



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY257167

DfES Number:

INSPECTION DETAILS

Inspection Date	27/07/2004
Inspector Name	Jan Leo

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Outset Day Nursery
Setting Address	Keble Road Bicester Oxfordshire OX26 4TP

REGISTERED PROVIDER DETAILS

Name	Mrs Valerie June Clayton
------	--------------------------

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

Outset Day Nursery is a private nursery, which is registered to provide full day care, registered by the current owner in March 2003. It operates from a single storey, purpose built building about a mile from the centre of Bicester, and has parking outside. The nursery consists of one main central room with a quiet room, office, toilets and kitchen leading off. There are two outside play areas providing a mix of hard and grass surfaces, and one area houses large equipment.

There are currently 46 children on the register of whom 24 are in receipt of nursery education funding. Of the funded children, 18 are 3 year olds and 6 are 4 year olds. None of the children speak English as an additional language, but two have special educational needs.

The nursery is open from 08:00 to 18:00 each weekday, all year round and runs the education program from 09:15 to 11:45 and 13:45 to 16:15 term time only.

Ten full and part time staff work with the children throughout the week and more than half are experienced and have appropriate early years qualifications to level two or three.

The group receives support from the Pre-School Learning Alliance.

How good is the Day Care?

Outset Day Nursery provides good quality care for children. The staff are experienced and well qualified. They keep up to date with current thinking by attending relevant training courses, and have a sound understanding of the legal requirements to operate safely and efficiently. Children's work is displayed around the room to create a comfortable, welcoming environment, and there is a wide range of resources available which is used thoughtfully to link themes throughout the activities, to reinforce learning. Resources and equipment are not always used to meet individual interests and needs. All the documentation is in place but some is

not kept confidential.

Staff maintain a high standard of safety to preserve children's wellbeing both on and off site, and they promote personal hygiene well. Interesting snacks are provided, which children help prepare, to give diverse cultural experiences and help develop an interest in food. Food hygiene is not always fully promoted with children. Children with special needs are supported appropriately to ensure all feel valued, and staff work closely with parents, carers, and health professionals to help them integrate and progress. Staff have no experience of child protection issues but are working to improve their knowledge, and they have a thorough understanding of their responsibility to keep children safe. Insufficient detail is obtained to ensure medication can be administered without error.

Staff provide a varied program of activities for children to choose from and have lots of small group activities throughout the day. Staff use appropriate strategies for managing behaviour and deploy themselves well to keep children occupied. Behaviour is good.

The partnership with parents and carers is satisfactory. Staff provide information through a variety of means but only share children's progress records if asked to. Much information is displayed around the room but some parents and carers are uncertain how use it.

What has improved since the last inspection?

Not applicable.

What is being done well?

- A varied program is provided and support offered to enable children to join in and progress at an appropriate rate. All children are settled and eager to try new things.
- Learning is meaningful. Children have opportunities to develop their skills through a choice of activities and by helping in the daily preparation of snacks. Themes are linked throughout the activities to reinforce learning, and children are becoming very confident.
- Diversity is celebrated and experiences shared to help every child feel important and become integrated.
- Behaviour is managed effectively and consistently. Staff act as good role models, they limit some activities to small groups, give children choices and listen to what they are saying. They praise good behaviour and encourage participation. Children behave well.
- The staff are committed to improvement. They share their knowledge; attend relevant training and work well as a team to support each other and the children.

- Management is well organised and fully understands the responsibility of a provider of day care. Procedures are followed, reviewed and amended as necessary to ensure the service operates safely and efficiently.

What needs to be improved?

- use of resources to provide a comfortable area for relaxation, and opportunities for children to develop their individual interests in role play.
- children's awareness of good practice regarding food hygiene
- policies, to show the date they are reviewed
- medication details, to ensure enough information is obtained about the quantity and frequency of dose, to prevent error, and all medication and health information is kept confidential
- the daily record of attendance to accurately reflect when staff's children are present.

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
5	Make better use of resources and equipment to provide a comfortable reading/relaxing area, and more opportunities for children to develop their individuality.
7	Develop children's awareness of good practice regarding food hygiene.
14	Ensure that all records relating to day care activities hold the relevant information and all policies are dated and confidential.

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

How effective is the nursery education?

Outset Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development is well planned and children make very good progress in this area.

The quality of teaching is generally good. The staff treat children with respect, listen to them, and build good relationships to ensure all feel valued and settled. Staff manage behaviour effectively by acting as good role models, and children behave well. Learning is linked to interesting topic work, and staff make excellent use of visual aids, props and prompts to extend children's enthusiasm. Staff deploy themselves appropriately to develop activities and evaluate children's progress. There are missed opportunities to fully engage younger children in planned activities and planning does not show how more able children will be challenged.

