



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316465

DfES Number: 524735

INSPECTION DETAILS

Inspection Date 14/07/2004
Inspector Name Jane Pamela Berry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Shutters Village Day Nursery
Setting Address Phoenix Street
Spotland
Rochdale
OL12 7DW

REGISTERED PROVIDER DETAILS

Name The partnership of M L Sigsworth & Z L England

ORGANISATION DETAILS

Name M L Sigsworth & Z L England
Address Pheonix Street
Rochdale
Lancs
OL12 7DW

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

Shutters Village Day Nursery has been registered since 2000. The nursery is located in a purpose built single storey building, set in its own grounds. The nursery is situated in the Spotland area of Rochdale. On road car parking is available.

The nursery is registered for 54 children altogether. There are currently 51 children on roll of whom 13 children are funded 3 year olds and 4 children are funded four year olds. There are currently no children with special educational needs attending. There are children for whom English is an additional language on roll.

There are four playrooms altogether. The children's toilet facilities are located across a hallway. There is also a kitchen, a laundry, an office and two storerooms. There is a fully enclosed play area to the rear of the property.

How good is the Day Care?

Shutters Village Day Nursery offers satisfactory care for children. The provision is well organised and the activities for children are planned around the six areas of learning. Children are grouped in four base rooms according to their stages of development Babies, Tiddlers, Monkeys and the Pre-School group.

The nursery is welcoming and is maintained to a high standard of cleanliness and safety. Meals are social occasions that are enjoyable, well planned and attractively presented. Children's health and nutritional needs are provided for very well. Staff are interested in children's achievements and support their learning appropriately. Continuity of care is provided, although key worker systems are not currently in place. Children are encouraged to show care and concern for others and have some awareness of different lifestyles although this could be further developed.

Activities for exploratory play are well delivered and provide interesting sensory experiences that are good for children. Resources for older more able children and outdoor play could be extended to provide more variety and challenges. Staff have limited experience with children who have special educational needs, although

inclusion is promoted. Staff attend ongoing training and Birth to Three Matters training has been prioritised.

Records of children's achievements are maintained and are shared with the older children's parents. Daily diary sheets are provided for the younger children. This could be extended providing parents with an opportunity to contribute to developmental assessments on their children. Good relationships are established with parents. Parents have access to comprehensive policies and procedures and information about the daily routines and activities on offer at the nursery.

What has improved since the last inspection?

At the last inspection the provider was asked to develop an operational plan, ensuring staff are suitable, updating procedures in respect of a child being lost, a parent failing to collect a child, a procedure for outings, a record of visitors, permission from parents to seek emergency medical treatment, a complaint procedure and a behaviour management policy. The provider was also asked to nominate staff to take lead responsibility on child protection and behaviour management issues. The provider has made good progress having addressed these actions satisfactorily, resulting in a safer environment and improved quality of information being provided for everyone involved with the children. There is some further work to be done on the practical application of the policies and to ensure ownership by all personnel to ensure a consistent level of service is provided.

What is being done well?

- Children enjoy a range play opportunities including sensory experiences that are planned to cover to the various stages of children's general development. Specialist visitors are used to extend children's life experiences.
- The nursery is clean and well maintained. Effective systems are in place to promote children's health and welfare. Healthy living is promoted through daily activities and special dietary needs are accommodated. Menu's are well planned, including lots of fruit and vegetables for the children.
- Registers are well maintained for children. Parental consent is obtained for medication and accidents are recorded clearly. A number of staff have recognised First Aid qualifications and child protection training is attended on a rolling programme. A written child protection policy is satisfactorily in place.
- Behaviour management policies provide clear boundaries for staff and children, encouraging children to behave well. Liaison with children's parents is established. Parents are verbally informed of children's progress.

What needs to be improved?

- training in implementing the Birth to Three Matters Framework for all staff working with children under three.
- the key worker system.

- the admission policy.
- risk assessments, including the storage of cleaning materials and chemicals.
- facilities for outdoor play
- equipment to support the children's learning.

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

Std	Recommendation
3	Improve key worker and recording systems ensuring all staff are aware of their responsibilities. Ensure staff working with children under three years of age access training and development opportunities on the Birth to Three Matters Framework.
5	Extend the range of equipment available for children aged between two and five years including equipment for riding, climbing and balancing. Provide additional resources that provide challenges for the more able children and portray positive images of different lifestyles.
6	Ensure potential hazards are inaccessible to children.
14	Update the complaint procedure to reflect the changes of regulatory body and provide the contact details and address of Ofsted Early Years.

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

How effective is the nursery education?

