



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253205

DfES Number: 544727

INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Esther Darling

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Homestead Day Nursery
Setting Address	9 Mews Lane Calverton Nottingham Nottinghamshire NG14 6JW

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Mary Williams
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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

Homestead Day Nursery has been registered since 1998. It is situated in a converted farmhouse in the village of Calverton and serves children from the local community and surrounding areas. Children with special needs are cared for at the setting.

Children attend full or part time, and are cared for in small groups according to their age and stages of development. Babies have their own separate room which includes a sleep area. All children have access to the enclosed outdoor play area which comprises of a patio and grassed garden.

The nursery opens from 07:45 until 18:00 on weekdays for 51 weeks per year, excluding Bank Holidays and the week between Christmas and New Year. The Nursery provides 14 funded places for three and four year olds as it is in receipt of the Early Years Education Grant.

Of the 12 staff who work at the setting, 10 work directly with the children and the other two are responsible for cooking and cleaning. Five staff are qualified in child care and education to the higher level and the remaining three hold a level two equivalent.

How good is the Day Care?

Homestead Day Nursery provides good quality care for children.

The nursery is very well organised throughout the day, due to the good understanding that the staff have of their roles, and a consistent approach to their work. There are more than sufficient staff working with the children, who are organised into age groups in order to fully meet their needs. The environment is clean, welcoming and attractive, where children have space to play. The provision of positive images of disability and religion is not yet at its full potential. Children clearly enjoy the range of equipment, which is in good condition.

The staff give high priority to ensuring that children are safe and supervise them vigilantly. Parents do not always follow security arrangements. Policies on health and hygiene are implemented to a good standard and most records are thorough and accurate. Mealtimes are used to relax and socialize, and children's independence is promoted through encouragement to make choices about what they eat. Food offered is varied and nutritious, including the daily provision of fruit and vegetables.

The range of activities available to all children is wide. Play is planned expertly to promote development in all areas, especially creative learning. Staff based in all rooms are very skilful at providing both nurturing and stimulating care. This reflects well in the children's confident and contented demeanor.

All adults, including the managers, work hard on forming good partnerships with parents and carers. They know what is happening with their children through a variety of displays and daily exchange of information. Staff greet parents and children in a friendly and professional manner.

What has improved since the last inspection?

Since the last inspection the registered person has improved on systems to verify and evidence the suitability of staff, and ensure that required qualification levels are met. Low level glass in the fire exit has now been made safe, and the registered person has improved standards for children with special needs by attending appropriate training.

What is being done well?

- Organisation of the setting which promotes an atmosphere of calm and security for the children. All of the staff are qualified and they ensure that every aspect of the day runs smoothly, with efficient use of time and resources.
- Care learning and play are delivered most competently where even very young children are gaining skills in all areas of their development. This is due to the sound methods that the staff employ which ensure that children under two are very socially aware, and are enjoying learning to count in everyday situations.
- Behaviour management is delivered sensitively to ensure the children's welfare is paramount, and is done in such a way that children gain in self esteem and respect for each other. The staff and management all present as impeccable role models.
- Partnership with parents and carers is fostered through a continually developing system. This ensures that parents are provided with information about the provision and their children in the form of a daily written account (for babies) as well as verbally and through displays of play planning, policy folders and parents evenings.

What needs to be improved?

- parents' understanding and compliance with security arrangements
- the detail recorded in some of the accident records
- the provision of toys and equipment which show positive images of disability and religion, in the one to three age range.

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
6	Ensure that parents are made aware of, and follow the security arrangements for use of the entrance to the nursery.
9	Continue to expand on equipment and toys which show positive images of disability and religion, with regard to the one to three age range.

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

How effective is the nursery education?

