



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123610

DfES Number: 546061

### INSPECTION DETAILS

Inspection Date 21/11/2003  
Inspector Name Julie Washer

### SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care  
Setting Name Rothamsted Little Stars Nursery  
Setting Address Rothamsted Research  
Rothamsted  
Harpenden  
Hertfordshire  
AL5 2BH

### REGISTERED PROVIDER DETAILS

Name Bright Horizons Family Solutions Ltd. 2328679

### ORGANISATION DETAILS

Name Bright Horizons Family Solutions Ltd.  
Address 2 Crown Court  
Crown Way  
Rushden  
Northamptonshire  
NN10 6BS

## 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

Rothamsted Little Stars Nursery opened in January 2000. It operates from 2 rooms in a single storey building in the grounds of Rothamsted Park. The nursery is run by Bright Horizons Family Solutions Limited and serves children from the local area in Harpenden, mainly from parents working for the Rothamsted Agricultural Experimental Station.

There are currently 34 children from 3 months to 5 years on roll. This includes 2 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. There are currently no children with special needs attending and 2 children who speak English as an additional language.

The group opens 5 days a week all year round excluding bank holidays. Sessions are from 08:00 until 18:00.

6 permanent and 3 temporary members of staff work with the children, including the manager and the deputy. 4 permanent and 2 temporary members of staff have early years qualifications. 1 permanent staff member will be working towards an NVQ level 2 or 3 in the near future. The setting receives support from a qualified early years teacher.

### How good is the Day Care?

Rothamsted Little Stars Nursery offers satisfactory care for children. The staff work well as a team to provide children with a secure and reassuring environment in which to play and learn. The nursery is warm and welcoming for children and their parents. However, the manager is aware of the need to make the play scheme facilities more welcoming for children. Staff give good attention to meeting babies individual needs for eating and sleeping and to exchanging information with parents.

The nursery are aware of the need to maintain a safe environment. However, the security of the laundry facilities needs attention and some documentation requires updating. There are good induction systems in place. Staff have annual appraisals

and are committed to developing their knowledge and understanding of their childcare practice. The manager is working hard to address staff's training needs and relevant courses relating to the Foundation Stage and Child Protection has been organised for some members of staff.

There is an interesting range of activities which helps children make progress in all areas of their development. Children are well supported by staff who respond to their individual needs. Snack and meal times are a social occasion.

There are very good relationships with parents. They are welcomed into the nursery to share information about the children daily. They are informed about the provision through policies and procedures and the notice board.

#### **What has improved since the last inspection?**

There were no actions raised at the previous inspection. Staff have continued to improve on the quality of care offered to the children by management currently making sure that staff's training needs are being met. Staff are also aware of the importance of working together as a team to ensure that children's assessments and achievements are recorded against the early learning goals.

#### **What is being done well?**

- Staff develop good relationships with the children and they know them well. They are interested in what children do and say and ask questions to make them think.
- Children are confident, they know the routine and interact well with each other and staff.
- Children's personal hygiene routines are fostered. They are able to independently demonstrate self care skills.
- Staff create an environment that encourages good behaviour. They consistently praise and encourage positive behaviour developing the children's confidence and self esteem.

#### **What needs to be improved?**

- cleanliness of the play scheme/sleep room facilities
- accessibility of the laundry room
- staff's knowledge and understanding of child protection issues
- registration systems
- procedures for developing policies.

**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
4	Ensure the play scheme facilities/sleep room are maintained at a suitable state of cleanliness and make the laundry facilities inaccessible to the children.
13	Develop staff's knowledge and understanding of child protection issues.
14	Ensure there is a system for recording the time of arrival and departure of children and include bullying in the behaviour management policy.

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

### How effective is the nursery education?

The provision for nursery education at Little Stars Day Nursery is of good quality overall. Children are making generally good progress in all areas of learning.

