



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 403605

DfES Number: 521640

### INSPECTION DETAILS

Inspection Date 21/06/2004  
Inspector Name Kathy Ann Leatherbarrow

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Hambleton Nursery School  
Setting Address Hambleton Primary School  
Arthurs Lane, Hambleton  
Poulton-le-Fylde  
Lancashire  
FY6 9BZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Hambleton Nursery School

### ORGANISATION DETAILS

Name Hambleton Nursery School  
Address Hambleton Primary School  
Arthurs Lane, Hambleton  
Poulton-le-Fylde  
Lancashire  
FY6 9BZ

## 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

Hambleton Nursery School Committee has been registered since August 2001. The nursery is set in the village of Hambleton in Poulton-Le-Fylde, Lancashire. Most of the children live locally and come from broadly similar social, economic and cultural backgrounds. The facility operates from within Hambleton Primary School. The nursery children also have access to shared recourses within the reception class, library, hall and a secure outdoor play area.

The nursery is open term time only from 08:30 until 15:30 each week day. There are currently 33 children on roll, of which 20 are four year olds.

There are two qualified members of staff in post, along with three appropriately qualified or experienced assistants who work directly with the children. The nursery supports children with special educational needs and for whom English is an additional language.

### How good is the Day Care?

Hambleton Nursery School provides good care for children.

Staff give priority to ensuring children are safe, both inside and outside, the nursery. They carry out procedures outlined in safety policies and maintain registers. Staff follow policies and procedures to promote the welfare, care and learning of children. The operational plan is in place, although this could be updated to show improved practice at the nursery.

There are procedures in place to ensure that staff have a consistent approach to their work for example, induction training, regular team meetings and staff appraisals. Staff recognise children as individuals and meet their differing needs well. The quality of the staff interactions enhance all aspects of the children's development. Children with special educational needs are included and supported well.

Staff organise a stimulating programme of activities and encourage the children to make their own choices about play. The room's are organised and set up, in an interesting and thoughtful way, for example, ensuring resources are to support the children's learning. Staff observe and record the children's progress. The children are interested and fully involved in activities and are keen to communicate with adults and each other. Staff consistently apply documented strategies to encourage the children's good behaviour.

There is a good partnership with parents and carers. They are kept informed of the nursery activities on a daily basis. Information to promote aspects of care is also available and regularly exchanged. However parents awareness of how to access this information is limited.

### **What has improved since the last inspection?**

At the last inspection the nursery agreed to: record times of arrival and departure of the children; obtain written parental permission to seek emergency medical advice or treatment and add the regulator's address and telephone number to the complaints procedure.

Since the last inspection the nursery now records the times of arrival and departure of the children; has sought written parental permission to seek emergency medical advice or treatment and has adapted the complaints procedure to include the address and telephone number of the regulator.

Due to the above action being taken the nursery has reduced the risks to children and enhanced the overall quality care for children.

### **What is being done well?**

- Staff plan and provide a broad range of activities in each session which promotes children's development in all areas. They observe and record children's progress which informs future planning. Staff show interest in what the children do, ask questions to make them think and praise them for their achievements. This builds the children's self esteem and confidence.
- The range of activities are planned to meet the needs of the children. Adults are interested in what the children say and do for example; they ask questions to make them think. Children have opportunities to be active indoors and outdoors.
- Toys, books and resources including craft materials and equipment are of good quality and are stored at the children's level to create an accessible and stimulating environment.
- Children who have a special educational need are well supported within this setting. Staff are familiar with the 'Code of Practice' and ensure that appropriate support is provided. Inclusion is a priority and all activities are adapted to ensure all children have the opportunity to experience the activities offered.

- Staff value and encourage the children's good behaviour and are consistent in their use of appropriate strategies to manage unwanted behaviour. Children are enthusiastically praised for their achievements resulting in the children exhibiting consistently good behaviour and consideration for one another.

#### **What needs to be improved?**

- the operational plan
- parents awareness of access to children's records.

