



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511398

DfES Number: 516577

INSPECTION DETAILS

Inspection Date 15/07/2004
Inspector Name Michelle Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Day Care Childrens Nursery
Setting Address Ashwood
3-4 Ashwood Terrace
Stoke-on-Trent
Staffordshire
ST3 1DU

REGISTERED PROVIDER DETAILS

Name The partnership of Terry and Barbara Podmore

ORGANISATION DETAILS

Name Terry and Barbara Podmore
Address 3-4 Ashwood Terrace
Longton
Stoke - on - Trent
Staffordshire
ST3 1DU

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

Day Care Childrens Nursery Ashwood opened in 1980. It operates from four rooms within converted premises in Longton, Stoke on Trent. The nursery serves the local area.

There are currently 57 children from 0 to 8 years on roll. This includes 16 funded 3-year-olds and 2 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week all year round. They close for one week a year at Christmas. Sessions are from 07:00 until 17:30. Seven children attend an Out of School Club within the nursery.

Twelve staff work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development Partnership (EYDCP). The nursery is currently at the accreditation stage of Quality Counts, a quality assurance scheme.

How good is the Day Care?

Day Care Childrens Nursery Ashwood provides satisfactory care for children. Staff are deployed well and children are grouped appropriately, which has a positive impact on the care of children. Space is used creatively with four sections catering for differing abilities ensuring activities and equipment is age specific. The majority of resources are used effectively. However, resources are not always used well to encourage babies independence when feeding. Most documents are well organised, although some lack the necessary detail.

High priority is given to health and safety through both written information and working practice. This results in children being safe and well cared for. Healthy nutritional food is provided for each child including fruit and vegetables during snack

time which children enjoy. The nursery is particularly good at promoting equal opportunities. Staff know the children well. They work hard to ensure each child's needs are met and have effective procedures in place to care for children with special needs.

A broad range of activities help children to make progress in all areas of development. Staff monitor the development of children and use this information well to plan for the next steps in learning. A safe outdoor play area provides all children with the opportunity to progress their large physical skills, for example climbing and hopping. Children's creativity is developed through a good range of practical activities. Staff listen to the children and respond to their needs. They introduce new vocabulary and encourage children to understand the meaning of new words through themes.

Relationships with parents are good. Parents are encouraged to be involved in the life of the nursery through contributing actively to themes and suggesting new ideas. A wide range of methods help parents to keep up to date with their child's learning and the setting. This includes newsletters, home diaries and parents evenings.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff spend the majority of their time working directly with children. They listen and respond to children's needs, valuing each child's contribution.
- Activities promote children's creativity. Children are given sufficient time and space to explore and experiment with a wide range of textures.
- Resources and activities promote positive images and anti-discriminatory practice. Children's awareness of different countries and cultures is raised through 'country days' where children explore themes through practical activities and display work.
- Policies and procedures are easily accessible to parents. Parents are encouraged to become involved in the nursery through a wide variety of ways for example contributing ideas and suggestions.

What needs to be improved?

- the organisation of equipment in the baby room to promote children's independence during meal times
- the level of parental consent gained for the administration of medicines and emergency medical advice and treatment
- the complaints policy to include the address of the regulator and confidentiality within the recording of medicines administered.

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
14	Ensure parents sign to acknowledge all medicines administered and the complaints policy includes the address of the regulator.	14/07/2004

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

Std	Recommendation
5	Organise resources to promote babies independent feeding skills during meal times.
14	Ensure sufficient consent is gained from parents regarding the seeking of emergency medical advice and treatment and confidentiality is maintained within medicine records.

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

How effective is the nursery education?

Daycare Nurseries at Ashwood offers good quality provision overall which helps children make generally good progress towards the early learning goals. Children make very good progress towards personal, social and emotional development, mathematical development and physical development.

