



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253428

DfES Number: 519870

INSPECTION DETAILS

Inspection Date	19/11/2003
Inspector Name	Katherine Powell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Scotts Wood Private Day Nursery Ltd
Setting Address	1 Selby Road West Bridgford Nottingham Nottinghamshire NG2 7BP

REGISTERED PROVIDER DETAILS

Name	Scotts Wood Private Day Nursery Ltd 3286424
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ORGANISATION DETAILS

Name	Scotts Wood Private Day Nursery Ltd
Address	1 Selby Road West Bridgford Nottingham NG2 7BP

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

Scotts Wood Private Day Nursery opened in 1997. It operates from five rooms in a converted house in West Bridgford. It has access to a kitchen, toilets and an enclosed outdoor play area. Children attend mainly from the local area, plus some surrounding villages.

There are currently 80 children on roll. This includes 14 children who are in receipt of nursery funding for three year-olds and 17 children in receipt of funding for four year-olds. There are no children currently attending who have been identified with special educational needs and all children speak English as their first language. The nursery receives regular support from the teacher advisor at the Early Years Development and Childcare Partnership.

Opening hours are 08.00 to 18.00, Monday to Friday, and the nursery is open all year round with the exception of bank holidays.

The nursery employs 17 full-time members of staff, of these 14 have completed an early years qualification. Ongoing training opportunities are accessed via the Early Years Development and Childcare Partnership, the Pre-School Learning Alliance and in-house training sessions.

The provision is a member of the National Day Nurseries Association and is undertaking the Pre-School Learning Alliance quality assurance scheme.

How good is the Day Care?

Scotts Wood Private Day Nursery provides good quality care for children aged from birth to five years.

Children are cared for in a happy, caring and stimulating environment. There is an effective keyworker system and staff work well as a team. They are well deployed throughout the nursery and have a consistent approach to their work. This is achieved by regular staff meetings and good opportunities for staff training and

support. A comprehensive range of policies, procedures and written records are in place which reflect current practice, however, some lack sufficient detail. Positive steps have been taken to minimise risks within the setting and good hygiene routines are maintained. There is a good support system in place for children with special needs.

Staff provide a stimulating range and balance of activities which support all areas of learning and build on children's previous skills. Staff have formed effective relationships with children and acknowledge and respect their differing needs. They make good use of space and equipment and resources are well organised to promote children's independence. Sessions are well planned and children are able to access a wide range of practical activities. However, older children have limited opportunities to freely explore and experiment with a variety of musical instruments or to listen to music from other cultures. Children behave very well in response to high expectations from staff.

There is a very good partnership with parents and carers. Parents receive detailed information about the curriculum and are actively encouraged to be involved in the children's learning. Staff ensure that parents are kept fully informed about the provision and the progress their child is making. The home contact diaries are used well in the toddler and baby rooms to share information.

What has improved since the last inspection?

At the last inspection the provider agreed to provide evidence of public liability insurance and to ensure that children in the baby rooms had opportunities to engage in outdoor play.

The provider holds a valid public liability insurance certificate which is displayed within the setting. Evidence was also forwarded to Ofsted following the last inspection. Staff in the baby room plan daily outdoor activities. The children have the opportunity to socialise with other children and to use the wide variety of outdoor play equipment which is available. This has had a positive impact on the planning of the physical development programme and children's learning in this area.

What is being done well?

- Staff have developed very good procedures for communicating with parents. Useful information is included in the brochure and displayed throughout the setting and staff share verbal information about children's progress on a daily basis.
- Staff have implemented effective systems for planning and assessment. These enable staff to provide a stimulating range of activities which support all areas of children's learning and development.
- Staff make good use of available space and all children have regular opportunities to use the outdoor area for planned activities and physical play.
- Staff are good role models and create a calm and harmonious atmosphere. They have a consistent and developmentally appropriate approach to

behaviour management and children's achievements are valued and praised.

- Staff understand and fully implement the nursery's policies and procedures. The operational plan is effective and reflects current practice.

What needs to be improved?

- the range of musical resources and opportunities for older children to freely access instruments in the classroom
- the child protection policy: to include procedures to be followed in the event of an allegation being made against a member of staff
- procedures for administering medicines to children.

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	Develop the range of musical instruments and resources for older children to promote their awareness of music from other cultures and to provide more opportunities for children to freely access the instruments in the classroom.
7	Ensure parents sign the medicine record book to acknowledge the entry.
13	Develop procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Scotts Wood Private Day Nursery provides a happy and caring environment where children make generally good progress towards the early learning goals. Children are confident and enjoy learning through well planned, stimulating activities. Their growth in personal, social and emotional development is fostered well and is a real strength of the setting.