Teaching is generally good. Staff have good relationships with the children. They engage themselves in conversations and in some instances ask open ended questions encouraging children to think for themselves. They work directly with the children and praise them on their achievements. The organisation of some resources limits children from independently making choices for themselves and initiating spontaneous play. Planning does not frequently challenge children in physical development or in everyday routines.

Leadership and management is generally good. Staff are involved in planning, they attend regular staff meetings and effective appraisal and induction systems are in place. Management recognises the need for staff to attend training on the Foundation stage and to keep planning and assessments up to date.

The partnership with parents is generally good. Parents are supplied with good information regarding the early learning goals and information on the settings policies and procedures. They are welcomed into the nursery by a friendly, approachable staff team who share information on the children's day. However, written assessments do not keep parents informed of their child's progress towards the early learning goals.

### What is being done well?

- Children are confident, they respond positively to staff and they behave well.
- Parents are welcomed into the nursery and they receive ample information on the provision. They share information about the children daily.
- Children are interested in the planned activities and are confident when talking about their home lives. They enjoy sharing news and ideas.
- Staff are involved in planning the curriculum and effective appraisal and induction systems are in place.

### What needs to be improved?

- the organisation of resources to enable children to make choices and to operate independently, particularly in the areas of creative development, knowledge and understanding of the world and communication, language and literacy
- activities and experiences which challenge children in physical development

- children's opportunities to develop skills during everyday routines in mathematical and personal, social and emotional development
- staff's knowledge, understanding and implementation of the Foundation Stage, including planning and assessment of the activities to help children make progress towards the early learning goals.

### **What has improved since the last inspection?**

Children experience mathematics through planned, structured activities. However, this is not happening through spontaneous play and everyday situations.

The range of resources and activities to heighten children's awareness of cultural diversity has been improved. Puzzles, dolls, small imaginative play figures, books and posters have been made available to children.

Opportunities for children to initiate art and craft activities. Children can now access the painting easel and experience creativity through adult planned activities. However, they are unable to experience a range of resources and they are limited in opportunities to express their own ideas.

Assessments and record keeping systems were put into place. However, this system must be kept up to date in order to identify children's achievements. This information can then be used to inform future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, motivated to learn and they know the routine well. They are interested in the planned activities and work well together either as a team or individually. They talk in large group situations and listen attentively to instructions. They demonstrate self care skills and can concentrate well. There are some missed opportunities for older children to develop their independence skills through daily routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language confidently. They listen attentively to stories and ask questions. They make their own story books and older children read and write simple words. Children handle books correctly and they link sounds to letters. Children make menu cards whilst role playing in the restaurant and the more able children recognise their own names. The organisation of the writing resources does not easily allow children to operate independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children talk about shape, size and pattern. They count, add and subtract through planned activities and they recognise numerals. They make good use of the computer to experience matching games and they weigh and measure a variety of materials. Children work together to make graphs showing how they travel on their holidays. There are some missed opportunities for children to solve problems practically or to count in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are provided with lots of opportunities to use their senses to explore and investigate a wide range of materials. They learn about the natural world and of other cultures and beliefs. They competently use the computer although they do not experience a range of technological resources on a daily basis and they do not have free access to build or construct using a range of materials.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently with control both inside and outdoors. They show a sound awareness of space for others and themselves. They use an extensive range of small tools and develop good hand and eye co-ordination skills. They take part in activities and use a range of large equipment to practise jumping, balancing and climbing skills. The planning and provision of activities to frequently promote children's development of large physical skills does not happen on a regular basis.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination in planned role play situations. They experience colour and then talk about their pictures. They sing songs and respond to rhythm by clapping activities. Children listen to music or stories and then using their imagination they act out the situations for themselves. There are insufficient opportunities for children to initiate art activities and role play situations through spontaneous play.

**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**

- Review the organisation of resources to allow children to operate independently.
- Improve the planning and provision of the programme for physical development.
- Increase the opportunities for children to develop skills in everyday situations.
- Review staff training to ensure all staff receive appropriate training for the Foundation Stage including systems for planning and assessments.

*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.*