The quality of teaching is generally good. Staff have satisfactory knowledge of the foundation stage and use this knowledge well within spontaneous and planned activities. Individual staff plan learning intentions for their key worker children. This results in the effective use of assessments as staff base future plans on what children can do and the challenge required in order for each child to make good progress. However, the plans for some aspects of music and to develop children's skills to join and assemble are limited. Majority of resources are well organised with children able to self select tools most of the time. Staff provide a learning environment that reflects the communities children come from and the wider world. They have good relationships with the children and work sensitively to offer support when children meet problems that frustrate them. Methods used to manage children's behaviour are positive and children respond well.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and work well together. They use a broad range of methods to assess their strengths and weaknesses including active use of parental questionnaires and progressing through a quality assurance scheme, however gaps in teaching have not been identified. Management ensure staff have easy access to guidance and support. The staff team are committed to improving practise.

Partnerships with parents are very good. Parents are provided with good quality information about the setting and its provision. Staff complete a termly report on each child and meet regularly with parents to ensure they are kept well informed of their child's achievements and progress.

What is being done well?

- Children display high levels of involvement within activities. They sit quietly and concentrate for long periods of time.
- Children are able to link sounds to letters. They are learning to name sounds within their own names and of other children.
- Children explore and investigate with a wide range of materials. They are developing a good understanding of living things and are beginning to understand how and why things work.
- Staff build warm and trusting relationships with the children. They manage children's behaviour well successfully building children's self esteem and

confidence.

What needs to be improved?

- opportunities for children to self select appropriate tools to join and assemble materials
- the consistency of opportunities for children to write their own name
- children's understanding of rhythm and beat, providing them with opportunities to explore sounds and how they can be changed.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Two key issues were identified. These were: opportunities for children to attempt to write, especially their own names are increased, and resources for designing and making are made more accessible. As a result, children have the opportunity to attempt to write on a daily basis. However, children are not consistently encouraged to write their own name within everyday situations. This has been carried forward as a key issue from this inspection. Children are now able to self-select resources for design and making as they are available on a daily basis for children to construct as they choose.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate from their main carer easily. They sit quietly and concentrate when appropriate, demonstrating self control and the confidence to speak within a familiar group. Children work well together. They have positive regard for other children and staff and show high levels of self confidence. Children are learning the skills of negotiation with their play, for example sharing farm animals. They have personal independence within daily tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to talk about what they are doing, using language well within imaginary play. They show an understanding of elements of stories, listening to and showing expression within familiar books. Children are able to link many sounds to letters. They use this knowledge well to learn sounds within their own name and others. Children enjoy writing for meaningful purposes although they are not consistently encouraged to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use and understand numbers one to ten with some children extending beyond. They show great interest in numbers, for example self initiating the counting of eleven raisins during snack time. Majority of children are able to use the number name for each item they count. Children show a developing awareness of addition and subtraction, for example one more than. They talk about, recognise and recreate simple patterns, using this knowledge well to solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good sense of time and place. They enjoy talking about significant events and are able to distinguish between past and present. Children are given the time, space and resources to explore and investigate. They are able to note patterns of change within living things for example within a wormery. Children have easy access to materials to join and assemble but the resources do not allow children to independently select tools to refine their construction.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move imaginatively and safely. They are able to co-ordinate their movements, for example when hopping. Children stop and start safely, negotiating pathways around each other as they run. They show good awareness of themselves and each other, demonstrating a good sense of space as they work together during group times. Children use large and small equipment well including one handed tools, for example glue spreaders.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express ideas and imagination freely through a good range of activities. They engage in role play based upon their own experiences. They learn about colour and explore texture well for example papier mache and pouring dry sand. They paint, draw and make construction models to reflect their own ideas. Children communicate their ideas well for example making a rocket from shapes and describing it's purpose. Children use musical instruments but do not explore rhythm and wider sounds.

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

- Provide opportunities for children to self select appropriate tools to join and assemble materials.
- Ensure staff are consistent in their approach to children writing their own names.
- Further develop children's understanding of rhythm and beat, providing them with opportunities to explore sounds and how they can be changed.

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.