



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224138

DfES Number: 520327

INSPECTION DETAILS

Inspection Date 12/01/2004
Inspector Name Mary Anne Henderson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Minsterley Nursery
Setting Address The School House
Minsterley
Shrewsbury
Shropshire
SY5 0BE

REGISTERED PROVIDER DETAILS

Name The Committee of Minsterley Nursery

ORGANISATION DETAILS

Name Minsterley Nursery
Address The School House
Minsterley
Shrewsbury
Shropshire
SY5 0BE

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

Minsterley Nursery opened in September 1995. It operates from the four rooms in the old school house attached to the village primary school. The nursery serves the local area.

There are currently 52 children on roll. This includes 13 funded 3 year olds and 39 funded 4 year olds. Children attend for a variety of sessions. The group supports children with special needs and would also support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:45 until 15:00.

There are three full-time staff and three part-time staff working with the children. Most are qualified and there are two members of staff who are currently undertaking their NVQ Level II.

The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership. The group are also members of the Pre-School Learning Alliance.

How good is the Day Care?

Minsterley Nursery provides satisfactory care for children. Staff provide a warm and caring environment and they are approachable and friendly with parents and their children. The children are provided with opportunities to be independent learners and they are praised for their achievements.

Children access a broad range of activities to stimulate learning in all areas of their development, including activities and resources that reflect positive images of diversity. Behaviour is good and staff have high expectations of the children, using praise and small reward strategies to promote desirable behaviour.

Staff are aware of health and safety regulations, however they will need to ensure

the fluorescent lighting throughout the nursery is made safe. There is a nappy changing procedure in place, however the group will need to ensure there are resources available to ensure cross contamination is kept to a minimum. Children's snacks are healthy, however the staff will need to ensure children have easy access to drinking water at all times.

There are positive relationships with parents who provided positive comments on the parent reply slips. Details on the needs of the children are obtained from parents, staff must ensure this includes the child's religious requirements. Parents have access to the nursery's policies and procedures. The behaviour management, complaints, and child protection policies need to be updated to include all elements as outlined in the National Guidance.

What has improved since the last inspection?

At the time of the last inspection the group were asked to make the named drivers driving licence available for inspection. This has been satisfactorily addressed. The named driver's driving licence, MOT and car insurance are now all available at all for inspection.

What is being done well?

- Children access a broad range of activities and resources to promote learning in all areas of development.
- Children access a broad range of activities and resources that promote positive images of diversity.
- There are positive relationships with parents who are provided with verbal feedback and development workbooks on the care and education of their child.

What needs to be improved?

- availability of emergency contact details for staff members
- the nappy changing procedures
- safety of the fluorescent lighting
- the risk assessment procedures
- availability of drinking water in the children's rooms
- information about children's religious requirements where appropriate
- policies of the setting.

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
2	Ensure the staff emergency contact and general practitioners numbers are kept on site.
4	Ensure nappy changing procedures include the use of protective clothing.
6	Ensure the risk assessment format used includes all elements as outlined in the national guidance.
6	Ensure fluorescent lighting is safe.
8	Ensure drinking water is made available at all times.
14	Update policies to include all elements as outlined in the national guidance.
14	Update children's information sheets to include religious requirements.

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

How effective is the nursery education?

The teaching and learning is generally good. Children are progressing well, particularly in the areas of personal, social and emotional development, mathematics, knowledge and understanding of the world and creative development. Staff have a sound understanding of the Foundation Stage of learning and the early learning goals. Staff use open-ended questioning and encourage the children to think for themselves. The staff provide a broad range of interesting and challenging activities and resources and ensure planning covers all the six areas of learning.

Leadership and management of the setting is very good. Staff work very well together and with parents and other professionals to meet the needs of the children attending and ensure inclusion. Staff meet regularly and are well supported by the management and committee. Opportunities for further training are taken and there is liaison with the Early Years Partnership.

Partnership with parents is generally good. Staff work closely with parents, who also form the committee. Good verbal and written information about children's progress is made available to parents, but parents could be further involved in their children's progression through the group.

What is being done well?

- Children's personal, social and emotional development is very good as is their knowledge and understanding of the world. Children are interested and keen to learn. They have a broad range of opportunities to select for themselves, resources that reflect diversity and are encouraged to care for themselves and have regard for others. They explore their environment and have the opportunity to discover how things grow and work. They learn about their own and the cultures of others through planned activities.
- Children's progression in mathematics is very good. They use planned and spontaneous opportunities to count, calculate and look at shape, space and measurements. The children's environment provides lots of resources to aid their progression in mathematics.
- Children's creative development is very good. They access a wide range of resources to stimulate imagination and support their skills in expression and communication of ideas to peers and adults.
- Staff provide a range of planned and spontaneous opportunities to meet the needs of all children, including those with special needs. Resources are accessible, clearly labelled and children are encouraged to make choices and be independent learners. Staff have a sound understanding of the curriculum and work well as a team.

What needs to be improved?

- children's development in reading and writing could be further extended by improving resources available in the home corner and role play areas
- children's development in climbing and balancing through provision of appropriate opportunities
- parental involvement in their child's attainment and progression through pre-school.

What has improved since the last inspection?

At the time of the last inspection one of the key issues was to give children greater opportunity to explore and talk about natural and man-made objects, to observe how things change and question why things work. The group addressed this by encouraging the children to be involved in planting seeds and plants, getting them to observe change and growth. The children also have lots of opportunities to see how things work, such as using the laminator with the staff. The group also provide children with opportunities to ask about what they are observing and share their findings with others.

Another key issue identified was to encourage the children to develop their listening skills. This was addressed by the use of puppets to support the children who may find it difficult to listen and concentrate. The puppet keeps the children's attention and this was observed at the time of the inspection and works very well. The group were also asked to consider ways of reporting children's attainment and progress in a more structured way to parents and carers. This has been successfully addressed through the compilation of a work-book made available to parents, so they know where the child is developmentally throughout their time in the pre-school. Parents are provided with the child's completed work book when the child leaves.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is given high priority within the nursery, with staff providing many opportunities to develop self care, high levels of esteem and independence. The children are motivated and interested in their activities and they persevere and concentrate well for extended periods. Children are well behaved, with staff having high expectations of the children, praising all their efforts of achievement throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen and interact well at story time, and are able to recall story endings. Children are familiar with nursery rhymes and know the actions. They have free access to books throughout the day. The children communicate positively with peers and adults through out the day. Children's reading and writing skills are good, however opportunities to practise skills could be improved by providing reading and writing resources in the home corner.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count beyond, up to and backwards from ten. Children can identify shapes and look at patterns, exploring mathematical concepts using sand and water and during baking activities. The staff use spontaneous opportunities to encourage children to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences in their own homes and those of others around the world. The children explore the concept of past and present events and they talk about their families and pets. Children look at various festivals and cultures and have access to positive images of diversity.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Art and craft resources are accessible to children and includes tools to promote hand-eye co-ordination. The children access a broad range of large and small equipment and tools for both indoor and outdoor play. Staff talk about healthy lifestyles, including self care and food. Staff do provide equipment to extend children's physical development, however children's access to climbing and balancing equipment needs to be improved.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have daily access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs and recite rhymes and play imaginatively in the home corner with peers and adults where they express themselves freely.

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 opportunities for children's reading and writing development in the home corner and role play areas.
- improve children's access to equipment to develop their climbing and balancing skills.
- improve opportunities for parents to be involved in their child's attainment and progression through pre-school

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.