



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 500076

DfES Number: 514690

INSPECTION DETAILS

Inspection Date 11/05/2004
Inspector Name Teresa Ann Clark

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Echoes Day Nursery
Setting Address Echo Street
Off Granby Row
UMIST Campus
Manchester
M60 1QD

REGISTERED PROVIDER DETAILS

Name . Network Nurseries Limited

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

Echoes Day Nursery is owned by Network Nurseries Ltd and is situated within the campus of UMIST in central Manchester. It opened in 1992 and caters primarily for the children of staff and students at the University who have priority for places. The children attending come from a variety of cultural backgrounds. The nursery is open each weekday from 08:30 until 17:30 for 51 weeks of the year. The nursery offers full day care to children aged from birth to five years. The Children's hours of attendance varies to suit the timetables of staff and students.

Currently 48 children attend the nursery. There are several children who speak English as an additional language and no children with special educational needs. Twelve children receive funding for nursery education; seven are aged three and the others are aged four.

There are thirteen staff who work in the nursery. Twelve hold either the Diploma in Nursery Nursing (NNEB) or the National Vocational Qualification (NVQ); level 2 or 3 in Early Years Care and Education. Staff receive support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Echoes Day Nursery provides satisfactory care. The environment is warm and welcoming with attractive displays of children's work. The premises are newly decorated, clean and well maintained. There is sufficient space for the numbers of children who are based in playrooms according to age. Opportunities to use some areas of the nursery are not always maximised. The nursery has a wide range of good quality resources which reflect equality of opportunity however, these are limited in playrooms for children under three. The nursery is currently in the process of recruiting new staff. Documentation and record keeping is well-organised and up-to-date.

Effective procedures are in place to ensure children are kept safe and healthy. Staff promote good hygiene practices throughout the daily routine and children are

provided with a varied and nutritious diet. Children's dietary requirements are respected and children with special needs are well supported within the nursery. Positive methods are used to promote children's behaviour.

The nursery day is planned to provide babies and children with a variety of age appropriate play and learning activities both indoors and outdoors. Opportunities for children to explore natural materials are limited. Consistent daily routines help children feel secure and enjoy their day. However staff are not always consistent in meeting the individual needs of babies. Children have good relationships with each other and familiar adults.

Partnership with parents is good. Parents are provided with good information about the provision and are kept informed about their children's progress and achievements.

What has improved since the last inspection?

At the last inspection it was agreed that resources would be organised more effectively. This has not been addressed as the Rainbow room does not provide an environment where children are able to make sufficient choices about their play and learning.

What is being done well?

- Children are provided with a varied and nutritious diet including fresh fruit and vegetables. Special dietary requirements are met and mealtimes are a relaxed social occasion where children use please and thank you. Consistent and positive methods are used to encourage good behaviour. Staff's use of praise fosters children's self-esteem and confidence.
- High priority is given to children's safety. There are effective policies and procedures in place which staff understand and follow. Regular risk assessments take place, supervision of children is good and sleeping children are checked regularly.
- Partnership with parents is a strength of the setting. Parents speak highly of the provision. They are provided with good information about the provision and informed about their children's progress both formally and informally. Daily diaries are in place to share information about the feeding and sleeping routine for babies.

What needs to be improved?

- the consistency for meeting the individual needs of babies
- the learning environment and activities for children in Rainbow room
- the provision of domestic style furniture and opportunities to explore natural materials
- the resources and activities to promote equality of opportunity.

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 individual needs of babies are consistently met throughout the daily routines.
3	Improve the organisation of resources and activities for children in Rainbow room to ensure a wide variety of play and learning activities are accessible and that children's individual learning needs are met.
5	Provide domestic style furniture and opportunities for children to explore natural materials within the range of activities and resources.
9	Ensure that all children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

Echoes Day Nursery provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development as well as communication, language and literacy, maths and creative development.

The quality of teaching is generally good. Staff are effective in establishing good relationships so that children relate well to each other and are confident with adults. The quality of teaching contributes to children's good behaviour. A well resourced learning environment is provided which promotes children's independence skills and supports their learning. Activities are appropriate to the children's individual learning needs and they receive good support both individually and in groups. There is a good balance of adult-led and child-initiated activities.

Staff have a good understanding of the foundation stage and how children learn. Short term plans clearly show what children are expected to learn and include extension work for more able children. However, the activity and how children are to be grouped is not indicated. Staff know individual children and assessment and planning is good, but there are insufficient links to track children's progress. The staff have a clear understanding of the code of practice for the identification and assessment of children with special educational needs.

