



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 318583

DfES Number: 514171

INSPECTION DETAILS

Inspection Date 16/06/2003
Inspector Name Sharon Greener

SETTING DETAILS

Day Care Type Creche Day Care, Out of School Day Care, Full Day Care
Setting Name St Mary's Childcare
Setting Address Chester Road
Sunderland
Tyne and Wear
SR1 3SD

REGISTERED PROVIDER DETAILS

Name University of Sunderland

ORGANISATION DETAILS

Name University of Sunderland
Address Chester Road
Sunderland
Tyne and Wear
SR1 3SD

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

The University of Sunderland, Saint. Mary's Childcare Centre opened in 1990. It operates from five playrooms, one of which is designated for use by the Out of School and Crèche groups. The premises is a two storey building, located on the Sunderland City Centre University campus. Saint Mary's Childcare Centre serves the local area.

There are currently eighty-four children aged from three months to four years on the roll. This includes eight funded three years olds and six funded four year olds. Children attend for a variety of sessions. Two children have special needs and the setting supports children who speak English as an additional language.

Saint Mary's Childcare Centre is open Monday to Friday, 08.00am to 18.00pm, all year round. An Out of School facility operates Monday to Friday, 08.00am to 18.00pm, during school holiday periods. Crèche facilities are available Monday to Saturday, 09.00am to 21.00pm, all year round , as and when required to accommodate adult training courses.

Twelve full time and three part-time staff work with the children. All of whom have early years qualifications. The Childcare Centre has been granted the Quality Counts award and is currently working towards the Aiming High award.

The setting receives support from a teacher/mentor from the Sunderland Early Years and Childcare Partnership (EYDCP).

How good is the Day Care?

The Sunderland University Childcare Centre provides satisfactory care for the children.

The premises is safe, clean and adequately maintained. Staff establish clear routines to help children feel secure. Playrooms are suitably furnished and equipped. In general children can access the toys and equipment, though imaginative role play

and equal opportunity resources are not evenly distributed between playrooms. The majority of documentation is in place, however, policies in respect of a lost child and allegations made against a staff member, need to be developed and implemented.

The staff code of practice booklet contains in depth information on health and safety issues. Risk assessments are carried out, input from parents and carers obtained from a parent representative who attends formal meetings. Most aspects of safety are satisfactory, however, insufficient safety mats are provided for use with large pieces of outside play equipment. A varied and nutritious menu is provided and the centre actively promotes a healthy eating policy. Two staff have been designated additional responsibilities in respect of special needs and equal opportunities respectively. Their roles are to ensure the policies are implemented and to support other staff. Staffs understanding of child protection matters is satisfactory. However, a procedure is not in place, to inform them of action to be taken should they have a concern about a member of staff or another adult.

Overall children have access to an appropriate range of learning experiences, to promote and encourage their development. Staff are caring and responsive to each child's individual needs, they give support, encouragement and praise.

Good relationships are built with parents and carers and their input is valued. They are kept well informed of their child's progress through a variety of methods, review meetings with key workers, notice board, news letters and daily written report for babies.

What has improved since the last inspection?

Since the time of the last inspection additional imaginative role play resources are provided, though not evenly distributed between the playrooms (See standard 3)

What is being done well?

- Provision for babies and children under two is good. Staff are aware of and responsive to the individual needs of the children with regards to eating, sleeping and nappy changing routines. They provided a range of purposeful activities to give babies and toddlers interesting sensory experiences. (Standard 3)
- Staff give high priority to nurturing children's personal, social and emotional development, Children are developing good relationships and they are very well behaved. Parents and carers are given good information with regard to the behaviour management policy. (Standard 11)
- Staff create a welcoming atmosphere for children, parents and carers. They have established good working relationships with parents and cares, who are kept informed of their child's progress and development through a variety of methods. (Standard 12)

What needs to be improved?

- the content and access to policies (Standards 2,12,7,13).
- the opportunities to extend imaginative play (Standard 3).
- the safety when using large equipment (Standard 6).
- the details and location of staff on duty (Standard 2).
- the privacy and dignity of children when using the toilet (Standard 4).
- the independence of children at meal times (Standards 3,8).
- the access to drinking water (Standard 8).
- the access to resources which promote equal opportunity for all children (Standards 3, 9).

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
3	Ensure that all children have access to a variety of props to support and extend imaginative role play.	30/06/2003
6	Provide sufficient impact absorbing safety mats for use with large pieces of outside play equipment.	17/06/2003
13	Develop and implement a written procedure should an allegation be made against a member of staff. Extend statement contained in childcare booklet, to inform parents and carers how they can access a full copy of the policy.	01/07/2003

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

Std	Recommendation
2	Develop and implement, a lost children policy and a method of recording the staff on duty at any given time and their designated location within the

	Childcare Centre.
4	Ensure that children's privacy and dignity are respected when using toilet facilities.
8	Make drinking water more readily accessible to the children within each playroom. Provide older children with opportunity to serve their own food at meals times, where possible.
9	Ensure that resources are evenly distributed between the playrooms.
12	Ensure parents and carers of children using the Creche and Out of School facilities have access to information regarding important key policies and procedures, including accurate details of the medication policy and the complaints procedure.

