



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 218501

DfES Number: 519995

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Rosemary Linda Tomkins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sugar 'n' Spice
Setting Address Methodist Church
 Bradwell Lane
 Newcastle
 Staffordshire
 ST5 8PS

REGISTERED PROVIDER DETAILS

Name Mrs S J Nicklin

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

Sugar 'N' Spice Day Nursery opened in 1990. It operates from a building adjacent to Bradwell Methodist Church in the Bradwell area of Newcastle under Lyme, Staffordshire. The nursery serves the local area and wider areas of Newcastle under Lyme.

There are currently 50 children from 2 to 7 years on roll. This includes 17 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions including before and after school. The setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery opens 5 days a week for 51 weeks of the year. Sessions are from 07:30 until 18:00.

There are four full time and one part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership and the area Special Educational Needs Co-ordinator.

How good is the Day Care?

Sugar 'N' Spice Day Nursery provides satisfactory care for children.

Staff give high priority to ensuring children are safe both inside and outside the nursery. They consistently carry out the procedures outlined in the comprehensive safety policies. Staff ensure that the available space is well organised and planned. Children with special needs or language requirements are fully included in activities. Staff provide a warm and welcoming environment.

There are procedures in place to ensure staff have a consistent approach to their work, such as induction training, staff meetings and training plans. The staff team work to a high child adult ratio and ensure children are well supervised at all times.

Children are provided with interesting imaginative activities both inside and outside

the nursery, the children enjoy free play and choice of activities. Children are happy and settled and have good relationships with staff and each other.

Staff ensure all children have individual attention and attend to their health and dietary needs very well. However, the Child Protection procedures lack necessary detail and existing injuries are not always recorded.

Children are well behaved and respond well to requests to help clear away activities, share and take turns.

There is a very good relationship with parent and carers. They are provided with detailed verbal information on activities and progress of their children on a regular basis and encouraged to be involved in their learning.

What has improved since the last inspection?

At the last inspection the nursery agreed to obtain written parental permission for seeking emergency medical treatment for their children. Parents now provide written permission at the time of registration on children's record forms.

What is being done well?

- Staff plan and organise the space well. They provide opportunities for children to choose and play imaginatively.
- The children are interested and absorbed in their activities and well used to the routine, they are happy and settled.
- Children and parents are greeted individually into a warm and welcoming setting.
- Children are provided with freshly cooked nutritious meals and snacks, drinks are readily available.
- Children in the nursery are well behaved and have good relationships with staff and each other. Children show concern for one another and easily share and take turns.
- The relationships with parents and carers is very good, confidentiality is maintained and parents have open access to their individually maintained children's records at all times and share verbal information on a daily basis.

What needs to be improved?

- the procedures for staff to follow in the event of allegations of neglect or abuse.
- the organisation of recording existing injuries as children arrive in the nursery.

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 must take the following actions by the date shown**

Std	Action	Date
13	Ensure there is procedure to follow in the event of allegations made against staff.	18/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Ensure that existing injuries are recorded at the time of arrival and signed by parent or carer.

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

How effective is the nursery education?

Sugar 'N' Spice Day Nursery offers high quality provision overall which helps children make very good progress towards the early learning goals.

Teaching is very good. The key strengths in all six areas of learning are due to the skilful, consistent interactions of the staff in engaging children in conversations and involvement with their play. Staff's sound knowledge of the foundation stage enables them to organise activities that are suited to the children's stage of development and progress. Children with special needs and who have English as an additional language are fully included in activities and provided with effective support. Younger children are given individual support to progress their learning.

Children are encouraged to express their ideas and thoughts verbally. Children have opportunity to further develop their initiative and manage tasks during daily routines.

The assessment and planning of children's learning is very good. It matches the stepping stones and informs the long, medium and short-term plans. Children behave well in response to the high expectations and support of the stable staff team. The nursery has a very good range of equipment to cover all areas of learning both inside and outside.

Leadership and management is very good. The success of the setting is due to strong leadership and a well-structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development.

The partnership with parents is very good. Parents are well informed about their children's progress and operation of the nursery. Information is exchanged on a daily basis and parents are encouraged to be involved in their children's learning.

What is being done well?

- Children with special educational needs and who speak English as an additional language are fully included in all activities. Staff find out all they can about children's specific needs. They work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.
- Staff use daily routines to reinforce children's understanding of all six areas of learning. They consistently use opportunities, resources and free play to allow children to practise and develop their skills.
- Parents are kept very well informed of their child's progress. There is an effective system in place to ensure parents have access to their child's records and parents are encouraged to be involved in their children's learning

and day to day operation of the nursery.

What needs to be improved?

- the organisation of snack and meal times to offer further opportunities for children to develop their personal, social and emotional skills.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified in the previous inspection report. These required the nursery to improve staff training and parental contribution to children's assessments. Staff now have individual training files and programmes and regularly attend training arranged by the Early Years and Childcare Development Partnership to update and increase their skills. The children now have 'Home Bags' which contain books and word recognition slips. Parents are encouraged to practise with the children and record their children's progress on assessment sheets. The parent's findings are then recorded on the children's assessment and observation records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They willingly try new activities and work well together. Children behave well and have good relationships with staff and each other. Children are developing a sense of independence when selecting resources. Younger children show an increasing level of confidence with their personal independence. Older children are able to use their initiative and manage tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact, listen and enthusiastically respond to each other and staff. Children use descriptive language to express feelings and discuss elements of stories. Older children respond to sound prompts to identify words and recognise and write their own names. They identify other children's names and resources. Younger children are beginning to make marks on paper and link sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children use and understand numbers up to 10 and beyond. They use appropriate language to compare numbers. Older children use the computer to develop their understanding of addition and subtraction. Children use descriptive language to describe size and shape. Children are reinforcing their understanding of counting and calculating during everyday routines and freely chosen activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use all senses to explore. They ask questions about how things work and why things happen. Children talk about their environment and features of the natural world. Children are beginning to learn about various cultures and beliefs. Children build and construct a wide range of objects and natural materials. Older children confidently use information and resources to support their learning. Younger children enjoy mechanical toys and freely chosen activities to progress.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They have a sense of space and are aware of their own physical needs. Children are increasing in confidence when using a range of small and large equipment and younger children are progressing towards handling tools and malleable materials with increasing control. Older children are very confident with all equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children excitedly explore different textures, shape and form. Children are involved with their role play and organise their own games. Children sing songs and say rhymes from memory. Children respond well to rhythm and recognise tunes. The children freely express and communicate ideas using body language and gestures.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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:

- Point for Consideration:
- Continue to improve the progress and development of children's personal, social and emotional development through freely chosen activities and daily routines.

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.