The leadership and management are generally good. Management has a clearly defined role and oversees operations to keep children safe and ensure staff are fully supported. Staff lead activities well and give extra help to integrate children with special needs. They work well as a team and are committed to raising standards. Ongoing training is encouraged to continue personal development and keep up to date with current thinking, but feedback from parents and carers is not sought to assist in identifying and addressing areas for improvement.

The partnership with parents and carers is generally good. Parents and carers are provided with information about the setting and curriculum through a variety of ways, including newsletters, informal daily discussion, displays and occasional parents meetings. Parents and carers can ask to speak to their children's key worker but they do not see their children's progress records. Some are unsure how to share in their children's learning and find out more about the stepping stones and early learning goals.

What is being done well?

- Children are confident, sociable and independent. They can organise their own play, and mix with different groups of friends as they move from one activity to another. They voice their opinions clearly, insisting they choose the toy to pass round at circle time, and defying adults who think it impossible to balance a baking tin on ones nose.
- Staff work closely as a team and build good relationships with children to ensure they settle well, are happy to attend, and are eager to learn. Staff listen to, and value children, and as a result children show affection for staff, willingly join in the activities, and behaviour is good.

- Management is well organised and supports staff appropriately to ensure they can continue to increase their knowledge and contribute to raising standards. Ongoing training is encouraged and information from courses is shared. All adults working in the provision are clear about their roles and responsibilities to keep children safe and help them learn.
- Learning is linked across the curriculum by interesting topics and themes. Activities are designed to give children a broad feel of different cultures bringing in aspects such as food, dress, flags, wedding decorations, cooking implements and music linked to the Indian topic.
- Parents and carers are given general information about the group through newsletters, informal discussions, occasional open evenings, and there are written information sheets around the building.

What needs to be improved?

- opportunities for children to mark or name their work, and use writing for different purposes; use technological equipment on a daily basis; and for children to select tools and techniques for themselves to learn about the best tool for the job
- opportunities for less able and less confident children to become fully engaged in planned activities; and details of how more able children will be extended
- access to creative resources, to enable children to develop their individual interests in the role play corner, and create two and three dimensional objects from their own ideas
- opportunities for parents and carers to see their children's progress records, share information about their learning, and contribute to the progress records
- daily access to large equipment to enable children to practice climbing and scrambling, and develop co-ordination.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are interested and confident, they listen well and contribute to discussions without inhibition, clearly telling others what they want to do and copying adults to take control of activities. They choose what to do and work well with different groups of friends, organising their own play but confidently seeking adult help when necessary. Children co-operate with others, share resources, take turns playing memory games with an interest tray, and they behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children communicate and express their feelings clearly. They listen attentively, and can predict what comes next in stories. They reason things out for themselves when questioned and comfortably join in conversations in group time. Children have fun with letter sounds to create simple rhymes and easily guess topic related words when given initial sounds. They skilfully make marks with controlled movements but are not routinely encouraged to name their work and write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show interest in numbers and some count freely for their own purpose. They are beginning to recognise numbers and have opportunities to revise what they know throughout the day. Children practice early addition and subtraction by enthusiastically taking part in number songs and memory games, and they competently re-create patterns to produce their own interpretation of henna hands. There are missed opportunities to develop number work at snack time with the less able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children learn about the wider world through interesting topic work which links all areas of the curriculum to add meaning and give diverse cultural experiences. Children are beginning to understand about place and time. They talk about their family, home life and past events including what granddad eats. There are few opportunities for children to use technological equipment, or to select tools and techniques for themselves to learn about the best tools for the job.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move well changing speed and direction to avoid collision, and use space considerately, adjusting their position to ensure everyone can see at circle time. They use a wide range of tools and equipment competently to develop their manipulative skills, and enjoy testing their co-ordination by balancing various resources on their head as they walk around the room. There are limited opportunities for children to use large equipment for climbing and scrambling.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children produce two and three dimensional topic related objects from a range of media, much of which is displayed to stimulate further interest and reinforce learning. Children are developing all their senses when preparing dips for an Indian snack and they willingly give an opinion of what they make. Children get ideas from reference material before creating their own henna hand but there is no self selection of resources to enable children to develop their individuality through creativity.	

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

- increase the opportunities for younger or less confident children to join in activities, and provide extension activities for more able children
- increase the opportunities for all children to practice mark making for different purposes, and use technological equipment on a daily basis
- become more proactive in sharing information with parents and carers.

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.