



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106144

DfES Number: 515335

### INSPECTION DETAILS

Inspection Date 10/01/2005  
Inspector Name Christine Slaney

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Jays Day Nursery  
Setting Address Children's Centre  
Moorhaven Village  
Ivybridge  
Devon  
PL21 0EX

### REGISTERED PROVIDER DETAILS

Name Mrs Jacqueline Aldridge

## 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

The Jays Day Care Nursery School is a privately owned nursery situated in rural surroundings in Moorhaven Village on the edge of the town of Ivybridge, Devon. It has been open since 1995 and is held in a building that was formerly a nurses' social club in the grounds of the former Moorhaven Hospital, which is enclosed by extensive grounds. The accommodation consists of an office, staff room, kitchen, and four children's areas with the addition of a further area during school holidays. This area is mainly used by a separately run playgroup during term time. The children are divided into three groups; baby room, up to 18 months; toddler room, 18 months to three years and pre-school room three years to school entry.

There are currently 69 children on roll aged from babies to five years of whom 26 are funded three- and four-year-olds. The group supports funded children with special educational needs. There are none for whom English is an additional language.

There are seventeen staff members who work directly with the children, 11 of whom are qualified. The nursery is open from 08.00 to 18.00 throughout the year. A holiday club is run during school holidays. Children come from a variety of social and cultural backgrounds and live in the surrounding area. The group has had help and support as part of the Early Years Development Partnership.

### How good is the Day Care?

Jays Day Nursery provides satisfactory care for children. The environment is safe and provides well-organised space with children appropriately grouped. Staff are presently developing a welcoming area, which includes appropriate examples of children's own work and more parental information. There are suitable routines that help children feel secure.

The organisation of care is satisfactory and most staff hold an early years qualification. Overall there are suitable policies and procedures, which work in

practice; for example, young children are encouraged to use handrails while out walking. They also confidently explore the surrounding area safely and appropriately. However, some policies like that for emergency medicinal treatment lack detail. Planning is completed as a staff team and there is an appropriate range of planned activities, toys and equipment, which are age, appropriate and overall provide challenges to development. Staff are developing suitable strategies to deal with children's behaviour, consequently behaviour is managed appropriately.

The nursery takes positive steps to ensure children are safe, for example, visitors are requested to sign in. Practical steps are taken to prevent the spread of infection and promote personal hygiene. There are suitable arrangements for the provision of drinks and food. Staff have an appropriate understanding of equal opportunities, child protection and special educational needs. However some staff still lack understanding of the importance of key roles like the special educational needs co-ordinator.

The partnership with parents is satisfactory. The nursery shares a useful prospectus with parents at admission and there is a developing keyworker system. However, staff do not all understand children's individual needs.

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

At the last inspection actions were raised relating to the safety of the children, documentation and behaviour. Suitable progress has been made. All new staff are allocated a buddy to work with until checks have been completed. The staff rotas are now more specific in details of time; in/out and breaks are also shown. All staff have been made aware of the behaviour policy to ensure continuity throughout the nursery. There are now regular fire drills, which are regularly reviewed, and actions completed. Incidents are recorded and the complaints procedure has been added to the prospectus and parents are now aware of the procedure. These actions have had a positive impact and contribute to the overall development of the service provided to children and parents/carers.

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

- The space is used well, consequently children are appropriately grouped. Staff and children make full use of the local surrounding.
- There is a wide range of toys and equipment which are age appropriate and suitable for children's stage of development. They are clean and in good condition.
- Positive steps are taken to promote safety within the setting. For example, all visitors sign in and there is a clear fire drill which has good evidence of problems encountered and how these are addressed.

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

- the keyworker system to ensure that key persons co-ordinate information about individual children needs and development and share this with parents and other workers to maintain consistency and continuity of care.
- the forms for emergency medical advice or treatment.
- staff knowledge and understanding of the role of the Special Educational Needs Co-ordinator within the setting and how this role can support all children including those with behavioural needs.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted have received two complaints. In September 2004 a concern was raised under National Standard 11, Behaviour and 12 Partnership with parents. Ofsted asked the provider to investigate the concerns and report back within 10 working days. The provider reported back providing details of their investigation, including copies of documentation. From the information received Ofsted was satisfied that the provider remained qualified for registration.

The second complaint was raised in October 2004 in relation to National Standard 2, Organisation; National Standard 3, Care, Learning and Play and National Standard 11, Behaviour. Ofsted carried out an unannounced visit to the nursery on 25th October 2004 and discussed the concerns in detail. Ofsted checked documentation and made observations of the day-to-day running of the nursery.

As a result of the visit Ofsted raised actions to ensure that unvetted persons are never left unsupervised with children; to ensure the registration system was effective in accurately showing when staff, children and visitors are present; and to ensure that adults providing care are able to manage a range of children's behaviour in a way that promotes their welfare and development.

Ofsted also made recommendations to improve practice in relation to a keyworker system being in place and that all staff are aware of how the setting is organised, including knowing the named deputy and being aware of all policies and procedures.

Ofsted are satisfied that the completion of these actions has enabled the provider to meet the National Standards. The provider remains qualified for registration.