The quality of teaching is generally good. Staff use their knowledge of children's development to plan and implement a varied curriculum. Staff support children well during activities and, on the whole, promote children's learning well through careful questioning. However, opportunities are missed to extend children's awareness of addition and subtraction through practical tasks and daily routines. Time is used effectively, offering a good balance of free play and group activities. Children behave very well in response to the high expectations of staff. Generally, the nursery has a wide range of resources and equipment which staff use well to encourage children's interest and participation, including the local environment. However, children have limited opportunities to freely access a variety of musical instruments. Effective systems are in place to provide good support for children with special needs.

The leadership and management of the setting is very good. The nursery's commitment to providing a good service for all children is evident from the wide variety of professional courses and further training which staff have undertaken. Staff work well together as a team and meet regularly to plan activities.

The partnership with parents is very good. Parents are provided with plenty of information about the educational programme and they are kept well informed about the progress and attainment their child is making. They are encouraged to support their child's learning at home and there are opportunities for them to contribute to assessment.

What is being done well?

- Children are confident and have formed effective relationships with each other and staff. Very good standards of behaviour are maintained. Staff promote children's personal, social and emotional development very well.
- Strong leadership ensures that staff are encouraged and supported to access further training opportunities. This ensures staff develop knowledge and skills in key areas and children benefit from effective practice.
- Staff organise their time effectively and make good use of the local environment and community to support children's learning.
- Staff work well as a team and provide a broad range of activities, good role models and a stimulating learning environment.

- Parents are fully involved in all aspects of the setting. They receive good quality written information about the curriculum which enables them to take an active part in their children's learning and contribute towards assessments.

What needs to be improved?

- the range of musical resources provided in the classroom and opportunities for children to develop their awareness of music from diverse cultures
- the use of practical activities and daily routines to promote children's knowledge and understanding of addition and subtraction.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection to address the key issues raised. All staff have accessed a variety of training courses to further develop their knowledge and understanding of the Foundation Stage curriculum and early learning goals. Staff hold regular meetings and in-house training sessions to ensure key skills and good early years practice is shared. They have worked hard to improve planning and assessment systems and have accessed support from the teacher advisor at the Early Years Development and Childcare Partnership. Staff have implemented effective systems which ensure all children make progress in each area of learning. Staff use children's progress records to inform future planning and to ensure activities build on children's previous learning.

Staff have implemented individual learning plans for each child and activities are adapted appropriately to meet individual needs. This ensures children receive good support and are set appropriate challenges to extend their learning. Staff share information verbally with parents on a daily basis regarding children's progress and achievements and parents receive good written information about the curriculum and topic work. The nursery has a designated special needs co-ordinator. She has attended appropriate training courses and provides very good support for other members of staff. Children with special educational needs are well supported at the nursery.

Staff have made positive improvements to the planning of the programme for physical development. Children have regular access to the outdoor play area for physical activities and play. The nursery has a good range of large apparatus which is well used by staff to promote children's climbing and balancing skills. Lessons are thoroughly planned to ensure consolidation and progression of skills.

All key issues have been appropriately addressed which has had a positive impact on children's learning and the education provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are beginning to express their needs more confidently, and show care and concern for others. They relate well to each other and adults. They are motivated to learn and participate with enthusiasm. Children's behaviour is very good and they take responsibility for their own actions. Through topic work and discussion they are developing an awareness of their own culture and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. Staff engage children in conversation and their thoughts and ideas are valued. Children are able to read and write their own name and have regular opportunities to write for a variety of purposes. Children join in enthusiastically with songs and rhymes. They enjoy listening to stories and freely access the books in the reading area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count in sequence to ten and beyond and confidently use number in everyday situations such as role play activities. They can match colour and shape to create simple patterns. Children are beginning to use mathematical language well to compare shape, position and size. Opportunities are missed to develop children's understanding of addition and subtraction through practical tasks and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen explorers, they look at and manipulate objects, describing textures and their observations. They show an interest in technology and independently use the computer to support their learning. Children talk about their own families and past experiences in their own lives. They are developing an awareness of the local area and the work of people in the community through planned trips and visits.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to a good range of equipment, both indoors and outdoors, to support them in developing their whole body movements. They move around safely and confidently and handle tools and small pieces of equipment with increasing skill. They are developing an understanding that good practices with regard to eating and hygiene can lead to good health.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children regularly enjoy exploring materials such as clay, dough and sand and express themselves freely through painting and collage activities. They become involved in purposeful role play activities which encourage them to use their imagination and support their learning in other areas, especially communication, language and literacy. Children have limited opportunities to freely access and play a wide variety of musical instruments or to listen to a diverse selection of music.	

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 freely access and play a wide variety of musical instruments in the classroom. Enable children to develop their awareness of music from diverse cultures
- develop the use of practical activities and daily routines to further promote children's knowledge and understanding of addition and subtraction.

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.