



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 309291**

**DfES Number: 518427**

### **INSPECTION DETAILS**

Inspection Date      23/02/2004  
Inspector Name      Janet, Elizabeth Singleton

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Dowry House Nursery  
Setting Address      St. Marys Road  
                            Bamber Bridge  
                            Preston  
                            Lancashire  
                            PR5 6TE

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Irene Wilson

## 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

Dowry House Nursery was opened in July 1990 and operates from a Victorian property which is situated at the junction of Brownedge Lane and St. Mary's Road in Bamber Bridge, close to the town centre.

The nursery consists of a main playroom, quiet room, kitchen, office and bathroom. The children have access to a secure outdoor area offering opportunities for outdoor play.

There are 38 children on roll. This includes 8 funded four-year-old children and 19 funded three-year-old children. Children attend for morning and afternoon sessions with full time places available. The setting supports children who have a special educational need. There are no children attending who have English as a second language.

There are 6 staff qualified in early years. Most of the staff are first aid trained.

The facility is open from 08.00 until 17.30 closing for bank holidays and Christmas.

The setting receives support from the Early Years Childcare and Development Partnership. The setting is a member of the pre-school learning alliance.

### How good is the Day Care?

Dowry House nursery provides good care for children. The setting is warm and welcoming with good use of space made. This provides for an environment in which the children can make choices and one which promotes their all round development. The management structure is clear and staff are aware of their roles and the roles of the key staff. There is further information required regarding the National Standards.

Staff have a very good understanding of health and safety and ensure the comprehensive policies are followed. This further improves the safety of the children and ensures they can play in a safe environment. There are very good procedures, which are encouraging and supportive, for the inclusion of children with special

needs. Comprehensive policies are in place which ensure equality of opportunity is reflected in practice. There are comprehensive policies for behaviour management and child protection of which all staff are fully aware.

There are appropriate and varied learning opportunities provided through a good range of activities planned for the children. Children can select their own resources, from the vast range available to them, thus promoting their decision making skills.

There is an effective partnership with parents which ensures information is provided about the setting. There are good opportunities provided for parents to discuss their child's progress. The exchange of information has recently been improved to provide further information, for parents, regarding their child's progress. Feedback from the parental questionnaires is positive.

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

At the last inspection Irene Wilson agreed to make safe low level glass, name a staff member for behaviour management and child protection and to ensure developmental assessments are undertaken on all children.

The low level glass has been replaced with safety glass and a named person has been appointed for child protection and behaviour management. Developmental assessments are now completed on all children attending.

The above action further ensures the safety of the children and ensures staff have a responsibility for behaviour and child protection. The completion of developmental assessments on all children ensures children's individual needs can be met.

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

- There is a consistent approach by all staff to managing the children's behaviour. Staff ensure praise is used appropriately and encourage the children in their play. Staff are positive in their approach to managing children whose behaviour is more challenging and have effective strategies in place. The children respond well to this philosophy which is reflected in their good behaviour.
- There is a wide selection of activities and play materials for the children to choose from. The activities provided include creative, physical, educational, imaginative and constructive. The staff ensure these are adult led and child led, and are planned to provide a structure to the day.
- There is a positive approach to the health and safety of the children. Staff ensure children are supervised at all times and that safety rules are reinforced i.e. no running you may trip and hurt yourself. Access to the premises is effectively monitored and admission is via a permanent member of staff only.
- Children with special needs are fully integrated into the setting with the activities adapted to meet children's varying needs. Support is sought from the external agencies regarding special needs.

- Good use of space is made with areas being organised into areas of development. There is a quiet room for stories, games and one to one work. The children have access to a large outdoor area consisting of both hard and grassed surfacing ensuring children have the opportunity for outdoor physical play on most days.

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

- staff awareness of the revised National Standards.

#### **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
2	Ensure that all staff are updated in relation to the revised standards.

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

### How effective is the nursery education?

The children at Dowry House are making very good progress in all six areas of learning.

Teaching is very good. Staff have a good understanding of the foundation stage and are fully aware of the stepping stones and aspects of learning. The curriculum planning is effective with one key staff having responsibility. There has been a new staff appointed into the key role for planning. Staff plan a mixture of adult led and child led activities. Staff encourage children in their learning through the use of sensitive questioning. Staff have high expectations of behaviour with children responding well to this philosophy. The use of observation and assessment is effective and used to inform future planning. Intervention is timely with staff redirecting the child onto another topic or activity to complete. Staff are committed to the progress of the child and foster self esteem through the use of praise and encouragement. The special educational needs co-ordinator has regard for the code of practice for the identification and assessment of special educational needs.

