



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY251062

DfES Number:

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Dianne Andrews

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Country Kids Day Nursery
Setting Address House on Hill
 Offoxey Road
 Bishops Wood
 Staffs
 ST19 9AP

REGISTERED PROVIDER DETAILS

Name Mrs Jane Angela Frisby

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

Country Kids Day Nursery transferred to its current ownership in March 2003. It operates from four classrooms in a purpose-built, self contained extension to a private house which is located just outside the village of Bishopswood on the Shropshire/Staffordshire border. The nursery, in the main, serves the surrounding local area. The setting currently supports children with special needs and who speak English as an additional language.

The nursery opens five days a week throughout the year. The sessions are from 07:30 to 18:00.

There are 14 staff members working with the children throughout the week. Over half the staff have early years qualifications to level two or three. Several other staff members are working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Country Kids Day Nursery provides satisfactory care for children. The nursery transferred to new management in March 2003, the management are generally committed to improvement and development of good practice in the setting. They have accessed support from the early years development workers and the foundation stage mentor.

Staff are encouraged to access training opportunities and they work well as a team. There are effective policies and procedures in place that underpin the day-to-day running of the service with only minor amendments necessary.

Positive steps are taken to promote safety in the setting, risks are assessed and regularly reviewed. The daily routine encourages children to have good personal hygiene standards, although some improvements regarding general care procedures

within the nursery need to be reviewed to ensure the good health of children is promoted at all times. Food provided is freshly prepared, healthy and nutritious.

Toys are age appropriate, well maintained and children are able to access the majority independently. Space and resources in the baby and toddler rooms are well organised.

The majority of staff manage children's behaviour effectively; most children are well behaved and respond positively to expectations. The staff are aware of children's special needs and care for them appropriately.

Partnership with parents is well established and regular discussions ensure that they are kept well informed of their child's progress and nursery events.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Provides a good range of toys and resources for children aged from birth to three years which enable the children to progress in all areas of development. Opportunities are provided through a wide range of planned and free play activities and children know the routines well.
- Staff time is planned well in the baby room so that they can talk to, hold and play with babies and toddlers.
- Children are encouraged to be aware of and practice good hygiene procedures relating to their personal care.

What needs to be improved?

- procedures for ensuring that the person in charge of the baby room is appropriately qualified
- effective grouping of the children.
- Opportunities for older children to make choices and build on their independence
- organisation of space and resources in the pre-school room
- monitoring of room temperature
- health and hygiene procedures regarding sleeping, nappy changing and access to general cleaning equipment
- recording of children's existing injuries
- privacy and dignity for children in the toilet area
- understanding and consistency of all staff in the use of behaviour management strategies.

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
2	Develop and implement an action plan that sets out how the supervisor of the baby room will achieve a level 3 qualification.	11/01/2003

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

Std	Recommendation
2	Organise space and resources in the pre-school room to meet children's needs effectively.
2	Consider the effective grouping of children and staff to maintain consistency and continuity of care.
3	Provide opportunities for pre-school children to make choices and build on their independence.
4	Ensure that the premises are maintained at an adequate and comfortable temperature.
6	Make sure that soiled floor mops are inaccessible to the children.
7	Provide toilet facilities which ensure that the dignity and privacy of children are respected.
7	Maintain details of any existing injuries when a child arrives at the nursery.
7	Ensure that the procedures for storing children's bed linen are effective in preventing the spread of infection.
11	Ensure that strategies for dealing with behaviour are understood by all staff and consistently applied.

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

How effective is the nursery education?

The effectiveness of the education has significant weaknesses.

There are significant weaknesses in children's development towards the early learning goals, with the exception of physical development where children are making generally good progress. The children have limited opportunities to explore or become interested and involved in their play and little opportunity to select equipment and become independent. The organisation of space and resources restricts the children in their play and structured activities do not hold their attention. Staff praise positive behaviour and have a caring manner towards the children, but do not always deal with inappropriate behaviour well. Opportunities for free play are limited within the routine.

