



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY104355

DfES Number: 525070

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Andrea, Jane Lockyer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Dunstanburgh Day Nursery
Setting Address Dunstanburgh Rd
1 Bywell Street
Walker
Newcastle
NE6 2QN

REGISTERED PROVIDER DETAILS

Name Dunstanburgh Road Day Nursery

ORGANISATION DETAILS

Name Dunstanburgh Road Day Nursery
Address Dunstanburgh Road
1 Bywell Street
Walker
Newcastle
NE6 2QN

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

Dunstanburgh Community Nursery has been registered since 1991. It is managed by the Early Education and Childcare Services Department within Newcastle City Council. It operates from purpose built premises, children are based within three core rooms, two of which are in the main building, and a mobile room.

The nursery is located in the Walker area of Newcastle-upon-Tyne. Children who attend the nursery are predominately from the local area. Local amenities and public transport systems are within walking distance.

There are currently 54 children from 5 months to 4 years on roll. This includes 24 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The provision opens 5 days a week all year round, from 08:00 to 17:00, various sessions are available within these times

There are 8 full time and 4 part-time staff work with the children. All of the staff have an Early Years Qualification. The provision receives support from the Early Education and Childcare Service.

How good is the Day Care?

Dunstanburgh Road Community Nursery provides good quality care to children. Staff provide a warm and welcoming environment for children who, are happy, confident and settled. The staff team work well together, an induction programme, policies and procedures, training and regular meetings, ensure that all staff are clear of their roles and responsibilities.

Staff have very good relationships with children and know them well. Staff are involved in planning a programme of experiences that incorporate, health, care and education, which promote and enhance children's individual development and

learning skills. More effective planning and organisation for children aged 2-3 years will further contribute to their individual needs being met. Resources that reflect positive images of people with disabilities should be made more accessible for children, to enable them to further their understanding and awareness of anti-discriminatory practice.

Children respond positively to the clear guidance, praise and encouragement from staff, they interact well with each other and generally behave well.

Staff maintain a child centred safe environment, where children feel secure, happy and socially confident.

Children who have special needs are included, valued and individual needs are met.

Children are provided with a healthy well balanced diet, which takes account of children's individual dietary needs.

Staff have good relationships with parents, they share information about the children and discuss activities and children's achievements daily. Good written records and regular reviews keep parents informed of their children's progress and welfare. All parents are provided with a comprehensive information pack which includes policies and procedures and general information about the running of the provision.

All relevant paperwork maintained and contains comprehensive details.

What has improved since the last inspection?

not applicable.

What is being done well?

- Relationships with children are good. Staff enjoy their company and know them well. They spend time talking, playing and listening to children, to help them learn and make progress in all areas of their development. Children are happy, settled and confident.
- Policies and procedures are comprehensive. They contribute to the smooth running of the provision and underpin the good quality care.
- Relationships with parents are good. They are made welcome in the nursery, and are able to discuss any issues or concerns with staff. Good communication verbal and written ensures parents are kept well informed of their child's progress and welfare, and every aspect of the provision. Parents are encouraged to be involved in their child's progress and development and are able to record comments and observations in their child's file.
- Planning and organisation are generally good. Staff plan a stimulating range and good balance of activities for children of different ages, which help them make progress and develop skills in all areas of learning.
- Children's individual dietary needs are catered for very well. Good

communication with parents and the use of various resources, ensures that children with special diets are provided with a variety of healthy, well balanced meals, that take account of their individual needs.

- Behaviour management strategies are good. Staff are positive role models for children. They give clear guidance, praise and encouragement which help children learn right from wrong, and behave well. Staff are also able to give support and advise to parents.

What needs to be improved?

- the appropriate grouping and organisation of children in the 2-3's room so that individual needs are more effectively met
- the arrangements to ensure that resources that reflect positive images of people with disabilities are more easily accessible for children.

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
2	Organise and group children more effectively in the 2-3s room.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice in relation to disabilities.

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

How effective is the nursery education?

Dunstanburgh Road Day Nursery offers a warm, friendly environment. The children learn through a range of interesting activities. Provision for creative and personal, social and emotional development is very good. Children are making generally good progress in all other areas of learning.

