



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 317621

DfES Number: 596820

INSPECTION DETAILS

Inspection Date	17/03/2005
Inspector Name	Stephen Andrew Blake

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ullswater Nursery
Setting Address	Patterdale School Patterdale Penrith Cumbria CA11 0NL

REGISTERED PROVIDER DETAILS

Name	The Committee of Ullswater Nursery
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ORGANISATION DETAILS

Name	Ullswater Nursery
Address	Patterdale School Patterdale Penrith Cumbria CA11 0NL

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

Ullswater Nursery was established 1997 and is located within Patterdale Primary School in the village of Patterdale approximately 13 miles from Penrith. The nursery serves the immediate and extended rural areas.

Ullswater Nursery is registered to provide Sessional Day Care to a maximum of 12 children aged three under five years. The Nursery operate between 12:45 - 15:15 each weekday during term time only.

Ullswater Nursery provides Foundation Stage education to Nursery Grant funded children. At present there are six children on the roll, two children are funded four year olds and four are funded three year olds. There are no children with identified special needs and there are no children for whom English is an additional language.

Children have access to the infant classroom, the adjoining hall (serving as a second classroom), the computer room adjoining the infant classroom, toilets, cloakroom, school playground and playing field. Nursery children share the premises with children attending the infant class and join infant children for some activities

Ullswater Nursery is managed by a committee and employs 1 full-time member of staff working alongside the infant class teacher. Staff hold appropriate child care qualifications.

Ullswater Nursery is a member of the Pre-School Learning Alliance and is accredited with the Aiming High quality assurance kite mark.

How good is the Day Care?

Ullswater Nursery is a good nursery. The nursery manager is well organised and appropriately qualified. She works in partnership with the infant class teacher. Staff use classrooms effectively and organise the available space well so children have access to a range of resources and can rest appropriately. They plan an environment that is warm, welcoming and conducive to early learning and child care.

They meet regularly to ensure effective communication. Children attending the nursery join infant children for some activities daily. Documentation is well organised so children's needs are clearly recorded.

Attention to safety is good. Policies and procedures are clear and well written to ensure children's safety within the registered premises and when engaged on outings. Staff undertake effective risk assessments. One recorded accident and incident does not ensure appropriate confidentiality. Staff implement appropriate health and hygiene practices and have a good understanding of child protection procedures.

Staff provide Nursery Grant funded children with very good Nursery Education. They provide children with excellent direction and use very skilled discussion and questioning strategies to stimulate children's learning across the curriculum. Plans are clear and well written. Staff have a good awareness of equal opportunities and special needs. They have a very good relationship with children and know them well.

The partnership with parents is good. Parents feel informed about their child within the setting and communicate with staff informally before and after sessions. Parents receive regular newsletters and have access to policies and procedures. Staff undertake home visits prior to the child's commencement at nursery. Children take nursery books home daily and this enables parents to be involved in their child's learning. Parents are confident in the ability of staff to provide care in accordance with their wishes and the child's individual needs.

What has improved since the last inspection?

Since the last inspection Ullswater Nursery has completed the vetting procedure for the person in charge. This confirms suitability in accordance with the National Standards.

The nursery has implemented systems to ensure the outside play area is secure. This ensures that children can play safely outside.

Ullswater Nursery has also implemented a system to ensure that parents countersign the accident book and ensured the complaints policy details the regulator correctly. This ensures that parents are appropriately informed about their child's care and are aware of the regulators contact details in the event of a complaint.

What is being done well?

- Organisation within the provision is good. Staff are clear about their roles and responsibilities and space and resources are well organised to maximise children's choice and learning opportunities.
- Documentation within the setting is good. Policies are clear and well written.
- The environment is warm and welcoming for children and their parents and this enables children to settle quickly into their surroundings.

- Relationships between staff and children are good. Staff take time to listen to and value children's contributions. This promotes children's confidence and self esteem.
- The partnership with parents. Parents have access to written information about the setting and receive a home visit from staff prior to their child commencing nursery. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.
- Staff provide children with very clear direction and use very skilled discussion and questioning strategies to stimulate children's learning across the curriculum.

An aspect of outstanding practice:

Staff provide children with excellent direction and use very skilled discussion and questioning strategies to stimulate children's learning across the curriculum. Staff plan activities effectively and use plans flexibly in order to maximise children's learning opportunities. This ensures all children understand the purpose of the activity, their role within the activity and can recognise the link between what is being done and other activities. The use of skilled questioning techniques ensures children understand what they have learned as a result of the activity. It also ensures that children's care, learning and play is maximised across the provision and children enjoy a sense of achievement (Standard 3).

What needs to be improved?

- the system to ensure confidentiality when recording accidents and incidents.

