



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221629

DfES Number: 540816

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Veronica Sharpe

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sawston Nursery
Setting Address Tannery Road
Sawston
Cambridge
Cambridgeshire
CB2 4UW

REGISTERED PROVIDER DETAILS

Name Sawston Childcare 3943667 1084213

ORGANISATION DETAILS

Name Sawston Childcare
Address Tannery Road,
Sawston
Cambridge
Cambridgeshire
CB2 4UW

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

Sawston Nursery opened in 2000. It is a purpose built nursery and is a registered charity managed by a voluntary board of directors. The building is owned by the John Huntingdon Charity and some of the Trustees are directors of the nursery.

The nursery is located in Sawston, a large village in a rural area just outside Cambridge. Children have the use of four group rooms, with entrance hall, cloakroom and toilets. There are three outdoor play areas with storage sheds and play equipment. Facilities also include entrance hall, offices, staff room, kitchen and laundry room.

Local families are given admissions priority, however the nursery attracts a number of working parents from the wider area. There are currently 88 children on roll, including 24 three-year-olds and 3 four-year-olds who are eligible for nursery education funding. Children attend for a variety of sessions. The setting supports a small number of children who have special educational needs and children who have English as an additional language.

The nursery is open weekdays all year round from 08:00 to 18:00.

The nursery employs 18 staff to work with the children the majority of whom have childcare qualifications to Level 3. Several members of staff are currently on training schemes. Other members of staff are employed including a cook, clerical assistants and cleaners. There is a bank of supply staff retained for emergencies and/or holiday cover.

The setting is a member of The National Day Nurseries Association (NDNA) and receives support from an early years mentor from the Early Years Development and Childcare Partnership.

The nursery uses elements of the Highscope approach to education.

How good is the Day Care?

Sawston Nursery offers good quality care for children. The nursery has an effective recruitment procedure in place to ensure staff are suitable to work with children and are appropriately skilled or qualified. Staff are enthusiastic and caring and have developed warm and trusting relationships with the children and support them well in their activities. All areas of the nursery are bright, cheerful and well organised; toys, books and equipment are accessible so that children can make choices and follow their own interests.

The nursery has rigorous risk assessment procedures in place that help keep children safe and children are encouraged to learn about good hygiene and be independent in their own self-care. Children enjoy their meals in small social groups with staff so they learn good manners in a relaxed environment. There are a wide range of resources to support equal opportunities, including pictures and posters that show positive images. Satisfactory systems are in place to support children with special needs and the nursery is accessible for people with disabilities.

Staff build warm and friendly relationships with the parents and exchange information daily about children's progress and routines. Documentation is generally complete and a comprehensive range of policies and procedures devised by the nursery management supports the good practice. Some policies and procedures need reviewing to ensure they are up to date and comply with current legislation.

What has improved since the last inspection?

At the last inspection the nursery was asked to ensure staff are informed of good hygiene practice to prevent the spread of infection; to instigate a keyworker system and to ensure babies are fed according to their own individual needs.

There are thorough procedures to ensure staff are informed about good hygiene practice and the staff generally comply with these. Children are encouraged to be independent in their own self care according to age which helps to promote good hygiene routines.

There is an effective keyworker system in use throughout the nursery. Staff make good links with parents to ensure children's needs are met.

Younger babies in the baby room have their own routines, given bottles or solids when hungry or according to parental request. However, older babies are encouraged to join in with the nursery lunches so they develop consistent routines.

What is being done well?

- Staff are enthusiastic and caring and they work hard to develop warm and trusting relationships with both children and parents. The keyworker system enables them to know children well so their individual needs can be met.
- The nursery helps children learn about themselves and others by providing a wide range of pictures, posters and photographs that show diverse lifestyles and cultures, including images of the children and their families.

- Staff use praise and distraction effectively to help children learn to co-operate and play together. As a result children are well behaved and enjoy playing with their peers.
- Staff build warm and friendly relationships with the parents, they exchange information daily to ensure parents are well informed about their children's progress and routines. Comprehensive written information is available about nursery procedures and there is a positive open door policy to encourage parents to consult with staff on any aspect of their child's well being.

What needs to be improved?

- health and hygiene - adherence to health and hygiene procedures in the baby room.
- documentation - reviewing of nursery policies and procedures so they are up to date and comply with current legislation.