**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
2	Continue to develop the key worker system to ensure that key persons co-ordinate information about individual children needs and development and share with parents and other workers to maintain consistency and continuity of care.
7	Request written permission from parents for seeking emergency medical advice or treatment
10	Develop staff knowledge and understanding of the role of the special educational needs co-ordinator within the setting and how this role can support all children including those with behavioural needs.

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

### How effective is the nursery education?

Jays Day Care Nursery provides good quality nursery education, with children making generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good. The play leader uses her sound knowledge of the Foundation Stage curriculum to produce plans that give children, overall, access to a broad range of interesting activities. Naturally arising opportunities to extend children's learning are not always taken up by staff; this can hinder the effectiveness with which written plans are translated into practice. Nevertheless, the play leader has identified this issue and is working towards improvement. New observation and assessment systems allow her to record good quality information about children's progress, and then use this information to plan the next steps in children's learning. The daily timetable does, overall, provide a balance of indoor and outdoor activities. However, it does not always meet the needs of more active children, preventing them from giving their full concentration to tasks. The management of children's behaviour by staff is improving, and, although the understanding of the role of the Special Needs Co-ordinator by other team members requires development, children with special educational needs are accessing increasingly competent support.

The leadership and management of the group is generally good. The play leader has identified most of the areas for improvement across the provision, and has brought about positive changes. There are some weaknesses she has not identified, though she does have a positive attitude to her own ongoing professional development, and is supported by the nursery owner in this aim.

The partnership with parents is generally good. Staff acknowledge that more could be done to give parent's access to consistent and ongoing feedback about their child's progress; parents are, however, given good quality information about the educational programme.

### What is being done well?

- Children's confidence and self esteem are developing well as a result of staff's ability to value children's contributions.
- Children are successful conversationalists who are able to ask questions, seek help, and express opinions. Staff are interested in what they have to say, and encourage these skills.
- Children are increasingly able to make choices and demonstrate preferences; staff regularly invite children to self select activities and independently extend their play.

- The recently appointed play leader has brought about positive improvements in the areas of planning and assessing children; in time, these changes will allow for ever greater matching of plans to children's individual needs.

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

- the encouragement of all staff to become more skilled in implementing written plans and capitalising on naturally arising opportunities, in order to support children's learning, and in particular, to extend older and more able children
- the organisation of the session and the use of time to ensure that more active children are able to give their full concentration to tasks
- parent's access to ongoing feedback about their child's educational progress from staff who are consistently working with their child.

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

Improvement since the last inspection is generally good.

At the last inspection the group were asked to improve the emphasis on mathematical development in their planning. Mathematical learning is now planned for regularly during circle time discussions and through adult led activities. As a result, children access regular teaching in this area, although naturally arising opportunities to extend children's mathematical understanding are not always taken up by staff. The group were also asked to ensure that the then newly introduced assessment systems were fully implemented. Assessment systems have since been revised further, and the latest system has the potential to record in detail the progress children are making, and to enable practitioners to use this information effectively. The team acknowledge that the further delegation of the responsibility for completing assessments across the staff team would improve the effectiveness of the system still further.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and their self esteem is developing well; they are proud of their achievements. From time to time, more active children in particular struggle to concentrate and give of their best. However, taken overall, children behave well and respond positively to adults. They are increasingly independent, as well as being able to recognise the requirements of being in a group, such as using 'please' and 'thank you'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language throughout their play, and are confident conversationalists, chatting enthusiastically with each other during snack, for example. Though they do not use books independently in their play, they do enjoy story time, and are keen to contribute. They are also increasingly able to link sounds and letters. Writing materials are readily available across the session, though staff can miss opportunities to extend children's use of them, for example, in encouraging name writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting activities and singing number songs. They are beginning to recognise written numerals. They are also able to recognise shapes, use comparative and positional language, such as 'big', 'little', and 'next to' with increasing accuracy. Opportunities to take their understanding further are not always offered to the children; however, staff understand the importance of using numbers within the play environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a well developed sense of time, discussing their own daily routines and recent events in their lives. Staff sometimes fail to recognise the usefulness of naturally arising opportunities to further children's understanding of the world around them; however, regular planned activities do encourage their curiosity and help them develop and appreciation of different cultures and peoples. Children also use computers and other technology in their play.



### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are confident movers who negotiate space well. They enjoy daily outside play, though this is not always timed to fully meet the needs of more active children. Although opportunities to learn about being healthy are less visible in written plans, children are encouraged in everyday routines to understand their body's needs. Other aspects of the curriculum, such as the use of equipment and tools are better emphasised, with children accessing paint brushes, glue sticks, and scissors often.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children make good use of the media and materials offered for exploration, such as sand, gloop, paint and junk modelling resources, although staff do not always make sufficient use of questions to encourage children's response to them. However, children's imaginations are developing well, as they make use of role play areas and small world toys. They enjoy regular 'musik garten sessions', and respond well to being encouraged to make choices and express opinions.

**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**

- Encourage all staff to become more skilled in implementing written plans and capitalising on naturally arising opportunities, in order to support children's learning, and in particular, to extend older and more able children.
- Evaluate the organisation of the session and the use of time as a whole, with a view to ensuring that more active children are able to give their full concentration to tasks.
- Increase parental access to ongoing feedback about their child's educational progress from staff who are consistently working with their child.

*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.*