



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 309213

**DfES Number:** 510566

### **INSPECTION DETAILS**

Inspection Date	28/07/2003
Inspector Name	Janet, Elizabeth Singleton

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Anderton Day Nursery
Setting Address	St Josephs Old School Bolton Road Anderton PR6 9LX

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Marie Burton
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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

Anderton Day Nursery has been established for 20 years and operates from St. Josephs old school in which the children have their own base rooms and access to a fully enclosed outdoor area. Children attending the setting reflect Britain's diverse society.

The nursery is registered to care for 62 children in total who's ages range from birth to five years and a small number of children in the five to eight year age range also attend on a before and after school basis. There is a holiday club also. The nursery presently collects children from 4 local schools.

There are currently 110 children on roll aged from birth to eight years. There are both funded 3 and 4 year old children attending. Children attend for a variety of sessions per week.

The setting currently supports some children with special needs.

The setting opens for 50 weeks of the year and closes for bank holidays. Opening times are from 7:00 to 18:00 Monday to Friday.

All the staff are either qualified or trained in child care, staff who work with the babies are trained to care for the younger child. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYCDP).

### How good is the Day Care?

The overall judgement of the day care is satisfactory.

There are procedures for the induction of staff, which includes the policies, procedures and operational plan.

All staff are qualified in early years and training is encouraged.

Staff are aware of their roles and responsibilities and those of the key operational staff .

Staff have an understanding of safety issues and ensure health and safety policies are followed.

The setting is warm and welcoming with good use of space being made. There is available a wide range of equipment and play materials for all children attending.

The Children have the opportunity to develop in all areas of learning. The baby unit is self-contained and meets the needs of the younger children. There is a planning document for all age ranges attending including the under two's.

Some staff interaction is positive however, some staff have limited interaction with the children.

Dietary needs are taken into account however, the serving of meals requires further thought.

There is an equal opportunity policy in place, which is followed by all staff. There are resources that reflect positive images of people from other cultures.

There are no children attending who have English as an additional language.

Effective procedures are in place to ensure children who have special needs are identified and appropriate action taken. There are no children with SEN attending although there are children attend who have disabilities.

Children are well behaved and know the boundaries. Children follow instructions and readily comply with the expectations of the staff. Some staff lack consistency in their approach to managing the children's behaviour and require further information.

There is a comprehensive brochure for the parents informing of policies and procedures and staffing. Parents are informed of their child's progress.

#### **What has improved since the last inspection?**

At the last inspection the providers agreed to implement a clear plan of activities for the babies, obtain a variety of resources which reflect positive images of culture, gender and disability, provide some domestic style furniture in the baby unit, formalise the risk assessment procedure, improve staff to child interaction during lunchtime, include equal opportunities theme throughout all topics, have a named staff for behaviour management, review all policies on a regular basis and implement an incident book.

The nursery has made satisfactory process in addressing the issues. A plan of activities for the babies has been implemented, resources reflecting images of culture; gender and disability have been purchased, as has some domestic style furniture. The risk assessment is now written and in place. There is a named staff for behaviour management however not all staff are aware of this. Staff have made

some progress in their interaction with the children at lunch time. Policies are now reviewed on an annual basis and an incident book has been implemented.

#### **What is being done well?**

- The induction procedure which includes policies and the procedures for the setting. The induction procedure also includes targets being set for work performance over a six-week period.
- Planning for all age ranges ensuring topics are regularly changed and all areas of development are covered. This includes planning for the under two's, children aged two to three and the children aged three plus.
- There is a wide selection of appropriate play equipment for each age range within the nursery. The play equipment encourages creative, imaginative, physical and cognitive development for all of the age ranges.
- All children are included in all the activities with access to appropriate toys, learning resources and equipment. The equipment includes resources that reflect positive images of culture gender and disability. In relation to disability wheelchairs and crutches have been used to assist children in learning about people who have mobility problems.
- Sensitive and positive interaction is given for the children who have special needs. The Special Educational Needs Co-ordinator (SENCO) ensures all staff work to the same programme.

#### **What needs to be improved?**

- staff interaction to ensure children's needs are met at all times;
- procedures for completing the medication and accident book ;
- the serving of meals at lunch time to include appropriate crockery.

#### **Outcome of the inspection**

Satisfactory

#### **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	ensure staff interaction can be utilised to assist in the children's development and at meal times.
7	Ensure medication and accident recording is confidential.
11	Ensure all staff are aware of the designated person for behaviour.