The support for children with special educational needs is generally good. Staff maintain positive professional links with parents and other professionals.

The teaching has significant weaknesses although staff have accessed regular training, in particular when seeking to improve written planning and assessment records. Although written plans are detailed, they do not currently detail the learning focus and do not consistently work in practice, with children becoming distracted and disinterested in structured adult led activities.

The leadership and management of the setting is generally good. The new management and staff have worked hard to maintain a stable environment for the children. They have worked closely with other professionals, seeking support and advice, but need to look at addressing the key issues from this inspection to improve the provision of education.

The partnership with parents is generally good. The setting encourages the parents involvement with the group, providing regular information about activities and other early years issues. Parents have opportunities to access records about their child's progress at parents evenings and in the form of progress reports.

What is being done well?

- Children are making generally good progress in physical development. They have opportunities to move confidently and safely, accessing a weekly dance class and an outdoor area, which is well set out for physical play.
- The partnership with parents is generally good, with parents receiving regular information about their child's development.
- The support for children with special needs is generally good, with staff working closely with parents and other professionals to provide consistent care. In addition staff are good at praising positive behaviour in all children

and have a caring manner towards the children.

What needs to be improved?

- children's independence in selecting their own materials and resources
- organisation of space and resources so that children have time and opportunities to learn through play and extend their learning
- the use of assessments to inform planning so that staff can help children make progress in all areas of development
- the planning for the early learning goals so that it is effective and works in practice
- staff's knowledge and understanding of ways to support and challenge children within free play and structured activities so that they can learn effectively
- knowledge and understanding of ways to manage children's behaviour and help children understand what is expected of them.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in personal social and emotional development. Children do not sit and listen during whole group activities, becoming quickly disinterested and distracted. They do not always play with aim and purpose, with limited resources to interest them and do not always treat toys and resources appropriately. Children have limited opportunities to make choices about what they do, with their independence hindered by poor organisation of the space and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

There are significant weaknesses in communication, language and literacy. The children do not always listen and respond with enjoyment or play imaginatively in role play. The three and four year olds are beginning to recognise familiar letters within simple words or sentences, but have limited opportunities to develop their skills within free play. Some of the children are beginning to write their own name, through early writing, copy writing or independently.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in mathematical development. Children count to six or more confidently and recognise some numerals, but do not have consistent opportunities to reinforce their learning in child-led and adult-led activities. They quickly lose interest in structured mathematical activities. Children are beginning to recognise and compare shape, but there is little evidence to show an understanding of calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

There are significant weaknesses in children's development of knowledge and understanding of the world. Children have limited opportunities to choose to explore, design and build within their play. Resources are not always freely available to help them develop their skills. Toys and resources to promote understanding of information technology are available but not used effectively. Children are beginning to have an awareness of culture and belief through planned activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. They move with ease and confidence in the space available. Staff provide a variety of activities which include a dance class, which children enjoyed initially. Children balance, run, walk and use a variety of equipment that helps them develop their physical skills. Three and four year olds use a range of materials, tools and equipment with increasing control. They are beginning to have an awareness of themselves and others.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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There are significant weaknesses in creative development. The children do not have opportunities to use and develop their imagination due to the organisation of space and resources. They attempt to retell and re-enact real and imaginary experiences using role play, but have limited opportunities to develop using music and dance. Children access structured activities to access materials and media, but have little opportunity in free play.

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

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

- Support children to develop independence by providing opportunities to select their own materials and resources.
- Organise space and resources so that children have time and opportunities to learn through play and extend their learning.
- Use assessments to inform planning so that staff can help children make progress in all areas of development.
- Develop planning for the early learning goals so that it is effective and works in practice.
- Increase staff's knowledge and understanding of ways to support and challenge children within free play and structured activities so that they can learn effectively.
- Increase staff's knowledge and understanding of ways to manage children's behaviour and help children understand what is expected of them.

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.