



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205549

DfES Number: 513501

INSPECTION DETAILS

Inspection Date	29/10/2003
Inspector Name	Pauline Garfield

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	IMMINGHAM DAY NURSERY
Setting Address	23 Pelham Road Immingham North East Lincolnshire DN40 1AA

REGISTERED PROVIDER DETAILS

Name	Mr Paul Chappill
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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

Immingham Day Nursery is a privately owned facility established in 1994. The Day Nursery serves the local and wider communities.

There are currently 51 children on roll including six funded three year old's and three funded four year old's. Children attend for a variety of sessions.

There are no children with English as a second language or who have special educational needs attending the Day Nursery.

The Day Nursery opens five days a week all year round apart from bank holidays. The opening time are 8.00 am to 6.00 pm.

There are twelve members of staff in total of whom eight hold, or are working towards relevant qualifications.

The Day Nursery receives support from an outreach teacher and also from the Early Years Development Partnership.

How good is the Day Care?

Immingham Day Nursery provides satisfactory care for children aged 0 to 8 years. Sessions are planned and organised by the experienced staff team. Staff interact effectively with children to support their learning and development. Staff are deployed well and the group provides easy access to resources within the rooms.

Policies and procedures are available and implemented effectively. Staff conduct risk assessments for each area used by the group and emergency procedures are well considered.

Staff interact with the children, they know the children well and enable them to utilise the whole nursery environment with confidence and independence. They provide positive role models, encouraging children to be caring and cooperative.

The group has support systems in place for children with special needs and their families. Partnership with parents is good. Parents are well informed about the group's policies and procedures and receive information via a group work book with photographs of the days activities.

The majority of the staff have completed relevant training. All required policies and procedures are in place and records are stored securely.

What has improved since the last inspection?

Since the last Inspection, a named deputy has been put in place, risk assessments are conducted and new sleeping mats have been purchased. The door handle in the baby room is working correctly and a room has been made available for staff breaks. Cushions have been added to the book corner to provide an area of rest for the 2-5 year olds and policies and procedures have been updated.

What is being done well?

- Staff give attention to meeting children's individual needs and have effective arrangements for sharing information.
- Activities are well thought of and planned to accommodate children's age and stage of development.
- Access to training encourages effective staff development. Individual dietary needs are catered for. Dietary and religious needs are discussed as well as likes and dislikes.
- Staff know children well and respond effectively to support individual needs. Resources reflect positive images in all areas of equal opportunities. Staff would challenge oppressive behaviour.
- Staff support children with special needs well and work effectively with parents and other professionals.
- Staff create a positive environment which promotes caring and cooperation, children are helped to be sensitive to the needs and feelings of others.
- Relationships with parents are positive, they appreciate the group work books with pictures of their children and activities for the day.

What needs to be improved?

- staff breaks.
- access to toilets.
- behaviour strategies
- outside planning and equipment maintained
- availability of books and home corner equipment.

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
6	ensure all staff have an understanding of health and safety requirements including the necessity of taking staff breaks	30/01/2004
4	ensure children are able to access toilets safely	30/01/2004
5	ensure that outside toys and equipment are clean, well maintained and safe	30/01/2004
5	ensure that sufficient equipment is available to meet the need of children (books, home corner and dressing up clothes)	30/01/2004
6	draw up an action plan considering local and national health and safety requirements.	30/01/2004
6	ensure the risk assessment on outdoor play is updated and outdoor equipment and outdoor play is planned	30/01/2004
11	ensure that there is a named staff member who is responsible for behaviour management issues	30/01/2004
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development	30/01/2004

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

How effective is the nursery education?

Immingham Day Nursery offers generally good provision overall. Children are offered a range of opportunities and make generally good progress towards the early learning goals.

Teaching is generally good. The staff are enthusiastic and work well together to provide an interesting curriculum. Planning and assessment is generally good but assessment and planning do not always accurately identify the level of children's individual understanding.

Staff provide good role models for the children to follow and behaviour management is satisfactory.

The Leadership and management of the group is generally good. The Manager offers supportive leadership and encourages staff training and development. Parents are provided with a sufficient amount of information about the Nursery and demonstrate satisfaction with the provision.

The Day Nursery is well supported by the Early Years Childcare and Development Partnership and an outreach teacher via the Education Department.

What is being done well?

- Staff know the children well, establish relationships and encourage self confidence and independence.
- Staff are enthusiastic and work well together to provide an interesting curriculum.
- Children's work is displayed attractively and there is a print rich environment.

What needs to be improved?

- Involve parents and carers in the assessment process by encouraging them to share their observations of their child's learning and use this information in future planning.

What has improved since the last inspection?

More planned opportunities for children to have creative experiences and some opportunities for mark making. Staff have opportunities for training and children are in key worker groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in personal, social and emotional development. Some children are interested, excited and motivated to learn. They are not always able to have personal independence at snack times. Children make generally good relationships with adults and each other, respond well to boundaries and are beginning to manage their own behaviour. Some children display limited levels of motivation, curiosity and interest in learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in communication language and literacy. Children's language is developing, and they are able to listen and respond to simple instructions. Children enjoy listening to stories in large groups, they are not always able to have opportunities on a one to one or in small groups. Some children have limited opportunities to ascribe meanings to marks in the role play area. Children are able to develop their manipulative skills and were able to form complex shapes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in mathematical development is generally good. Children are developing an interest in shape recognition, number and mathematical language. Children are beginning to reliably recognise number. Some children's learning was restricted to larger groups and not all three and four year old's were able to count and compare numbers in small groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in knowledge and understanding of the world. Children show curiosity observe and manipulate objects. Some children have an interest in the world they live in and show a sense of time. Some children have limited opportunities to join, construct and operate simple equipment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in physical development. They move around confidently both indoors and out showing good self control and spatial awareness. Children are able to use their bodies to competently climb, pedal and build. Children show awareness of good hygienic practices.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They are able to explore colour, shape and texture. Children have generally good opportunities for regular experience of creative arts play. Some children have limited opportunities to independently differentiate colours and explore. Children respond to experiences showing an interest in what they see hear and smell.	
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

- Review the assessment records so that it is clear what children can do to include parental contribution to ongoing assessment and use this information in future planning.
- Plan and provide regular opportunities for children to further develop communication, language and literacy and mathematical development in small groups.
- Continue to develop children's independence skills so that they are able to take initiatives and manage developmentally appropriate tasks.
- Create opportunities for children to operate simple equipment and to construct design and build.

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.