



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117115

DfES Number: 584123

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Glynis Pratchett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Get Up And Go Community Nursery
Setting Address Community Resource Building
27 Wolseley Close, Ford
Plymouth
Devon
PL2 3BY

REGISTERED PROVIDER DETAILS

Name Get Up & Go (Plymouth) Ltd 3440503

ORGANISATION DETAILS

Name Get Up & Go (Plymouth) Ltd
Address Community Resource Building
27 Wolseley Close, Ford
Plymouth
Devon
PL2 3BY

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

Get up and Go Community Nursery has been registered to provide full day care since 1997. It operates from within a community resource building, which is located in the inner city area of Ford in Plymouth. It is managed by a board of directors and is a 'not for profit' organisation. The nursery has the use of dedicated rooms in the premises: one large main playroom, use of an adjoining hall, quiet room, separate office, storage and toilet facilities. A secure, enclosed outside play area is available at the rear of the premises.

The nursery is registered to provide day care for 26 children aged from 2 to 8 years. There are currently 49 children on roll. This includes 20 funded 3-year-olds and 14 funded 4-year-olds. The group supports children with special educational needs and those who speak English as an additional language.

The nursery is open Monday to Friday from 08:30 to 17:00, closing for two weeks over the Christmas and New Year period.

There are eight members of staff. Four staff have NVQ level 3 equivalent qualifications and three staff have NVQ level 2. One member of staff has a City and Guilds qualification.

The nursery is a member of the Pre-school Learning Alliance and receives support from the Plymouth Early Years Development and Childcare Partnership.

How good is the Day Care?

Get Up and Go Community Nursery provides good quality care for children.

The nursery is very well organised and has an excellent and thorough operational plan that is well thought out and comprehensive. All the necessary documentation is in place. There are excellent staffing ratios and staff work very well as a team. The excellent induction procedures for staff and volunteers ensure everyone understands the nursery's ethos and procedures. The nursery has bright wall displays and is very

welcoming to children. The efficient lay out of the main room means children can easily access the good range of toys and resources that promote their development in all areas.

Rigorous risk assessments ensure children are cared for in a safe environment and there are effective systems in place for ensuring children's safety when they arrive and depart. There are good procedures in place for health and hygiene. Staff are aware of children's dietary needs and encourage children to eat healthy meals. Children have regular access to fresh drinking water. Children with special educational needs are very well supported in the setting. Staff have an excellent understanding of child protection procedures and issues; these are shared with parents.

Staff plan a wide range of interesting activities and play opportunities that promote children's learning in all areas of their development. All children are included in the activities. Staff have very good relationships with children and they know them very well. A consistent, positive approach to managing children's behaviour ensures they are happy, secure, settled and very well behaved.

Staff have very good relationships with parents. They work very closely together to ensure children's care and welfare needs are well promoted. The key worker system ensures staff can effectively track children's progress and development, which is shared with parents.

What has improved since the last inspection?

At the last inspection, the nursery agreed to provide fresh drinking water that is available to children at all times and to devise and implement an admissions policy. Both of these actions have been completed improving children's health and well-being and ensuring that parents are now fully aware of the nursery's admissions criteria.

What is being done well?

- The nursery is very well organised and has an excellent operational plan that is well thought out and comprehensive.
- There are excellent staffing ratios; staff are well qualified and work very well as a team. The excellent induction procedures for staff and volunteers ensure everyone understands the nurseries' ethos and procedures.
- Staff have an exceptional understanding of child protection issues and procedures. Safeguarding children is a priority within the setting.
- Children with special educational needs are very well supported in the nursery. They receive regular support from staff, who work closely with parents and outside agencies to develop their learning.
- Staff have very good relationships with children and they manage their behaviour very well. Children understand the rules of the nursery and positive

strategies ensure good behaviour is rewarded. Children are very well behaved.

- Staff plan a wide range of interesting activities and play opportunities that promote children's learning in all areas of their development. All children are included in the activities. Children are actively engaged in their play. They are happy, secure and settled.
- Staff have very good relationships with parents. They work very closely together to ensure children's care and welfare needs are very well promoted. Information is effectively shared with parents on a daily basis.

An aspect of outstanding practice:

The nursery provides an excellent model for promoting inclusion, equality of opportunity and anti-discriminatory practice within the setting and its employment policy. Volunteers from the community include adults with disabilities. All children are valued and very well included in all aspects of nursery life.

What needs to be improved?

- the key worker system for two-year-olds
- the range of resources that promote positive images of disability.

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
2	Further develop the key worker system for two-year-olds.
5	Increase the range of resources that promote positive images of disability.

