to develop their skills of pushing, pulling, climbing, throwing and catching. They are gaining a sense of health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children can express and communicate their ideas, thoughts and feelings using a variety of materials and tools in art, technology, construction and messy play activities. They use their imagination when they are involved in role-play, music and movement sessions. There are an extensive range of activities provided in which they use their senses. Children actively respond to and enjoy experiences involving tasting food and cooking. They regularly engage in a range of musical activities.

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 identified from this inspection. A point for consideration is
- continue to further develop the methods used to support children's learning and overall development.

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.