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.)

There are no complaints from 1st April 2004.

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	
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Std	Recommendation
14	Ensure confidentiality is maintained when recording accidents and incidents.

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

How effective is the nursery education?

Ullswater Nursery provide very good nursery education overall which enables children to make very good progress towards the Early Learning Goals across the six areas of learning. Provision for children's spiritual, moral, social and cultural development is very good.

The quality of teaching is very good. Staff compliment each other well. Available space is well planned so children can access a wide range of resources to challenge and stimulate their learning. Staff manage children sensitively and provide them with very clear direction. They have a very good relationship with children and respond to them warmly. Staff's use of questioning and discussion techniques to extend children's learning across the curriculum is outstanding.

Staff provide individual children with a good level of support. They encourage children to complete their tasks and value their achievement. Plans are well written and used flexibly to accommodate children's learning needs.

Staff plan individual activities and understand what children should learn from them. They generally provide children with sufficient space for the activity. Staff assess the impact of activities against the stepping stones and record children's learning as it occurs. Staff maintain written assessments of learning and assessments inform future planning. Staff participate in training relating to Early Learning.

The quality of leadership and management is very good. The committee support staff well. The Nursery manager works closely with teaching staff within Patterdale School to ensure a smooth transition for children between provisions.

The partnership with parents is very good. Parents have access to policies and procedures and to their child's work. Some parents do not have regular written reports about their child's learning. Staff undertake home visits prior to commencement at the Nursery. Displayed information regarding Foundation Stage learning is good.

What is being done well?

- The partnership with parents. Parents are involved in their child's learning and have access to written information about the setting. Parents find staff approachable and are confident in the ability of staff to meet the needs of their child.
- Relationships between staff and children are very good. Staff take time to listen to and value children's contributions. This promotes children's confidence and self esteem.
- The learning environment is well planned and a wide range of resources are

accessible to children. This enables them to make very good progress across the curriculum.

- The leadership and management structure is clear and works well. Staff feel supported. Communication between staff and the committee is good.
- Staff provide children with very clear direction and use very skilled discussion and questioning strategies to stimulate children's learning across the curriculum.
- Plans are clear and well written. Staff monitor the impact of activities upon children's learning. Evaluation of activities informs future planning. This ensures that children enjoy activities that are sufficiently challenging and this promotes their learning.

What needs to be improved?

- the system for planning activities to ensure that there is sufficient space for the number of children present and the activity planned.
- the system of reporting children's progress to parents to ensure that parents are informed more regularly about their child's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy working together and express themselves confidently through discussions for example, when discussing bodily health and hygiene. They work well together for example, when clearing up at 'tidy up time'. They behave well towards each other and show an awareness of the needs of others for example, waiting their turn to use outside toys. They have a good awareness of their local community for example, enjoying local walks and visiting local places of interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have a good grasp of language and use it appropriately for example, when discussing different foods eaten by 'The hungry caterpillar'. They confidently use writing and handwriting materials. Some children can write their name. They confidently talk amongst themselves and to the larger group for example, during snack times. Children enjoy sharing books with staff and select nursery books to read at home. They enjoy very good adult led activities enabling them to link sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children recognise numbers and count in familiar context for example, during stories and songs. They make number labels and display these around the room. Children have an understanding of calculation for example, knowing how many more caterpillars are needed to make 5. They enjoy opportunities across the curriculum to use numbers, addition and subtraction for example, during role play. They use the computer to manipulate shapes and explore concepts of volume in the water tray.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy using the local environment to extend their learning for example, visiting a nearby farm. They confidently use a very good range of IT equipment for example, the interactive white board to design a caterpillar. They enjoy well planned activities that enables them to explore and investigate across the curriculum for example, tasting and describing a variety of foods. They learn about other people's cultures and activities for example, celebrating the Chinese New Year and Christmas.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Effective and flexible planning ensures that opportunities for physical development across the curriculum are maximised for example, when dancing to country music outside. Children enjoy a wide range of equipment and activities to promote their physical development for example, the outdoor toys or 'moving like caterpillars' during indoor songs. They confidently move around the available space and are aware of themselves and others. They have a good understanding of their health and bodily needs.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in music sessions, using their imagination as they pretend to move like caterpillars, frogs and fluffy ducks. They show enthusiasm in their experimentation with ideas and freely bring their own to the process for example, in the home corner they buy and sell plants 'at the garden centre' or in the water tray they shampoo the dolls hair. They use a wide range of resources enabling them to draw or make pictures with a range of textured materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- review the system for planning activities to ensure that there is sufficient space for the number of children and activity planned.
- review the system of reporting children's progress to parents to ensure that parents are informed more regularly about their child's learning.

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.