



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 510005

DfES Number: 583739

INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Christine Tipple

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	The Avenues Nursery With Kids Club
Setting Address	139 Princes Avenue Hull East Yorkshire HU5 3HH

REGISTERED PROVIDER DETAILS

Name	J D Childcare Ltd 4544313
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ORGANISATION DETAILS

Name	J D Childcare Ltd
Address	2 Station Road Hessle North Humberside HU13 0BB

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

Avenues Nursery with Kids Club opened in 1997. They operate from a three storey large Victorian property situated east of Hull city. The building has three floors with separate facilities for babies, toddlers, pre-school and school age children. The nursery and kids club has access to an enclosed outside play area. Children attend from the city and outlying areas, and link with four local primary schools for the Kids Club.

There are currently 180 children on the register from birth to under eight year olds. This includes 20 funded three-year olds and 7 funded four-year olds. The nursery supports children with special needs and English as an additional language.

The nursery and kids club opens from 07:00 to 18:00 Monday to Friday all year.

There are 24 staff employed both full and part time to work with the children. Eight hold a level three childcare qualification, seven at a level two and five staff are presently attending training programmes. The provider has completed the Investors in People Award, and they are also members of the Club 4 Children. They receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Avenue Day Nursery and Kids Club provides good care for the children. Staff offer a caring and welcoming environment to both the children and their parents. Space is organised effectively in all the areas for the children to move around freely and make selection and choices during the sessions. Children are happy and relaxed in their surroundings, which enables them to feel secure. Staff work well together as a team in all areas and are supported to attend training.

The provision gives high priority to the children's health and safety, this is monitored on a regular basis. There are systems in place to deal with a range of emergencies. Children are recognised as individuals and their differing needs met. Good support and provision is made for children with special needs. Routines are in place in the

units and the younger children's individual sleep and eating patterns are recognised and supported. Children are confident and enjoy their time at the nursery and club. Behaviour is managed very well by the staff in a caring and consistent way.

Children in all the areas have access overall to a suitable range and variety of toys and resources that provide them with positive activities and experiences. Staff promote a learning environment that enhances the children's progress and self development through the positive and effective relationships established.

Partnership with parents is good and there is information provided for them on enrolment and on the ongoing activities offered, however this is not extended in all areas in relation to the settings policies and procedures. Parents have daily diaries and contact with the staff in their child's area's which is encouraged. Additional information is provided for the pre-school children for parents on their child's progress. All records and most other documentation are in place and stored appropriately.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff work well as a team and staff appraisals are used for staff's self development that is supported with access to training. The setting has completed successfully the Investors in People Award.
- The policies and procedures in place are comprehensive and ensure the health and safety of the children, management support staff to be familiar with them as part of their induction programme. The space and facilities promote an effective learning environment for the children. Staff have positive relationships with them which enables them to be confident and secure in their surroundings.
- The staff provide the children with a range and balance of activities that promotes their developmental and learning opportunities. This is supported with a good selection of toys and resources both inside and outdoors. Staff interact with the children appropriately and positive relationships are developed that enable the children to be motivated to learn and participate. The kids club offers children a selection and choice in what they access within their own areas.
- Behaviour is managed effectively by the staff, this is supportive of the individual needs of the children. They feel secure and are aware of the boundaries and routines in place. Staff provide a caring, supportive and consistent approach with the children.
- Partnership with parents is good, there is a welcoming atmosphere at the nursery and kid's club. Parents are able to have daily verbal contact with the staff as well as their children's daily diaries and progress reports in the pre-school. Ongoing information is provided in all the units on the activities

being offered, there are additional details through the notice board and newsletters.

What needs to be improved?

- the development of resources in relation to equal opportunities
- the access for parents to the settings relevant policies and procedures
- the inclusion of allegations against staff in the child protection policy.

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.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

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
9	Extend resources that reflect the wider society in the under three-year old areas.
12	Ensure policies and procedures in relation to the operation of the nursery and kids club are shared with parents more effectively.
13	Include details in relation to allegations against staff in the child protection policy.

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

How effective is the nursery education?

Avenues Day Nursery provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. They make very good progress in personal, social and emotional, mathematical, physical development and communication, language and literacy.