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
14	Review the nursery policies and procedures to ensure they are up to date and comply with current legislation.

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

How effective is the nursery education?

The provision for nursery education at Sawston Nursery is of high quality and children are making very good progress towards the early learning goals. The quality of teaching is very good. Senior staff have a sound knowledge of the early learning goals and provide a stimulating learning environment where children learn with enthusiasm and enjoyment. Resources are organised so that children make independent choices and staff enable them to explore and develop their own skills and interests. Relationships are exceptionally good, children are confident and happily engage adults in their activities, which enables them to seek advice and support when needed so they extend their own learning.

Staff know children well, which enables them to collect accurate evidence of learning upon which the assessments are based. Assessments are continuous and ongoing, so staff are always aware of children's progress along the stepping-stones.

The leadership and management is very good. The senior staff team show enthusiasm and commitment and a genuine pride in children's achievements. Regular appraisals, frequent staff meetings and a well thought out plan for future improvement and development all contribute to the effective provision of care and education.

The partnership with parents is exceptionally good. Parents speak glowingly of their relationships with the staff and the range of activities. They receive high quality information about the early learning goals and their own children's progress and well-being. Parents are encouraged to participate in their children's learning in a variety of ways such as sharing skills and interest with the children, or being able to talk with their keyworkers at any time.

What is being done well?

- Children are developing an understanding of time and independently use an egg timer to help them take turns on trikes and bikes in the garden.
- Children's interaction with staff is very good, they have developed warm and friendly relationships and children feel valued and respected. Staff join in children's activities and engage them in conversation, for example at meal times.
- Staff have developed excellent relationships with parents, the nursery has an open door policy which is actively implemented. Parents visiting the nursery are made welcome and their opinions are clearly valued. They receive high quality information about their child's progress through both formal meetings and informal chats with their child's key worker.
- Children practise their mark making skills with a wide variety of tools, such as brushes, pencils, rulers and sponges. Staff ensure equipment is always

accessible to the children so they can choose spontaneously, for example, when playing in the Chinese restaurant.

- Children have developed a real interest in books and stories, they listen intently in small and large groups and are eager to predict and anticipate events. They spontaneously choose from the large selection provided and confidently approach adults to have the story read to them.

What needs to be improved?

- the opportunities for older and more able children to be challenged so they are motivated to continue to progress to the early learning goals.

What has improved since the last inspection?

This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, eager learners who approach their activities with enthusiasm. They take turns singing a song at circle time and clap each other happily. They engage in small and large group activities, working well with both adult and peers. They are kind and sensitive to each other, saying sorry and thank you without prompting and are developing independent self care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have excellent opportunities to listen to stories, they select their favourite books and eagerly anticipate the events as staff read out loud. They are beginning to mark make in their everyday activities, such as role play and some are attempting their own name. Most can recognise their names on their trays or cards. They organise their thoughts and can give simple instruction to each other, for example when helping younger children to wash their hands.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a wide variety of practical experiences that help them learn about numbers. They weigh and estimate volume and quantity when cooking or making play dough. They use positional language playing with the parachute, going under, round, before and after and understand the sequence of washing their clothes and the months of the year. They identify simple shapes and can match them on the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children go for walks to local shops, they grow plants and seeds in the garden and record what happens when they grow. They explore other cultures and lifestyles, trying on Indian saris or listening to music from other lands. They enjoy visitors such as the nursery cook and the local vicar who help them learn about the world around them. They construct models from junk, bricks or malleable materials and enjoy exploring technology such as photocopiers, cameras or computers.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing skill and confidence as they climb, scramble, balance and slide on the climbing frame. Circle time and parachute games help them to develop a sense of space, and they make room safely for each other at story time. They are developing an understanding of healthy and hygiene and know hand washing is essential before meal times. They have many opportunities to use small equipment which enables them to develop their hand-to-eye co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in a wide range of arts and crafts, including junk modelling, painting using a variety of media, clay and play dough. The work they produce is attractively displayed throughout the nursery, therefore enhancing their self esteem. They listen to music from all around the world and happily sing familiar songs and rhymes. The role play area is well used and children also play imaginatively and spontaneously, pretending to be fire-fighters in the garden.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant issues to report but consideration should be given to improving the following:
- consider ways to further improve the challenges provided for older and more able children. Therefore ensuring they continue to be motivated and excited by their activities as they progress towards the early learning goals.

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.