



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 107083

DfES Number: 517636

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Flo Griffin-Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Green Door Day Nursery
Setting Address 35 Belvoir Road
 St Andrews
 Bristol
 BS6 5DQ

REGISTERED PROVIDER DETAILS

Name Mrs Carla Freeman

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

The Green Door Day Nursery is a well established nursery which has been operating in the St. Andrews area of the city of Bristol for the past ten years. It is based in a semi-detached Victorian property, and children are accommodated on the ground floor, which has direct access to the enclosed rear garden.

The nursery operates all year round, excluding bank holidays, Monday to Friday, from 08:00 to 17:45 hours. It is registered for a maximum of 32 children under five years of age, of whom there may be no more than twelve children under two years. There are currently eleven funded three-year-olds on roll, none of whom has English as an additional language. There is support for children with special educational needs.

Nine members of staff are employed to work directly with the children. Six hold early years qualifications, one is a trained teacher, and two are undertaking NVQ level 3 training.

The nursery receives support from the Early Years Development and Child Care Partnership.

How good is the Day Care?

The Green Door Day Nursery offers good quality care for children.

The nursery is well organised and managed. Most staff are experienced and hold appropriate early years qualifications. There are clear recruitment procedures, induction for staff, and regular support provided. Management staff are closely involved in the daily running of the provision, organise staff effectively and group children appropriately. Effective procedures are in place for the monitoring and development of staff. There are clear, comprehensive policies and written procedures.

The nursery provides a warm, welcoming and relaxed environment, where children

feel safe and secure. The staff develop good relationships with the children who appear settled and happy. There is a key worker system in place, and children's development is closely monitored. Children are provided with a varied selection of well maintained toys and equipment. Staff encourage and support children's independence and decision making.

Managers give safety and security a high priority. Staff actively promote good health and hygiene practice. Food is freshly prepared and children are given healthy meals and snacks. Individual dietary needs are respected.

Staff have a good understanding of how children develop. They plan a broad range of interesting and stimulating activities which help children to learn and progress. The system for assessing children's progress does, however, lack sufficient detailed observations and evaluation of activities to assist with future planning. Staff interact well and are caring and responsive to children's needs. Behaviour is good, and managed with a clear and consistent approach.

Staff work closely with parents and carers to ensure that children settle happily into the nursery. They relate well to parents, are welcoming and care for children according to parents wishes. Information is shared. Parents are kept fully informed about activities and the progress of their children.

What has improved since the last inspection?

At the last inspection two actions were raised, both of which have been satisfactorily addressed.

The operational plan is now complete and in place. A risk assessment has been undertaken of the premises, and written procedures have been produced.

What is being done well?

- Staff are well organised, and support their practice with clear, detailed, effective policies and procedures.
- Staff provide a warm, welcoming and relaxed environment. All children are valued and staff are attentive to their individual needs.
- Staff plan a broad range of interesting, stimulating and enjoyable activities for children which help them to learn and progress. Independence is encouraged.
- Safety and security are given high priority, and clear procedures are in place for keeping children safe. Staff actively promote good health and hygiene, and follow good practice guidelines.
- Staff are caring and sensitive. They give children clear and consistent boundaries, with lots of praise and positive encouragement.
- Staff work closely with parents and carers and provide them with clear information about their child's progress and about all activities and events within the nursery.

What needs to be improved?

- detailed observations within the assessment of children
- a systematic evaluation of the activities offered.

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
3	Include detailed observations within the assessment of children.
3	Establish a systematic evaluation of the activities offered to assist in further planning.

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

How effective is the nursery education?

The Green Door Day Nursery offers good quality provision where children enjoy learning through a broad range of interesting activities. Caring and supportive interactions with staff, and effective use of time and resources help children make generally good progress towards the early learning goals.

Teaching is generally good with many strengths. Staff have a clear understanding of how children learn, and a sound knowledge of the early learning goals. They generally apply effective teaching methods and encourage participation and independence. Staff offer children realistic challenges and stimulating activities to capture their interest and imagination, and build up confidence and self esteem. They interact well with children, are responsive, listen and question appropriately. They are enthusiastic and ensure children have fun whilst learning. Group times are generally well managed, but do not always meet the needs of all children.