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

How effective is the nursery education?

Get Up and Go Community Nursery provides good quality nursery education which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development; mathematical development; physical development and knowledge and understanding of the world, is particularly well planned and they make very good progress in these areas. Staff provide a warm and welcoming environment where children are made to feel very secure and settled.

The quality of teaching is generally good. The manager and deputy understand the Foundation Stage and staff plan interesting activities enabling children to make good progress towards the early learning goals. Weekly plans indicate how the six areas of learning are covered. However, daily plans do not include learning intentions or extension activities for more able children. Staff manage the children very well and have very good relationships with them.

Staff give individual children a good level of support and those with special educational needs are encouraged to participate in the full range of nursery activities. They are adept at developing children's language skills, and children's level of confidence and self-esteem are very high. Staff assess children's learning against the stepping stones and early goals. They keep careful records, shared with parents, which provide a clear picture of children's progress.

Leadership and management is generally good. The staff team is well established and dynamic. The manager has developed a very effective, committed team who work very well together. There is a strong commitment to improvement through role modelling good practice, training and the professional development of staff. The setting is beginning to identify its strengths and weaknesses.

The partnership with parents and carers is very good. Key workers inform parents about their child's daily care and achievements through verbal feedbacks and regular meetings.

What is being done well?

- Staff provide excellent support for children whose first language is not English. They ensure children and their families feel welcome by displaying appropriate other language wall displays. Excellent use is made of dual language books, ensuring all children celebrate the diversity of language and culture.
- Children with special needs are very well supported in the nursery. All the staff are sensitive to the changing needs of the children and fully include all children in the activities. Staff work effectively with outside agencies and

parents to develop children's learning.

- Many children arrive at the centre with limited language and communication skills. Staff are very good at developing their language. They value what children say, introduce them to new vocabulary and encourage them to listen to others and speak confidently.
- Children benefit from good support and direction from adults, ensuring they are very motivated to learn, interested in their play and can form good relationships with others. Staff provide good role models for children.

What needs to be improved?

- daily plans to include learning intentions and extension activities
- the frequency of activities that explore media and materials in two and three dimensions
- the frequency of activities that use a variety of writing tools and paper

What has improved since the last inspection?

Very good progress has been made since the last inspection, where two points for development were raised.

The nursery was asked to encourage children to be more independent. Children show high levels of independence in the setting. They self-select toys and resources, pour their own drinks and take themselves to the toilet. Children's personal development is now very good.

At the last inspection, discussions took place about extending the outdoor paved area to provide more indoor space. These discussions are on-going and may be resolved this year.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who know them very well and are sensitive to their changing needs. They show increasing independence in selecting toys and resources for themselves and taking care of their personal needs. Children develop very good relationships with staff and their peers. They are taught to share resources, take turns and be polite and considerate to others. Children are very well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff by whatever means is appropriate for them, for example in French, using body language, gesture, talk and simple words. Children eagerly listen and respond to songs, stories and rhymes. They particularly enjoy repeating French words while listening to dual language stories. Children recognise their first names. Role play activities are well used to develop writing skills, but activities that use a variety of writing tools and paper are infrequent.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count from 1 to 10; they recognise simple shapes and can compare sizes. Their understanding of numbers is reinforced during circle time and role play, for example in the 'travel agents'. Children solve problems of shape and size as they construct with large and small blocks and complete puzzles. Children show a developing understanding of comparing numbers and knowing 'more' or 'less'. Concepts of weight and quantity are developed during sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children understand the world around them. They observe slow worms, chicks hatching, and experiment with ice. They are introduced to the wider community by having visits from fire fighters and dental therapists, and they investigate other cultures and beliefs by celebrating different festivals. Children build using large blocks and different construction sets.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop their physical skills outdoors. They manoeuvre tricycles and prams around objects and over a bridge; they play with each other using bats and balls; they can climb up and slide down a climbing frame and they vigorously dig the soil using spades and a wheelbarrow. Children are taught to handle and control small objects. For example, they manipulate play dough; they butter bread; thread beads and use paintbrushes and crayons with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children play imaginatively both indoors and outdoors; for example they discuss holiday arrangements in the 'travel agents' and make lists. Children dress up and act out real and imagined experiences, for example, 'the postman' had no letters to deliver. Children eagerly participate in singing simple songs and rhymes. Children select colours during potato printing, but they do not regularly explore different materials and textures in two and three dimensions.

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

- extend free play activities that encourage children to explore media and materials in two and three dimensions
- ensure daily plans include learning intentions and extension activities for older children

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.