Homestead Day Nursery provides a happy and stimulating learning environment where children make generally good progress towards the early learning goals. Provision for their personal social and emotional, mathematical and creative development as well as their knowledge and understanding of the world is very good.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage curriculum which enables them to provide a variety of practical activities to cover the six areas of learning. They understand well how children learn, although plans do not always show how staff can extend activities for more able children. Staff know the children very well, respond to their individual needs and have a developing understanding of how to assess and support children in line with the Special Educational Needs Code of Practice.

Children learn to persevere at tasks, and their thoughts and ideas are valued. The nursery has developed a good range of resources, with the exception of equipment to promote balancing skills. Staff make good use of time and available space and the outdoor area is utilised to stimulate children's interest in the natural world and living things. Good standards of behaviour are maintained and staff use praise and encouragement to promote children's self-esteem.

The leadership and management of the day nursery is generally good. Staff work well as a team and have clear roles and responsibilities. All staff are positively encouraged to undertake further training and development.

The partnership with parents is generally good. Parents are provided with useful written information about the nursery and the curriculum. They are not often given pointers on what they can do at home to extend their child's learning, but do receive regular progress reports.

What is being done well?

- Staff make very effective use of time and use all opportunities to extend what children know, understand and can do. They enable children to make choices about their play and learning, and are very competent at planning activities to help the children to make good progress.
- Children respond in a variety of ways to their experiences, expressing themselves well and communicate their ideas creatively. Children often find out about their environment and the features of it, such as the community and the natural world.
- Children are good at counting groups of more than ten objects and are gaining in confidence in their calculating skills.

- Children communicate well with each other and adults, speaking confidently in groups. They show curiosity in their surroundings and are keen to engage in activities. They are forming friendships, showing care and concern for others and are becoming independent.
- The proprietor and the officer in charge of the setting are committed to helping staff to do their jobs well, and have a clear vision of what good quality child care is.

What needs to be improved?

- the programme of learning for physical development and the equipment to enable children's range of climbing and balancing skills to improve
- the planning of daily activities to ensure more able children are provided with sufficient challenge when linking sounds with letters.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have formed effective relationships with each other and approach adults with confidence. Children learn to sit quietly, listen to others and persevere with their tasks. They are developing good personal independence and select their own resources and activities with curiosity and enthusiasm. Children work co-operatively both in small and larger groups, showing care and concern for others. Their behaviour is good and modelled on the staff who demonstrate positive attitudes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with each other and in groups, and their thoughts and ideas are valued. Older children are beginning to use more complex sentences to describe events. They read and select their name cards and have opportunities to write their names and read some print around the room. Children are developing good pencil control and are beginning to link sounds with letter shapes, although the more able children do not benefit from a greater challenge in this area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are good at counting in sequence to ten and beyond and more able children can read and write some numerals. They learn to use number in everyday situations. Children are developing their awareness of addition and subtraction through number rhymes and practical activities. Children recognise and name familiar shapes and can create simple patterns using beads and pegs. They are learning about the concept of size and capacity, and starting to use mathematical language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have regular opportunities to explore the natural environment, care for living things and use their senses to describe materials. They talk about their own lives and recount past and present events. They have access to technology resources and use them with support to aid their learning. Through visits children learn about people who help them in the community, and through fun activities, find out about the beliefs and cultures of other people.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use the available apparatus with confidence and are developing good spatial awareness. However, more able children have limited experience of using a wide variety of equipment to promote their climbing and balancing skills. They recognise the changes to their bodies when they are active; and have regular opportunities to engage in outdoor physical play and to move in response to music. Children have access to a wide selection of tools and toys to develop their small hand skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy playing with musical instruments which they have made. They have learnt a variety of songs and rhymes and join in with great enjoyment. They draw on first hand experiences when engaging in role play activities and play imaginatively. Children express their ideas freely and with great enthusiasm, and use a range of media to explore colour, shape and texture.

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

- Engage more able children in activities which will link their understanding of sounds with letters, and present them with more challenge.
- Incorporate into plans for physical development activities which will challenge what more able children can do, so that they have experiences of developing the control needed for a greater range of movements.

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.