



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321595

DfES Number: 581655

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Carol-Anne Shaw

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Askham Bar Day Nursery
Setting Address	Askham Bar Tadcaster Road, Dringhouses York North Yorkshire YO24 1LW

REGISTERED PROVIDER DETAILS

Name	Mrs Lyn Dyrdal
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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

Askham bar Day Nursery opened in 1996. It operates from a building situated on the edge of the Askham Bar Park and Ride site, off Tadcaster Road. The children have use of three play rooms with the toilet area situated off the main play room. It has a small secure area for outside play. It serves the local and surrounding communities, also workers in the City centre using the park and ride.

There are currently 60 children on roll. This includes 19 funded three-year-olds and 3 funded four-year-olds. Children attend for a variety of sessions.

The Nursery opens five days a week all year round, excluding bank holidays and one week at Christmas. Sessions are from 08:00 to 18:00.

There are ten full-time and two part-time members of staff working with the children. Eight have early years qualifications to NVQ level 2 or 3 or above, three are working towards a relevant qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Askham Bar Day Nursery provides good day care for children. The organisation and management of the nursery is good with the required systems, policies and procedures available. Most of the staff working with the children have relevant childcare qualifications. The premises are good, they are organised to meet the needs of the children attending. The children have access to a wide range of appropriate equipment, resources and child size furniture. The required documentation is available and stored securely.

The safety in the group is good with all staff aware of safety issues, with the exception of the frequency of fire drills. The arrangements for health and hygiene are good. There are good arrangements in place to provide healthy nutritious meals. There is a satisfactory awareness of equality of opportunity, with a range of resources to support children's understanding, however not all resources are used

effectively. Children's behaviour is good, staff promote good behaviour with positive encouragement and praise.

The care, play and learning is good, a wide curriculum of play and learning opportunities, linked to the foundation stage are available each day. The group is aware how children learn through play and use everyday activities to enable them to develop and progress in their knowledge and understanding. All children are welcomed into the group and their independence and self-esteem is supported generally well. There are systems in place to integrate children with special needs.

Partnership with parents is good. Parents have access to appropriate information about the group and how their child is developing, this is done both formally and on a daily basis verbally. Information about topics and how parents can support their child's learning is available.

What has improved since the last inspection?

not applicable

What is being done well?

- Good use is made of the available space, both in and outside the nursery. It is used effectively to enable children to play and learn.
- The toddler room is very well organised with lots of different activities each day to keep children interested and promote learning. Staff use the Birth To Three Matters programme to support and evaluate children's development.
- The activities are well planned to attract and maintain children's interest, for example, the activities relating to the topic 'Weddings' provides very good play and learning opportunities.
- Relationships are good within the group, the children are confident; they come into the nursery and settle quickly.
- The baby room is light, bright and welcoming, the children are able to see through the windows to watch the other children playing.
- The individual needs of children are effectively met by the staff.

What needs to be improved?

- the privacy in the children's toilet area
- the frequency of fire evacuation practice
- the use of the multi-cultural resources in everyday play situations.

Outcome of the inspection

Good

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	Ensure children are afforded privacy when using the toilet to develop self-esteem.
6	Ensure fire officer is contacted for advice on number of full fire evacuations required.
9	Increase the use of multi-cultural resources in everyday play situations.

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

How effective is the nursery education?

Askham Bar Day Nursery provides good-quality nursery education which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal social and emotional, communication language and literacy, and mathematical development. In knowledge and understanding of the world, physical development and creative development and they are making generally good progress.

The quality of teaching is generally good. Staff are enthusiastic and provide an interesting curriculum. Planning overall is good with the sessions running smoothly. The nursery provides children with a learning environment in which to play and learn. There is a wide range of resources to support children's learning and understanding, these are not always used to their best effect to develop children's growing independence. Staff provide good role models for the children to follow and manage behaviour well. Staff organise interesting activities linked to the early learning goals to enable children to progress in their learning. Assessments for all children are regularly completed by staff and are used to inform future planning.

The leadership and management is generally good. Staff are aware of their roles and responsibilities and this results in the day to day running of the nursery working well. The monitoring of the provision is able to show what the nursery is doing well and what improvements need to be made.

Partnership with parents is very good. Parents are provided with good information about the curriculum and the topics their child is covering. They are encouraged to share what they know about their child and are invited to view their children's records, this results in them being informed about their child's attainment and progress.

What is being done well?

- The staff foster children's personal, social and emotional development very well, children are confident and eager to participate in all activities.
- Staff have a very good understanding of the foundation stage. They provide a wide range of interesting play opportunities, linked to topics to support children's development and learning.
- Staff use the outside area effectively to support children's learning.
- Staff provide lots of well organised opportunities throughout the session for children to practise number and writing in everyday play situations.
- The management of children's behaviour is very good, resulting in children understanding the codes of behaviour, working in a group, turn taking and sharing.

What needs to be improved?
<ul style="list-style-type: none">● the use of everyday technology and programmable toys● opportunities for children to use climbing and balancing equipment● opportunities for children to self select resources and be independent when doing painting/collage.

What has improved since the last inspection?
<p>The nursery has overall made generally good progress with the two key issues from the last inspection.</p> <p>They were asked to develop children's understanding of problem solving involving simple addition and subtraction. This has been fully achieved with lots of opportunities in everyday activities and play for children to do simple calculation.</p> <p>Improve methods of recording children's achievements to show their progress towards the early learning goals. This has been partly achieved with plans in place to evolve a more focused assessment for the children.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show lots of enthusiasm and interest in all activities, demonstrating very good levels of concentration. Children have positive relationships with each other and staff, they are showing concern for each other and are learning about sharing and taking turns. They are developing personal independence and are confident in expressing their needs. All the children are responding and have an understanding of the behaviour codes within the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books and listening to stories, they are aware books give information about the real world and are beginning to use them confidently. All children are extending their range of songs and rhymes. Good opportunities to practise mark making and emerging writing skills are included in each session. All children are confident mark makers. Play opportunities and activities, as in the wedding topic, are used to the full to extend children's vocabulary.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to enjoy numbers through a wide range of practical activities. Children's counting skills, number recognition, early addition and subtraction are being effectively promoted. Three-year-olds can count to ten confidently, and four-year-olds can count beyond. Planned activities effectively introduce children to shape, pattern and measurement. All children are confident to do simple calculation in the number rhymes and songs, speckled frogs and buns are favourites.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to explore and investigate, and enjoy making things to support the topic. Children show interest in the world they live in, talk about their families, where they live and people that help us. The wedding role play has extended children's understanding of a celebration they can relate to. They learn about different festivals and how children live in other countries. However, limited access is available to everyday technology and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to discover different ways of moving. They move confidently round the nursery and have good control of their movements. Children's awareness of space is encouraged by staff and children are able to negotiate space whilst playing together. The outside area is used to support children's physical development. However, the planning for the physical development is not linked to individual children's assessment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children are able to explore colour and texture through a variety of planned activities. They can confidently sing a range of songs. Children use their imagination in role play which is extended to support experiences, for example the wedding. Good use of malleable materials stimulates children's interest and they express their feelings in what they touch and feel. In some instances ideas for creative work is adult led, leading to children's individual imagination sometimes being limited.</p>	

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

- increase the use of everyday technology and programmable toys to support children's learning
- increase the opportunities for children to access climbing and balancing equipment to practise and refine motor skills
- increase the opportunities for children to self select resources and be independent when doing creative work.

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.