Leadership and management is very good. Training is encouraged and staff are clear about their roles and responsibilities. The staff work well together as a team and support each other in their roles. All policies are regularly reviewed and staff performance is monitored through appraisals and self evaluations regarding performance. There is a strong commitment to continuous improvement.

Partnership with parents and carers is very good. Detailed information is given to the parents regarding the setting including information on the early learning goals. Staff provide regular opportunities for parents to discuss their child's progress. Links are made with home and parents are provided with a newsletter. Parents feel informed and involved in the setting. The setting is now producing reports for the children, each term, on the requests of the parents.

### What is being done well?

- Children are confident, motivated and interested to learn. They remain at and show a high level of concentration during activities. They generally make a concentrated effort to succeed and respond well to staff assistance.
- Children understand print carries meaning and attempt to read words using their phonic knowledge. More able four-year-old children read days of the week and months of the calendar. Children recognise their name and the names of the other children. Children seek books for pleasure.
- Children use mathematical language to compare, add and subtract numbers during snack time. They are developing an understanding of calculation i.e. during snack time they had three oranges and two bananas. The children discussed how to cut the fruit to enable each of the five children to have a

piece.

- The planning is very good and provides a balanced curriculum for all children. Differentiation is covered and the activities and challenges set for each child takes into account their individual stage of development and progress.
- Children are developing control over their bodies and move with skill and co-ordination. They move confidently and safely when playing outside. They create movement with intent i.e. galloping and hopping , when imitating horses and rabbits. They combine and repeat a range of movements when skipping, side stepping and moving backwards to create dance movement to music.

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

- continuous evaluation to ensure that planning continues to reflect the curriculum guidance for the foundation stage.

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

Progress in addressing the point for consideration in very good.

The setting agreed to explore ways of creating further opportunities for children to see and recognise numbers.

The setting now provides further opportunities for children to recognise numbers through the use of numbers as labels. Equipment i.e. chairs and cubicles are labelled. Children have opportunities to write numbers i.e. the date, on the chalkboard.

The above action ensures children are given opportunities to see and recognise numbers. The children see and discuss the numbers regarding the number of the chair the child is sat on and the number of the cubicle the children use in the bathroom. This ensures children can recognise numbers and attach meaning to their existence thus promoting their learning in the area of mathematics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and motivated to learn. They show high levels of involvement in activities. They pour their own drinks at snack time and can select their own resources thus promoting their independence. Their behaviour is good and they know what is expected of them and follow the instructions of the staff. The staff are sensitive to the children who find perseverance difficult and work to assist and encourage them.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children recognise their name and the name of other children. They practice writing their name on their work and at the mark making table, forming letters generally correct. More able four-year-old children read their names and read words from the display. Children use their phonic knowledge to sound words i.e. D for daddy. Children access the book corner and seek books for pleasure. Children have many opportunities to enjoy and handle books. Children initiate and engage in conversation.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to 10 competently with more able four-year-olds counting to 13. The children are given opportunities to count and calculate during everyday activities. They say and use numbers in familiar context and can recognise numerals 1, 3, 5, 7 and 17. Children are confident in recognising numbers in their written form. Snack time was used effectively to promote the children's thinking in solving problems through calculation. How many children? How many pieces of fruit?

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have the opportunity to use information and communication technology. They talk about past and present events in their own life and discuss when they, themselves, were baby's and pushed in a pram. They learn about features in the place they live and explore and investigate the natural world. The children go for walks to the library and grow vegetables in their garden. Children learn about their own and the cultures of others through visitors to the nursery and celebrating festivals.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are developing control over their bodies and increasing their skills in co-ordination. They have opportunities to explore movements through the daily outdoor activities. They use small tools with competence in the sand and water. Children respond to rhythm and move in time to the music. Children manage fastenings on clothing showing personal independence. They show skill in manoeuvring their prams in the small role play area.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have the opportunity to use their imagination in the role play. They enjoy imaginative play and carry this out with a high degree of enthusiasm. Children make up their own songs and dance made up dance routines to their songs. They know most primary colours and compare shades and recognise similarities of colour. They use malleable materials and make models in two and three dimensional images.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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:*

- Continue to develop and ensure that planning continues to reflect the curriculum guidance for the foundation stage.

*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.*