#### **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	Ensure the operational plan is consistent with the management and organisation on the nursery.
12	Increase parent's awareness of the availability and access to children's records.

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

### How effective is the nursery education?

The overall quality of the nursery education at Hambleton Nursery School is good. Children make very good progress towards the early goals in mathematical development, knowledge and understanding of the world and physical development. They make generally good progress in personal, social and emotional development, creative development and communication, language and literacy, with the exception of insufficient chances to write for a purpose.

The quality of teaching is generally good with some very good aspects. Staff have a good knowledge and understanding of the early learning goals which is reflected in the broad range of varied and interesting activities planned. Learning is generally well organised, but at times limits children's capacity to develop imagination and learning through self chosen activities. They have positive relationships with the children and manage behaviour well. Staff know the children well and use this knowledge effectively in planning. Teaching is organised and adapted well to cater different ages and abilities. Children with Special Educational Needs are particularly well supported.

The leadership and management of the nursery are generally good. The manager and nursery leader give positive direction and are well organised. They have developed a committed staff team who work well together to plan and teach. The quality of teaching is effectively monitored through a performance management system which highlights training needs. The nursery has a good awareness of its own strengths and weaknesses, with the exception of the organisation of learning.

The partnership with parents and carers is generally good. Parents are well informed about the nursery and its provision through regular newsletters and an informative notice board. They are effectively encouraged to share their knowledge and to be involved in their child's learning. Staff discuss children's progress with parents but do not regularly share records of children's learning.

### What is being done well?

- Staff plan a broad range of varied and interesting activities which promote good learning in all six areas.
- Children are making very good progress in all aspects of mathematical development, knowledge and understanding of the world and physical development.
- Children have positive relationships with staff and each other. They are polite and show consideration for others.
- Staff adapt activities well to cater for different ages and abilities.
- Staff cater well for children who have special educational needs. They work

well with parents, carers and outside agencies to ensure that children's learning is developed to the full.

**What needs to be improved?**

- the provision of opportunities for children to develop learning through self-chosen activities
- the attention given to encouraging children to write for different purposes.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are enthusiastic, keen to learn and interested in the activities provided. They are confident to speak in a group at news sharing time and contribute ideas. Children concentrate well on the activities provided. They have positive relationships with staff and each other. Children co-operate well to make a 'kennel' for a cuddly dog. They are polite and behave well. Children have limited opportunities to develop learning from self chosen activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Older and more able children are effectively learning to link sounds and letters and recognise words in a meaningful way. Children show clear enjoyment and good understanding of how books work. At news sharing time they are learning to express their thoughts clearly. Children listen well to stories and instructions. They are learning to form letters correctly and to write their names. However, they have insufficient chances to write for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence to ten and learn to recognise numbers to 9 through practical activities. Through every day activities they are effectively learning to solve practical problems, such as whether there are enough ice lolly holders for the children present. Older and more able children are beginning to understand ideas of simple addition and subtraction. Children demonstrate a good use of mathematical language. They confidently make simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and good observational skills as they investigate how to make ice lollies. They are confident to build and construct using a range of skills. Children are developing a good understanding of different cultures and festivals such as Chinese New Year through making food, art work and dance. They effectively learn to use a computer and programmable toys to support their learning. Children are developing a good awareness of their immediate environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently during a music and movement session. They demonstrate a good awareness of space as they move around the room. Children show confidence as they climb and balance on outdoor equipment. They are becoming skilled in using scissors and other tools. In threading and lacing activities children show a good level of proficiency. They develop a good awareness of the effects of activity on their bodies as they listen to their heartbeat through a stethoscope.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children effectively learn to explore colour through printing, painting, colour mixing and weaving. They clearly enjoy singing songs and rhymes and matching their movements to music. They respond confidently during an action song relating to a story they had listened to. Children show imagination during a role play dressing up activity. Their ability to express themselves imaginatively is at times limited by the structure of the day.

**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**

- provide more opportunities for children to develop learning through self-chosen activities.
- ensure that children have sufficient opportunities to write for different purposes.

*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.*