Leadership and management are generally good. The nursery is well organised and has clear aims. Staff are aware of their roles and responsibilities and work effectively as a team. They are supported by comprehensive policies and procedures, and through training and individual supervision sessions. Staff meet regularly to assess all areas of the provision and address any issues. The nursery demonstrates a firm commitment to improvement and procedures are in place to monitor staff practice and delivery of service. Children's assessments, however, lack detailed observations and do not clearly show the pattern of progression.

Partnership with parents and carers is very good. Parents are provided with good quality information about the nursery and its provision. They are kept well informed about their child's achievements and progress, and encouraged to share what they know about their child. They are made welcome, and staff actively invite parents to be partners in the care and education of their child at nursery.

What is being done well?

- Children are making very good progress in personal, social and emotional development, mathematical development, knowledge and understanding of the world, physical and creative development.
- Children are happy, confident and interested. They are enthusiastic learners.
- Staff have a sound understanding of the early learning goals and the foundation curriculum and plan effectively for children's learning.
- Staff provide a stimulating environment for children, make effective use of time and resources, and offer challenges that sustain interest and foster independence.

- Staff interact well with children. They are responsive to their needs and interested in what children say and do, asking appropriate questions to extend their thinking.
- The staff have very good relationships with parents and carers, who are well informed about the setting, the provision on offer, and children's achievements and progress.

What needs to be improved?

- the organisation of group times, to ensure there is always sufficient interest and challenge for all children
- the assessment of children to show clearly the pattern of progression.

What has improved since the last inspection?

The last Ofsted inspection on the 26 July 1999 identified one area for improvement: monitor the planning of the programme to ensure that such aspects as alphabet and name recognition and number operations are regularly offered to extend children's thinking.

Very good progress has been made in addressing this issue. Children are given regular opportunities to recognise their names and letters of the alphabet, and to practise simple number operations such as addition and subtraction. These are all well integrated into the learning programme, and clearly identified in planning. Opportunities to practise are well accommodated into the daily routine, with on-going monitoring to ensure effectiveness.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and have good self esteem. They speak freely and confidently, suggesting ideas and answering questions. They show increasing levels of independence. Children are well behaved, and move freely between activities, initiating their own choice. They interact well, and can work independently or in small groups. They are eager to try out new ventures, and are enthusiastic learners. Concentration is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently use language to communicate. They enjoy games and songs, and regularly learn new words through themed activities and general discussion. Children are learning the alphabet well, and can name and sound letters. Most recognise their name and some can write it clearly. Books are enjoyed and used confidently. The organisation of story times however, does not meet the needs of all children, and some lose concentration.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematics is well integrated into the curriculum and every day activities. Children count confidently and accurately at group times and spontaneously in their play. They are starting to recognise numerals. Children are developing a good understanding of shape, size, position and quantity and use correct descriptive language. They can solve practical problems, for example, moving shapes to complete patterns, and are encouraged to reason and question.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate different materials, objects and living things through craft work, studying the natural world and discussion. They learn about their own and other cultures and celebrate festivals. Children are developing a good sense of time and place. They set the date daily, discuss the weather, seasons and changing aspects of the environment, for example, why the leaves fall in Autumn. They are familiar with information technology and its use.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence, imagination and control during physical play activities. They show a good awareness of space and of others. Children have easy access to a varied and interesting range of equipment which helps them to develop their fine movement and hand and eye co-ordination, for example, cutting and threading. Children are developing a good understanding of health and hygiene and understand the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore different media and materials through topic related themes and creative activities, for example, collage, model making and cookery. They are developing a good knowledge of colours; most can name the primary colours, and some the different shades. Children use their imagination well, and express their ideas and feelings through role play, story telling, art and music. They enjoy singing and are using all their senses.

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

- Organise group times to ensure there is always sufficient interest and challenge for all children.
- Further develop the children's assessment system, with written observations and recording that clearly details where children are in their 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.