The quality of the teaching is generally good. The planning promotes a positive learning environment for the children. Staff organise the space and offer interesting activities which children are able to develop their independence. Staff give good individual attention to children's various needs to access the full range of nursery provision. Resources are very good, children are able to select make choices in their play. However this is not extended sufficiently in aspects of creative development. Staff encourage language by effective questioning and children to think and talk about what they are doing. Good facilities both indoors and outside offer the children regular opportunities to practice their fine and gross motor skills. However the outside area is not used effectively for children to develop their understanding of the natural world. Staff provide activities that enable children to practise simple problem solving, use of numbers, shapes and positional language. Staff manage behaviour effectively and have good relationships with the children. They assess and record comprehensively individual children's learning and progress and this informs future planning.

Leadership and management is generally good. The management and staff work together to improve and develop their provision. There is good support for training and staff development, and in seeking advice and support in the improving of the education and quality of teaching.

Partnership with parents is very good, they are provided with information that relates to the provision, plans and activities. They have written reports that assess their children's progress which they are able to comment on.

What is being done well?

- Staff are supported to access regular training that enhances the quality of the care and education provided. They are confident in their understanding of the early learning goals and stepping stones. They assess the children and plan effectively for their individual needs.
- Children's personal, social and emotional needs are met very effectively. Staff offer the children a caring and supportive environment where they are confident and motivated to learn. They are interested in the activities and are encouraged to be independent, which promotes their learning through play. Excellent support is provided for children with special needs, that ensures access to all the nursery provision.

- Children are supported by staff to communicate effectively with each other and adults. Time is spent on discussing activities and children are able to talk about what they are doing. Opportunities to mark making and develop writing skills are supported. Good displays in place that promote letters and numbers. Staff provide good opportunities for children to solve simple mathematical problems in their every day activities.
- Staff plan a range of activities that promote and extend children's skills and learning experiences in physical play through the use of tools and resources, access to the outside area and regular music and movement activities.
- Parents are kept informed of their child's progress through a twice yearly report and daily contact that is encouraged by the staff, They assess the children and plan effectively for their individual needs.

What needs to be improved?

- the opportunities for children to extend their creative skills and ideas
- the extending of the outside area to promote children's access to the natural world.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Staff and management have introduced changes in the accommodation and in the planning to cover all aspects of the children's learning opportunities.

Staff have reviewed the layout of the setting to offer the children the selection to choose their resources and to develop their play and ideas, this is evident in the areas of learning set up and the children are responding to this very effectively. However this still needs to be improved in their creative development to offer resources to enable the children to self select and extend their ideas and skills throughout the sessions.

The planning takes into account all areas in the setting and the purpose of the resources and activities set out are for the children's learning opportunities, this is now more focused in the role play and sand and water areas and links more effectively with the other activities provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy in their surroundings. They are motivated to learn, which supports their progress and self development. Staff know the children well and they are encouraged to persist with the tasks provided. Interaction is appropriate with the children. The children select resources and make choices in their play, and take care of their personal needs. Children behave well, they are taught to share and take turns and be considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children are able to communicate effectively with their peer group and adults. They have opportunities to develop and practice their emergent writing skills this was evident in both the more able three and the four-year olds. There are good displays of letters and words and the development of phonics with the older children. Visual aids and props develop and extend children's language and recognition of letters and words, this is supported with a variety of books.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have good individual support to help them count to 10 and beyond. Children are able to recognise shapes and sizes, weight and capacity through model making and construction and role, sand and water play. The children's understanding of numbers is reinforced through daily activities, use of games and rhymes. The children use 'more' or 'less' in solving simple problems through snack time, stories and songs and focused activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Staff provide planned activities that help children notice changes e.g. the leaves, seasons and the weather. Children construct and make models with a variety of materials. Children have regular access to programmable toys and a computer. They are able to differentiate between past and present, discuss their experiences, holidays, doctors, shopping their extended family. However opportunities for children to explore the natural world are not extended in the outdoor facilities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children have space to move around confidently in developing and using their fine and gross motor skills. They are able to negotiate boundaries through their developing control and co-ordination. They are able to climb and practice large physical play through their outdoor area and music and movement. Children use a variety of simple tools of various sizes, brushes and pens, cutting and shaping materials. They manipulate materials for a purpose in their model making activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to express themselves through a range of resources, using their senses, paints and other mediums, model making, collages. Children play well together in their imaginative and role play provision and are able to express their feelings and experiences. They tap simple rhymes, use instruments and movement to music. However, children are not able to extend and repeat their ideas and skills through access to additional creative resources.	

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

- develop opportunities in the outdoor facilities for the children to explore and understand the natural world more effectively
- extend the opportunities for children to explore and develop their creative skills through additional resources throughout the session.

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.