



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105920

DfES Number: 513424

### INSPECTION DETAILS

Inspection Date	13/01/2004
Inspector Name	Pauline Margaret Whiter

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	University of Exeter Family Centre
Setting Address	Mardon Hall, Streatham Drive Exeter Devon EX4 4QW

### REGISTERED PROVIDER DETAILS

Name	Guild of Students, Exeter University
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### ORGANISATION DETAILS

Name	Guild of Students, Exeter University
Address	Mardon Hall, Streatham Drive Exeter Devon EX4 4QW

## 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

Exeter University Family Centre was established in 1973 by the Guild of Students at Exeter University. It is registered to provide full day care for 53 children under five years. The Family Centre is managed by the Guild of Students via a Joint Management Committee which employs 18 child-care staff, a cook, secretary and technician. The majority of child care staff are qualified to NVQ level 3 in early years and the qualified manager and deputy are supernumerary. The Family Centre operates in a purpose-built building situated in a one-acre site on the University of Exeter campus. There are four separate rooms for the children, each with toilet facilities and access to a covered outdoor area. There are additional separate enclosed outdoor play areas for different age groups within the site. There is a staff room, office, kitchen and laundry within the building. The Family Centre is open 42 weeks per year on weekdays from 08:15 until 17:30 and is in receipt of funding for 23 three and four-year-olds. The Family Centre has experience of caring for children who have special needs and children from whom English is an additional language. The Family Centre receives the support of the Early Years Partnership Foundation Stage advisory teacher.

### How good is the Day Care?

The University of Exeter Family Centre provides good quality care for children. There is excellent leadership and management and all staff are committed to delivering and maintaining consistently high standards in all aspects of nursery life. They successfully create an open, welcoming and relaxed atmosphere in which children feel safe and secure. The Family Centre gives a high priority to working in partnership with parents and there are very good relationships between staff and parents.

The nursery is well organised with separate self-contained, fully-equipped units for children of different ages. All children have good access to the outdoors. The premises are well-maintained, cleaned to a high standard, and through the use of displays and resources, staff create an attractive environment for young children. Standards of safety and security are high. Arrangements to meet children's

individual care needs, health and dietary requirements are very good. The Family Centre positively promotes cultural diversity and the provision for children with special needs is very good.

Staff are well-qualified and are keen to continually review and improve their practice. They use observations and assessments well to plan a very wide range of activities for all children as appropriate to their ages and stages of development. They give good support to individual children and place high importance on promoting positive behaviour through example.

There are comprehensive and detailed policies and procedures in place which are understood and followed by all staff and are regularly reviewed. Those for child protection could be updated to incorporate recent guidance and training. The standard of record-keeping is very good and all required regulatory documentation is in place.

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

Not applicable

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

- The manager and deputy manager carry out their responsibilities diligently, working closely with staff to continually review and improve the provision. As a result, staff morale is very high and staff work well together as a team and are enthusiastic.
- Staff know the children very well and have good relationships with them. They provide very good support to children who have special needs and children who speak English as an additional language.
- All children have very good access to the outdoor areas. The babies receive plenty of fresh air as they sleep outside and toddlers and older children benefit from regular outdoor play.
- Management and staff give high priority to the safety and security of the children. They use risk assessments effectively to identify potential hazards and to reduce risks.
- Toddlers and children over three have good opportunities to explore a wide range of resources and participate in a variety of stimulating activities. They are well supported by the sensitive and appropriate interaction of the staff.
- Provision for the babies and children under two is very good. Staff give excellent attention to meeting babies individual needs for eating and sleeping and they plan activities well to give babies interesting sensory experiences.

#### **An aspect of outstanding practice:**

It is evident that all Family Centre staff enthusiastically embrace the ethos of valuing parents as the main care-givers and educators of children. They successfully engage with parents in a true partnership and they have developed effective ways to promote the partnership. This includes well-established settling-in routines, such as

parents and children attending the first session with staff taking time to give an individual and positive welcome. Then, throughout the child's time at nursery staff build up wonderful scrapbooks for parents and children to enjoy. These paint a vivid picture of the child's life at nursery and include lively snippets of observations, reports, photographs, and children's art and pieces of work.

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

- the child protection policy and procedures, to reflect recent guidance and training.

#### **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
13	Review and update child protection policies and procedures.