The leadership and management of the nursery are generally good. Staff attend regular training to keep updated and receive regular support from the Early Years Teacher. Although a system for monitoring and evaluating the educational provision is in place, there are still gaps in planning for some aspects of the early learning goals.

The partnership with parents is very good. Parents and carers are involved in all aspects of the nursery. They are provided with good information about the provision and their children's progress and achievements.

What is being done well?

- Personal and social development is very good. The staff have high expectations of children's behaviour. Children are polite and well behaved. They concentrate and are developing good independence skills through the teaching and encouragement of staff. Children are kind and considerate towards each other. Activities in small and large groups help children to share and take turns and staff give good emphasis to this.
- Children enjoy taking part in group discussions and are developing attentive listening skills and a wide range of vocabulary. Staff place good emphasis on helping children to learn about letters and sounds by the use of well labelled displays and the use of children's name cards. They encourage children to

write in different situations and activities successfully and mark-making materials are always available.

- Children's mathematical skills are well developed. Children participate in a wide range of relevant activities using interesting mathematical resources which encourage children to count, recognise and use numbers to ten and sometimes beyond and to practice simple addition and subtraction skills. The children confidently use mathematical language during their play.
- The quality of teaching is good and contributes to children's good progress. Staff know the children well and structure their teaching to meet the individual needs of children. Staff form positive and caring relationships with children which has a positive impact on children's learning.

What needs to be improved?

- the opportunities to promote children's understanding of the outdoor environment and to find out how things work and why things happen
- the practicing of children's balancing skills
- the planning documents to clearly indicate activities and how children are to be grouped
- the links between assessments and planning
- the monitoring and evaluation of the education provision

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The displays and writing in the setting include both upper and lower case letters which is reflected in children's writing.

There is less emphasis on the use of worksheets. They are used occasionally to support children's learning during planned activities but children have many opportunities to develop their mathematical skills using good resources in the mathematical area and effective support from staff to promote their learning across all curricular activities. The impact on children's learning is good as children make very good progress in this area. The recording and display of mathematical information is now relevant to the children's level of understanding. Children confidently use the height and weight chart during their play and record their findings.

The nursery continue to monitor and improve the educational provision however it is not rigorous enough to identify gaps in planning, as some aspects of the early learning goals are given insufficient emphasis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently organise their play as they select from a wide range of resources and activities developing independence skills. They have good concentration skills as they complete tasks both independently and as part of a group. Children share clapping song book and tape, taking turns to use the tape recorder. Children's behaviour is very good, they show care and concern for the environment and each other. They are well mannered as they use please and thank you to each other and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators. They are developing good writing skills, through planned activities such as writing letters and during role-play. Children competently link sounds to letters as they read their own names, the names of others and other simple words. Children listen to stories and rhymes with pleasure. Children's language skills are well promoted as they engage in role-play and talk to familiar adults and each other during activities and everyday routines.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are encouraged to develop their mathematical skills through a wide range of practical activities. Children confidently count beyond 10 and write some numerals. They talk about big and little numbers using the computer software. They compare their heights and weights in the clinic. Children confidently access mathematical resources to create patterns, complete puzzles and use weighing scales. Children carry out simple addition and subtraction during their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through planned activities children are learning about past and present events such as writing on slate and using candles before electricity. Children are developing good technology skills as they confidently use the computer and tape recorder. There is good provision to encourage children to build and construct. Staff support children as they use hammer and nails making model aeroplanes. Opportunities to encourage children to explore the outdoor area and how things work are not fully exploited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing a wide range of movement skills as they use large equipment, such as climbing frame and slide. They jump in and out of hoops and over skipping ropes. Children show a good awareness of space as they used wheeled toys with good control. Children are developing good hand/eye co-ordination as they use tools like cutters, scissors, writing tools and utensils. There are insufficient opportunities for children to practice balancing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have access to a wide range of materials which allow them to represent their own ideas. Children enjoy musical instruments as they explore sounds tapping out beats softly and loudly. They have regular opportunities to move their bodies rhythmically to music. Children sing songs and rhymes with enthusiasm. They confidently participate in role-play acting out their own experiences in the clinic and home corner.

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 planning documents to clearly indicate the activities and how children are to be grouped
- link planning, assessment and record keeping more closely to ensure children's progress through the stepping stones is easy to track
- provide opportunities for children to explore the outdoor environment and improve resources to promote children's understanding of why things happen and how things work.

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.