Shutters Village Day Nursery offers generally good quality education. Children are making generally good progress in personal and social development, communication language and literacy, mathematics and creative development. Children are making satisfactory progress in knowledge and understanding of the world and physical development due to significant weaknesses having been identified.

The resources available to support children's language and literacy and mathematics are utilised to full effect, however resources are not extensive. Children's experiences in mathematics are well delivered and are developmentally appropriate, for example children enjoy counting objects. The room is organised to allow children independent access to a variety of materials, however insufficient strategies are used to encourage children to use books and creative opportunities independently. Challenges for the more able children are limited, particularly in experiences of the outside world and the community. Staff work well to provide an interesting curriculum, engaging children's interest and enthusiasm. Leadership has some weaknesses identified, although there is a strong commitment to future development.

Physical play activities are limited due to a shortage of equipment. Staff do however ensure that children have opportunities to stretch and move around freely, including ball skills and group games. Music and dance lessons are optional additions to the curriculum. Children are confident and effective relationships with adults and their peers are established. Systems are in place for children identified as having special educational needs.

Parents are informed of children's progress verbally usually as they arrive and collect children. Children behave very well and do what is expected of them, they care for and respect others. Good behaviour is valued and encouraged by staff. Children engage in activities and are able to concentrate for lengthy periods of time on tasks.

What is being done well?

- Staff have a good understanding of the foundation Stage. They talk to the children, showing an interest in what children have to say and ask appropriate questions.
- The curriculum is well planned affords children interesting and stimulating activities that help them progress in various aspects of their learning.
- Good use is made of the dance and music lessons to promote children's experiences. Children enjoy and look forward to these sessions.
- Staff have realistic expectations of children and manage and support their behaviour very well.

What needs to be improved?

- opportunities for children to follow their personal interests and make informed choices and use of the learning areas that are underutilised, for example the book area.
- challenges for the more able children both indoors and outside.
- the limited resources make it difficult to sustain children's interest and enthusiasm in knowledge and understanding of the world. Provision for information technology ensuring programmes are varied, interesting and cater for different abilities.
- opportunities for children to ride, climb and balance.
- opportunities for children to visit places of interest and bring back their ideas for experimentation in the classroom.
- assessment systems that promote children's individual progression and inform the planning of curriculum activities.

What has improved since the last inspection?

This is the first inspection under the new ownership therefore this section is not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are becoming increasingly independent. They are learning to share and to take turns. They are making friendships and have established good relationships with adults. They are confident and enjoy the activities at the nursery, taking responsibility for their immediate environment. Children are beginning to resolve their own problems and attend to their own personal needs. They are happy and confident listeners and learners.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children access mark making and free drawing materials independently, however writing for a variety of purposes is not extensive. Text is posted around the classroom and letter sounds are spelt out for children in focussed activities. Children have opportunities for stories and rhymes, although resources that develop their language are insufficient. Opportunities to develop children's comprehension and imagination are under utilised, for example developing children's storytelling

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff introduce the children to mathematical concepts and language. Children count and calculate using everyday experiences, e.g. purchasing goods, placing and ordering objects, describing objects by size, shape and colour. There are limited challenges for the more able children to use calculation and record statistics. Children count to ten and above using one to one correspondence and they recognise numerals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Visitors expand children's understanding of roles in society, for example fire-fighters. Children have access to a computer, however they are not sufficiently supported to use information technology. Opportunities for children to investigate how things work and why things happen and the examination of the outside world are insufficient. Children have many opportunities to design and construct with blocks.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use a very limited range of physical play equipment. Opportunities are insufficiently extended to provide challenges for the more able children. Children play outdoors and enjoy participating group games very well. They move around negotiating space in dance sessions and express themselves creatively. Children handle tools effectively, for example manipulating the play dough to make models.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy 'hands on experiences' using different resources. Children enjoy creating their own very own works of art, and although materials are limited this is encouraged. Opportunities for the more able children to work with materials across all areas of the curriculum are not developed enough. Music and dance sessions are well planned and offer good opportunities, however consideration needs to be given to children who do not have access to these sessions.

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

- Improve opportunities for children to ride, climb and balance ensuring the more able children have sufficient challenges both indoors and outside.
- Develop provision for information technology ensuring programmes are varied, interesting and are appropriate to different levels of attainment.
- Develop provision for creativity and for children to use their imagination in open-ended activities. Provide opportunities for children to visit places of interest and bring back their ideas for experimentation in the classroom.
- Develop assessment systems that promote children's individual progression and inform the planning of curriculum activities. Ensure parents are encouraged to contribute and are kept informed of developments regarding their child's progress throughout the year.

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.