



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 109333

DfES Number: 510638

INSPECTION DETAILS

Inspection Date	13/10/2003
Inspector Name	Fran Fielder

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Whitehall Nursery School
Setting Address	15 Elphinstone Road Hastings East Sussex TN34 2EE

REGISTERED PROVIDER DETAILS

Name	Mrs Rosemary White
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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

Whitehall Nursery School opened in 1982. It operates from three rooms in a large detached house in the centre of Hastings. It serves families from the local community.

There are currently 27 children, aged from 2 to 5 years, on roll. This includes 13 funded three year olds and no funded four years olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 8:45 until 15:00.

Three members of staff work with the children. All staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

The registration also incorporates a summer play scheme, which can include children up to eight years.

How good is the Day Care?

Whitehall Nursery School provides satisfactory care for children. Staff provide a safe, welcoming environment with plenty of space and resources.

The experienced staff work well as a team. All are working towards an appropriate child care qualification, although progress is slow. Space is well organised and most resources are easily accessible. All required documentation is in place and most is well maintained. The policies and procedures do not wholly reflect practice in the group.

There are effective procedures to keep children safe both indoors and out. Children learn about personal hygiene through the daily routine but hand washing is not always monitored. Staff are not fully aware of health regulations. All staff hold a

current first aid certificate. Staff understand their role in child protection and act appropriately when concerns are raised.

Staff work with the children at all times and show interest in what the children say and do. Staff provide a varied range of activities but some are too formal especially for children under three years. Children with special needs are adequately catered for. There is a lack of support for children with English as additional language. Staff use age appropriate strategies to reinforce good behaviour.

Staff ensure that children are cared for according to the wishes of the parents. There is a notice board which offers information about the provision but staff are not proactive in making staff aware of all policies and procedures. Parents are happy with the provision and receive sufficient feedback on their children's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Space is very well organised giving children the opportunity for quiet and active play.
- Adults listen to children and take an interest in what they do. Staff encourage children to talk about their home life.
- All children have equal access to a good range of resources.
- The premises are very secure and all adults entering the premises are carefully monitored.

What needs to be improved?

- the use of resources for all children and the activities for children under three;
- the support for children with English as an additional language;
- the procedures to ensure children's health is promoted;
- the policies and procedures;

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	Provide appropriate activities for children under three and make better use of the resources for all children.
7	Ensure effective procedures are in place to promote children's health
9	Ensure sufficient support for children with English as an additional language.
14	Ensure policies and procedures reflect practice and are effectively shared with parents

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

How effective is the nursery education?

Whitehall Nursery provides a caring, friendly and safe environment for children. The provision is acceptable but has some significant areas for improvement.

Staff develop good relationships with the children but the overall quality of teaching has significant weaknesses. The curriculum is fairly well balanced but activities are often adult lead which prevents children from learning for themselves. Three year olds progress satisfactorily towards the early learning goals but there is insufficient challenge for the older and more able children. Staff miss opportunities to extend children's learning during free play activities. Observations and assessments are not used effectively to plan the next stage of children's learning. Satisfactory provision is made for children with special educational needs.

Leadership and management of the setting has significant weaknesses. Some of the policies and procedures are outdated so staff lack guidance in several areas. All staff are now working towards an appropriate early years qualification but there is little time for further training. The staff work well together and are committed to improvement.

Partnership with parents and carers has significant weaknesses. Parents and carers receive basic information about the setting but information about the foundation stage is not readily available. Parents and carers are welcome in the group and become involved in celebrations in the nursery. They are asked to bring items of interest that link with the theme. There is no formal feedback regarding children's progress towards the early learning goals.

What is being done well?

- Children are happy, confident and keen to try new things. They develop trusting relationships and relate well to adults and each other.
- Physical development is generally good and children have regular access to large outdoor equipment. Fine motor skills are also developing well. Children are gaining an awareness of the need for physical activity to promote health.
- Children enjoy and join in music activities.
- Children's speaking and listening skills are developing well.

What needs to be improved?

- the planning and implementation of the curriculum;
- the challenges for older or more able children;
- staff's knowledge and understanding of the stepping stones;

- the opportunities for children to express themselves creatively.

What has improved since the last inspection?

Improvement since the last inspection is generally good. All staff are working towards an appropriate qualification but still have limited knowledge of the stepping stones and the early learning goals. Teaching is still weak and many activities are adult lead. There are many more opportunities for free play and the day is well organised.

Assessments and records reflects children's progress but do not inform the planning. Planning now shows the learning intentions and appropriate activities are available to all children.

There is a named special educational needs co-ordinator (SENCO) and the provision for children with special needs is satisfactory.

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 happy and keen to try new experiences. They persist at self chosen activities and behave well. They share toys, take turns and learn patience. Children are confident and self-esteem is built up by staff who are caring and sensitive. Independence in most areas is encouraged and children can wash their hands and some can dress themselves with support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children's progress in communication, language and literacy has significant weaknesses. Children are confident speakers and listen well but staff do not provide sufficient opportunities or support for reading and writing. Worksheets are used for tracing letters but most children cannot name them. Most children recognise their own name and understand that print carries meaning. Children enjoy books and stories but do not readily visit the book corner without adult support.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's progress in mathematical development has significant weaknesses. Children have some understanding of number and can identify groups of three items. Some children can count reliably by rote. Staff provide insufficient opportunities for children to explore simple calculation. Little mathematical language is used during free play activities. Children recognise and name simple shapes and show an awareness of shape in their surroundings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children's progress in knowledge and understanding of the world has significant weaknesses. Some children talk about their home life. Children learn a little about everyday technology such as telephones, calculators and tape recorders. There is some opportunity for children to explore and investigate objects and materials. Opportunities to develop children's designing and making skills are limited. Children learn about the natural world by looking at spiders and insects.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. Children move confidently and show good co-ordination. They have regular access to large play equipment which allows children to practice climbing and jumping, pushing and pulling and balancing. They can manoeuvre tricycles around obstacles and stop safely. Children's fine motor skills are developing well. Children learn to handle scissors, paintbrushes and pencils with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>Children's progress in creative development has significant weaknesses. Opportunities for children to learn through role play are limited by the amount of time given to free play. Art and craft activities are well planned but most are adult lead and children require little imagination. Children enjoy music activities and participate in action songs.</p>
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Increase staff's knowledge and understanding of the stepping stones to enable them to plan effectively and implement a curriculum that will enable children to make progress in all areas of learning.
- Set challenges for the older or more able children to help them progress in all areas of learning.
- Organise activities to allow children to express themselves imaginatively in a variety of ways.

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.