



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 161959

DfES Number: 522050

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Sue Vernon

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Snapdragons Sandridge
Setting Address	3 St. Margarets Gardens Melksham Wiltshire SN12 7BT

REGISTERED PROVIDER DETAILS

Name	Mrs Rosemary Collard
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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

Snapdragons in Sandridge registered in 2001 and operates from a detached chalet bungalow. The nursery is situated in a residential road on the outskirts of Melksham. The nursery facilities are used by local residents and parents who travel into the area to work.

The nursery is open all year round from 08.00 am to 18:00 pm Monday to Friday. Funded three and four year olds are accepted with 12 funded three-year-olds and 13 funded four-year-olds currently on register. There are a small number of children with special needs and a few children with English as an additional language currently attending.

Children are cared for in age related groups; babies, toddlers, and three to five year olds. Upstairs there is a room with sleep facilities. Downstairs there is an entrance hall, kitchen, toilets, utility room, quiet room and three nursery rooms. The babies use a room that has been furnished with soft furniture and carpet on the floor. The toddler room is open plan; one section is used for creative and dining activities, the other section for free play activities, group times and imaginative play. There is a similar layout in the room used by the older children. The toilets and quiet room lead directly off these rooms. There is also direct access to the garden from these rooms. Children do not have access to the kitchen. The nursery has three outside play areas located at the side and rear of the building.

The nursery has a manager and ten full and part-time workers in the staff team. Four staff hold National Vocational Qualifications at level two and three. Four staff are Nursery Nurses, one is a qualified teacher and one has the NAMCW qualification. A cook is also employed to prepare cooked meals for the children.

The nursery receives support from the advisory teacher from the Early Years Partnership.

How good is the Day Care?

Snapdragons Sandridge Nursery provides a welcoming environment where children receive good quality care. All staff are suitably early years qualified and there are effective systems in place for vetting and appointing staff and students. Clear policies and procedures are in place and ensure the staff team have a shared ethos for the smooth running of the nursery. Good use is made of the space in all rooms in order to ensure the bright resources support children's development.

Staff use clear procedures to maintain children's safety both inside and outside and they promote children's awareness of good hygiene practices within the daily routine. Children's individual needs and any special needs are known to key workers who value all children and encourage their involvement in the interesting range of play activities. All children are protected by staff's awareness of the correct child protection procedures.

Staff in each age room observe children's progress and plan a variety of interesting activities and play opportunities that support children's development. Resources are attractive and imaginative, particularly those promoting positive equal opportunity images. They are usually well displayed to help children make their own choices. High expectations of children's behaviour combines with genuine use of praise and encouragement to support the development of children's self-esteem. Good relationships are evident between children and the staff who are good role models.

Partnership with parents is very good and is highly valued. Very good information about the nursery is shared with parents at all stages and feedback on their child's experience is offered in a variety of formats such as day sheets, monthly assessments, daily diaries and verbal discussions. Staff link well with parents to ensure children's individual needs are known and supported. All required records are in place and shared with parents appropriately, having due regard for confidentiality.

What has improved since the last inspection?

not applicable as no actions were set at the last inspection.

What is being done well?

- The relationship between the nursery and parents is very good. It is built on well established procedures that ensure parents are welcomed and staff get to know them and the individual needs of their children well. Staff are friendly and welcoming and give information on the child's daily experience in a variety of imaginative ways including individual day sheets as well as more formal records.
- Planning of play activities is effective and covers all areas of development in all the age rooms. Activities are rotated to make sure all sessions offer children similar experiences. Children enjoy their play and are offered activities to challenge them, such as water and sand play offered to children under two years.
- Relationships between the children and staff are warm and nurturing. Staff have high expectations of children and develop a good understanding of their

individual needs.

What needs to be improved?

- free access to books for the under two year olds.

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
3	ensure free access to books for the 0-2 year olds.

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

How effective is the nursery education?

Snapdragons provides acceptable good quality nursery education and children are making generally good progress overall towards the early learning goals. They make very good progress in personal, social and emotional development, and communication, language and literacy.

Teaching is generally good, with staff and children sharing an affectionate and trusting relationship, leading to children being confident to trying new ideas and experiences. Staff work as a team when writing curriculum plans, and set challenges incorporating both indoor and outdoor activities. Staff have high expectations, particularly within communication, language and literacy. Plans are monitored and achievements and concerns are recorded. Behaviour management strategies are applied consistently and are age appropriate. Staff's knowledge of the Early Learning Goals is not entirely secure in relation to aspects of the mathematics curriculum. Children who have a special need are appropriately cared for, and children who speak English as an additional language are helped appropriately.

Leadership and management is generally good. Senior staff take their responsibilities seriously. Feedback from parents is used to instigate change. Children's learning is monitored, but staff had not identified the issue relating to mathematics. Overall, staff are reasonably knowledgeable in assessing the settings own strengths and weaknesses.

Partnership with parents is very good. All parents are made aware of who their child's key worker is. Information is provided about the settings policies and statements. Settling in periods are negotiated depending on the need. Information is provided about the activities available and the learning objective. Parents are provided with daily reports, leaving reports, notices and newsletters, which keep them informed about the setting and forthcoming events.

What is being done well?

- Personal and social development is strong. Children express their feelings naturally, and are aware of their own needs and of the needs of others.
- Children understand right from wrong and have good personal independence.
- Children develop good vocabularies, speak, interact and negotiate well with each other.
- Children are developing confidence in exploring the world around them including outdoors and the natural world.

What needs to be improved?
<ul style="list-style-type: none"> ● Staff's understanding of the early learning goals relating to mathematics. ● The use of activities to promote children's understanding of addition and subtraction through practical situations. ● Monitoring and evaluation of the provision.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children speak in a familiar group and talk about activities they are involved in. They invent games and sit quietly when appropriate. Children express feelings naturally and are aware of their own needs and of the needs of others. Children play alongside adults and their peers and understand that there are agreed codes for behaviour. Children understand right from wrong and have personal independence. They enjoy sharing special occasions and celebrate things like the birth of a sibling.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact well and negotiate with each other. They sit still when listening to stories and respond to the narrative. Children extend their vocabulary by exploring good topics and use speech effectively to explore imagined experiences. They are beginning to write their own name and simple words. They are able to name the sounds and letters of the alphabet, and understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children say and use number in familiar contexts, and can count reliably up to 10 everyday objects. They are able to recognise numerals and use language to compare and describe shape. Children are able to recreate a simple pattern and are developing ideas to solve practical mathematical problems. However, there is little opportunity to compare two numbers or try using early addition and subtraction in practical tasks. Children are not relating addition to combining two groups of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore their senses, such as taste, touch, sight and smell, for example they observed the changes when chocolate melts. Children build and construct well. They are able to use everyday technology. They have an understanding about past and present events, such as a birthday, and can identify features in the place where they live. They are beginning to understand about their own culture and those of others and have looked at German Father's Day celebrations.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely and with imagination. They move with control and coordination during physical activities, and are aware of their own and of others' space. Children can use a range of small and large equipment with enjoyment and confidence, and are able to handle objects and toys with dexterity.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour, texture, shape and form in three dimensional shapes. They are able to name a variety of colours and select their preference of colour. Children sing simple songs from memory but do not always have sufficient access to musical instruments. Children use their vivid imaginations during role play and engage in activities such as art and design, and they are receptive to new ideas.	
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

- Enrich the staff's knowledge of the mathematics curriculum.
- Develop children's understanding of addition and subtraction through practical activities

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.