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

How effective is the nursery education?

St Mary's Childcare provides a welcoming atmosphere where children settle well and overall make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional, communication, language and literacy and physical development. In mathematical and creative development and knowledge and understanding of the world they make generally good progress.

The quality of teaching is generally good. There is a good selection of planned and self selection activities for children. The environment is organised into different areas of learning with low shelving enabling children to select resources. Staff interact well with children and are involved in their play. The special educational needs co-ordinator is knowledgeable and children with special educational needs have individual learning plans. Staff handle children's behaviour well, they praise positive behaviour and handle unacceptable behaviour calmly. Activity plans are based on the early learning goals, however they do not show progression for different ages and stages of development. Plans do not identify staff deployment, grouping and in most cases resources to be used.

The leadership and management is generally good. The manager has taken steps to ensure the continuity of care when there are staff changes. The content of policies and procedures is good ensuring the smooth operation of the setting. There are very good systems in place for staff development through supervision, appraisal, staff meetings and training.

Partnership with the parents is very good. Parents are kept informed through a parents information booklet, newsletters and daily discussions with staff. A six monthly meeting is held between the parent and keyworker to discuss their child's development. Parents are involved in their child's learning through nursery and home activities.

What is being done well?

- Children are confident, sociable and happy and are able to maintain good and caring relationships with each other and adults. They have many opportunities to self select from a range of activities and move freely between the activities.
- Children demonstrate good communication, language and literacy skills and there are opportunities for expressing these in a wide variety of ways.
- There are very good systems in place for staff development through supervision, appraisal, staff meetings and training. Staff are encouraged to make decisions for themselves and influence practice.
- The special educational needs co-ordinator works closely with parents of children with special needs. Regular meetings are held and to assist the

keyworker in developing individual education programmes.

What needs to be improved?

- Children's understanding of number calculations in subtraction and when solving simple mathematical problems of capacity and weight.
- Opportunities and resources to investigate living things, observe, extend knowledge on how and why things work. Access to information and communication technology and programmable toys.
- Planning to show progression for different ages, stages of development and to identify staff deployment, grouping and resources to be used.

What has improved since the last inspection?

The setting has made generally progress since the last inspection.

Planning has been improved so that long term planning is effective covering all areas. Time is allocated to staff to plan. They have worked with the EYDCP to cover all areas of the early learning goal's. A member of staff checks the plans weekly. However the learning needs of children of different ages and stages of development has not been linked to planning and assessment.

Writing skill opportunities have been developed through words, pictures and symbols being produced in a standard format for labels.

The effectiveness of the indoor accommodation to support literacy and number has been partially addressed. Areas have been strengthened but further development is needed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very interested, excited and motivated to learn. They are confident leaving their parent/carer and settle into the routine happily. They engage in conversation with people less well known to them and form strong relationships with each other and staff. Children are well behaved, playing purposefully with activities, they respond well to staff interaction. They select resources independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact very well together co-operating with each other during role play. They listen with interest to stories in a group and with an adult. Children have very good language skills which they use to solve problems, discussing with each other what to use when model making. They hear and say initial sounds in letters. They use a pencil holding effectively to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

They are confident recognising numbers, counting 1 to 10, using number in practical activities and joining in with familiar number rhymes. They use language such as small and big in practical activities. Children successfully make models using 2D and 3D shapes, however they lack understanding of number calculations such as subtraction and solving mathematical problems with weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

They show great interest when looking at how things change. They select resources, build and construct imaginatively. They have a good recall of past and present events. They use everyday technology successfully however they have no access to information and communication technology. There are limited opportunities for them to investigate living things, observe, extend knowledge on how and why things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

They move confidently with control, co-ordination and imagination. They show a very good spatial awareness moving around in safety. They have a very good awareness of their own needs recognising the importance of applying sunscreen, wearing hats in sunny weather and asking for drinks. They are very confident using a range of small and large equipment handling tools, construction and malleable materials with safety and confidence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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They explore a wide range of media with confidence. They enjoy singing in a group and movement to music. They successfully tap out simple rhythms using instruments in a group. They express themselves and communicate ideas well in imaginative play. They successfully explain what they are thinking and feeling while carrying out activities. There are limited opportunities to have free use of instruments and to dance.

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

- Extend children's understanding of number calculations in subtraction and when solving simple mathematical problems of capacity and weight.
- Provide opportunities and resources to investigate living things, observe, extend knowledge on how and why things work. Increase access to information and communication technology and programmable toys.
- Extend planning to show progression for different ages, stages of development and to identify staff deployment, grouping and resources to be used.

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.