Teaching is generally good and relationships are secure. Staff are enthusiastic and committed. They are good role models and work well as a team. They organise the indoor space and resources imaginatively to create an interesting learning environment. Staff demonstrate a good understanding of where children are at in their learning, however some staffs knowledge of the early learning goals is limited and systems to evaluate are not always fully effective. On occasions children are inappropriately grouped resulting in missed opportunities for both three and four year olds.

Leadership and management is good. The leaders are enthusiastic and have clear aims for children's care and education. These are achieved overall. Staff have regular opportunity for team meetings and appraisals. They have an appointed a special needs coordinator who supports the staff and children well. The organisation of one room is not effective when helping children to make progress towards the early learning goals. The planning system is not effective when meeting the needs of these funded children.

Partnership with parents is good. Communication is clear and keeps parents well informed about the setting and its provision. There is limited effective information shared with parents regarding the links that can be made at home. There are regular daily opportunities for parents to speak to staff and share observations of their child's interests. Detailed records of children's progress are shared with parents. Regular review meetings take place where a written report is completed by staff.

What is being done well?

- The provision for personal, social and emotional development is very good. Staff plan appropriate activities for the children and are pro-active when developing children's self confidence and worth. Good relationships have been developed between all.
- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them to understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.
- Children are happy and settled. They have fun and are motivated to learn. Staff organise a stimulating environment where children feel secure. Children demonstrate increasing confidence when participating in a variety of activities

of interest.

What needs to be improved?

- some staffs knowledge of the early learning goals and effective systems when evaluating the progress the children are making
- the organisation, planning and deployment of staff and children in room two
- the grouping of three and four year olds to appropriately pitch activities to fully extend their individual learning.

What has improved since the last inspection?

Generally good progress has been achieved since the last inspection.

The setting have implemented some strategies which has improved the planning systems in place. They have developed clear long, medium and short term plans supported by aims and objectives for each activity.

The assessments in place are working well. Staff identify targets for individual children however the system to evaluate is not fully effective.

The planning and assessment system takes account of the needs of children who learn more quickly however staff do not always demonstrate a sound knowledge of how they would extend or modify activities for children of different abilities.

Staff have increased opportunities for re-enforcing children's learning especially in simple number operations and using writing in everyday practical activities. Children can independently select from a variety of purposeful activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and motivated to learn. They have developed very good relationships with both staff and peers. The children are aware of the set rules and behavioural expectations of the setting. They are polite and very well behaved. There is limited opportunity for children to develop their independence at snack time appropriate to their ability.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They negotiate well with others. All children use simple grammatical structures well. They are beginning to ascribe meanings to marks however opportunity for children to record their observations and use writing as a means of recording and communicating is limited. More able children can identify their name. There is limited appropriate opportunities for children to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a real interest in numbers and counting. More able children can count up to ten. They are experimenting and using mathematical language well in play. There is limited opportunity for children to develop their calculating skills as part of everyday practical activities. Children show an interest in numbers problems and are confident to offer solutions. All children can name simple shapes. More able children can identify more complex shapes and describe how they are different.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious about the world and people familiar to them. They understand that tools can be used for a purpose and construct with an aim in mind. They can remember and talk about significant things that have happened to them, describing important events of family and friends in detail. There is missed opportunity for children to show an awareness of information technology and know how to operate simple equipment as part of everyday practical activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move confidently, imaginatively and safely. They show an awareness of space of themselves and others. They move with increasing control and co-ordination. Children confidently handle a wide range of small and large tools. They engage very well in activities requiring good hand and eye co-ordination. More able children show increasing control when balancing. The provision to fully extend children's physical development through spontaneous play is limited.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination well when engrossed in a variety of activities. They use available resources to create props when supporting role play. They can talk about and describe what they are doing. Most children notice what adults do and imitate what is being observed. Children can differentiate marks and movements on paper. They enjoy and show an interest in the way musical instruments sound however, there is limited opportunity for children to explore musical activities independently.

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 organisation and deployment of staff and children in room two
- ensure an appropriate curriculum is provided for all funded children
- develop some staffs knowledge of the early learning goals.

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.