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

### How effective is the nursery education?

The children at Anderton day nursery are making very good progress towards the early learning goals in all six areas of learning.

Children's learning in Communication, Language and Literacy; Mathematical development; Knowledge and Understanding of the World; Physical development and Creative development is very good. Progress in Personal Social and Emotional Development is generally good.

Teaching is very good with several good aspects. The staff have a good knowledge of the early learning goals and the stepping stones. The effectiveness of the curriculum planning is good and staff offer a balanced mixture of adult led and child led activities. Staff have high expectations of children's behaviour and the children respond well to this philosophy. The staff foster self-esteem and have good relationships with the children. They encourage children in their learning through the asking of sensitive questions. The SENCO has regard for the code of practice. At present there are two children attending who have additional needs.

There are missed opportunities to extend children's learning in all areas during snack time.

There are missed opportunities to meet all children's needs during story / video time prior to lunch.

Leadership and management is very good with a commitment to training for all staff. Staff are clear about their roles and responsibilities. There is a clear induction procedure which includes the setting of targets over a six week period. The setting has a comprehensive procedures file, this being reviewed annually.

The support of the early years childcare and development partnership is used by the setting.

The partnership with parents is very good. Parents are provided with information about the setting and the topic area for the following month. Staff provide regular opportunities for the exchange of information regarding their child. Parents feel fully informed and involved in their child's development.

### What is being done well?

- Children write recognisable letters and their names as well as using language for negotiation. Children can read their own names and the names of the other children.
- Children compare numbers and use mathematical language in everyday activities. Children count to 16 competently. Staff encourage children to count

/ subtract and compare numbers during their play.

- Children have excellent control over their bodies and move confidently with coordination on a range of equipment. Children use small equipment safely and competently.
- Staff have high expectations of children's behaviour and the children know what is expected of them. They respond well to instructions i.e. when asked to tidy up. Children's behaviour is very good.
- Staff are clear about their roles and responsibilities and understand the management structure. Staff are very clear who they need to approach regarding any issues.
- Parents are provided with detailed information about the setting and the early learning goals. Parents are involved in their child's learning and are informed of the topics for the following month. Work is sent home regarding the topic area.

#### **What needs to be improved?**

- opportunities to extend children's learning during snack time.
- consider how story and video time can be used more effectively to develop children's learning in all areas.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to include in the planning what the children are intended to learn and to extend the assessments to include the learning outcomes in all six areas of learning.

Progress since the last inspection is generally good with the planning now incorporating the six areas of learning and the outcomes for what children are intended to learn.

Staff now ensure assessments cover outcomes and link to planning and the early learning goals. There are planned observations for the children, linked to the areas of learning, including evaluations of individual children's learning in focussed activities. This informs future planning for the differentiation aspect of the activity.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. Children are confident, motivated and interested to learn. They form good relationships with staff and other children. They sit quietly and concentrate during focussed activities. The children's behaviour is very good, they know what is expected of them and follow instructions. Children do not partake fully in snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication, language and literacy is very good. Children listen and respond with enjoyment to stories, they discuss the story line and follow the sequence of the story. Children practice writing during focussed activities and write their names correctly. They sing songs from memory with confidence and enthusiasm. Children use language for negotiation.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in mathematical development is very good. Children are confident in their recognition of basic shapes and know circle, triangle, rectangle, star and square. Children count to 16 and attempt 17 to 19 with assistance. Children use numbers during everyday activities. Children talk about shape and size in the water, sand and pastry activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children have the opportunity to use information and communication technology. They talk about events in their own lives both past and present. They have the opportunity to explore texture and poke, pat and talk about burying hands during sand activity. Children understand features of living things i.e. snails have a shell.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good. Children are developing control over their bodies and move confidently and competently, showing an awareness of space. Children demonstrate they can use implements with control i.e. scissors for cutting. Children use tools competently in the water and sand activity. Children recognise the changes that occur to their bodies when discussing being cold one child made a brrrr sound.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in creative development is very good. Children have the opportunity to use their imagination in the role play home corner. They sing rhymes from memory i.e. I'm an Ugly Bug. Children know red, yellow, blue, green, orange and purple competently. Children have the opportunity to use malleable materials in the sand and pastry activity. Children make models in 3D.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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:*

- opportunities to extend children's learning during snack time;
- consider how story and video time can be used more effectively to develop children's learning in all areas.

*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.*