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

### **How effective is the nursery education?**

Exeter University Family Centre offers high quality nursery education, where children are confident and independent learners and enjoy a wide range of interesting activities. Excellent teaching enables children to make very good progress towards the Early Learning Goals in all areas of learning.

Teaching is very good, with some outstanding aspects. All staff know and understand the Foundation Stage Curriculum and are committed to the nursery's ethos of helping each child to develop his/her potential in all areas of learning. They plan carefully for the progress of each child, using detailed assessments very effectively in the planning of individual and group activities. Children with special needs and with English as a second language are very well supported. Children's behaviour is managed positively, with all staff setting high expectations and encouraging children to negotiate and to manage their own behaviour.

Leadership and management of the nursery is very good. The manager and deputy have established a shared ethos, which permeates all activities and routines and is well communicated to parents. The manager provides regular staff training and her close attention to detail ensures that all staff are fully involved in the nursery's development. There is a keen commitment to the constant review and improvement of the education and care provided for children.

The nursery's partnership with parents is very good. Parents receive excellent, detailed information about the nursery and about their child's progress, including comprehensive termly reports and attractive written and photographic records. They are encouraged to be involved in their child's learning, in a variety of practical ways. An effective key worker system enables parents and staff to work closely together and to develop good relationships, ensuring that children's needs are met.

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

- Systems which link assessment to planning are outstanding. Staff use regular, detailed assessments of children's development to produce individual learning plans, which are effectively fed into weekly plans, to ensure that each child in the nursery is given opportunities to develop at his own pace and to make excellent progress.
- Children make very good progress in their personal independence and in the management of their own behaviour. Staff are patient and consistent in the way they explain their high expectations and children respond by celebrating their independence skills and behaving very well.
- Children develop very good reading and writing skills. Effective teaching enables them to learn letter sounds, recognise familiar words and begin to write competently, in a variety of contexts.

- Children's mathematical understanding is very good. Staff plan a range of daily activities which enable children to use mathematics in real situations and to develop good problem-solving skills.
- Staff take advantage of the cultural mix of families using the nursery, to develop children's knowledge and understanding of the world. Children make very good progress in their sense of place, time and community.
- Staff work very effectively with parents. Parents receive excellent information about their child's development in the nursery. They are encouraged to become involved in the life of the nursery and to work closely with their child's key worker.

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

- opportunities for children to express themselves freely through non-directed art and craft activities.

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

The nursery has made very good progress since the last inspection. New resources have been purchased to increase children's understanding of disabilities, and visitors from the Guide Dogs for the Blind centre have been included in the planned activities. Children are taught successfully to respect and help those in the nursery with special needs.

Resources for personal, social, emotional development have also been increased and both role play and discussion are used to help children explore their feelings.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are keenly motivated to learn and have very good concentration skills. They make very good progress with their personal independence and self-confidence. They relate well to each other and to adults and are able to share and to take turns. They develop a clear understanding of right and wrong and learn to manage their own behaviour. They are sensitive to the needs of other children and supportive of those who need extra help.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate clearly and confidently. They enjoy stories and songs and respond enthusiastically to them. They use language well in role play, discussions and to express feelings or describe activities. Children develop good reading skills, using books proficiently, recognising familiar words and learning letter sounds. They make good progress with writing, through focussed and everyday activities. They write spontaneously and for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count accurately to ten or beyond. They develop one-to-one correspondence, through a variety of practical and everyday activities, as well as formal teaching. They learn to add and subtract through the skilful use of daily routines. Children recognise and name two-dimensional shapes, create patterns and use mathematical ideas to solve real-life problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children develop a very good understanding of time, place and community through daily sharing and discussions and through carefully planned activities. Families from other countries contribute to learning about places and children make good progress in their knowledge of different cultures. Children explore, investigate and compare objects and materials, ask questions and sustain their interest over long periods. They design and make, using a variety of media, and make good progress with ICT.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop their gross and fine motor skills through a wide range of planned activities and daily routines. They use large and small equipment and tools safely and skilfully. They show understanding of the need to remain healthy. Children have a good sense of space and move confidently and safely, both indoors and outside.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy opportunities to express themselves freely through imaginative play, role play, stories, dance and some art and craft activities. They sing songs from memory and learn about sounds and musical instruments. They play with words and sounds and express their thoughts and feelings confidently, in a variety of ways.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure that there are plenty of opportunities for children to express themselves freely through non-directed art and craft activities.

*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.*