



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY236804

DfES Number: 537043

### INSPECTION DETAILS

Inspection Date 13/10/2003  
Inspector Name Paula Durrant

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Princess Christian Day Nursery  
Setting Address Manton Lane  
Bedford  
Bedfordshire  
MK41 7NY

### REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc. 861615

### ORGANISATION DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc.  
Address Anglia House  
Eden Place  
Cheadle  
Cheshire  
SK8 1AT

## 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

Princess Christian Day Nursery is part of the Nord Anglia corporation which was established in 1972. It now operates 34 nurseries under the auspices of Princess Christian and Petit Enfants both within Britain and the wider European market. The Bedford site opened in 2002 and provides a 100 place day nursery for children aged six weeks to five years. The nursery occupies a purpose built single storey premises on outskirts of Bedford town. The facility is open 51 weeks of the year, from 07:30 to 18:00, Monday to Friday. The nursery serves the needs of working parents who live or travel to work in the locality.

The nursery provides designated rooms for specific age groups; comprising seven rooms for the under two's, two rooms for the two to three year olds and one further room for the three to five year olds. There is a flexible multi-purpose reception corridor for alternative activities. Staff, kitchen and laundry facilities are grouped together away from the children's areas.

Eighteen staff work with the children, the manager is supernumery. Of these, eleven hold suitable qualifications in child care, with seven members who are undergoing training.

There are 105 children currently on roll, with nine three year olds and three four year old in receipt of Government funding for nursery education. There are currently no children who have been identified as having special educational needs, and one child for whom English is an additional language.

The setting has not had any input from the local Early Years Advisory teacher.

### How good is the Day Care?

Princess Christian day Nursery provides satisfactory care overall for young children.

The nursery has operational procedures in place to support the daily organisation, however these are not implemented effectively.

The nursery has recently undergone significant changes to its management structure. Both the manager and deputy are recent recruits. The new manager is beginning to implement identified changes where necessary, although as yet the monitoring of staff is ineffective.

Staff are deployed and all children grouped to meet the appropriate ratios. The nursery have their own supply list and use regular staff to ensure continuity of care for the children. However the supervision of, and staff engagement with, children when using the outside play area is not always satisfactory.

Staff provide a range of developmental activities which are carefully planned to maximise use of resources. However, the under two's are not as well equipped as the older age groups. Children therefore on occasion have access to equipment that is not age appropriate or safe.

The nursery operate from a purpose built environment with designated rooms for specified age groups. The premises is secure. There is adequate storage in all areas, however limited low level storage within the under two's inhibits opportunities for children's independence.

Although there are procedures in place for Health and Safety and there is some review of practice, not all staff demonstrate a competent level of understanding in this area.

Most staff have a knowledge of children's individual diets.

The nursery have systems in place to support children with identified special educational needs, however these are ineffective.

The nursery have a behaviour management policy, although this is not implemented by all staff.

The nursery works in partnership with parents and there are effective systems to support the exchange of information.

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

Not applicable.

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

- There are systems in place to support staff recruitment in line with employment legislation.
- The new manager is beginning to implement identified changes where necessary.
- Staff/ children ratios are maintained.
- The nursery have effective procedures in place to cover staff absences,

consideration is given to promoting continuity of care for the children by using dedicated bank staff.

- The nursery operate from a purpose built environment with designated rooms for specified age groups. The premises is secure.
- The nursery works in partnership with parents and there are effective systems to support the exchange of information.

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

- the operational plan specific to the individual setting and which is reviewed periodically in line with any changes to the nursery procedures
- the system for the under two's relating to the 'Birth to three Matters' guidance to record children's progress and achievements being suitably implemented and that the over three's assessment records revised and implemented effectively
- the provision of low level storage to promote independence and self selection for the under two's
- the range of toys and activities to meet the developmental needs of children under the age of two years and that toys and equipment are well maintained, safe and appropriate to the desired age group
- systems to support all staff in increasing their knowledge and understanding of Health & Safety issues and that these are monitored to ensure children's welfare is paramount
- the monitoring procedures for accidents to be used effectively and in line with risk assessments
- an equal opportunities policy that is consistent with current legislation and guidance, understood and implemented by all staff and appropriate activities and resources made available to children
- an appropriate written statement on special needs which is consistent with current legislation and guidance, understood and implemented by all staff
- staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- staff understanding of child protection issues.

#### **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
5	Provide a suitable range of toys and equipment that are well maintained, safe and appropriate to the desired age group, in order to meet the developmental needs of children under the age of two years.	01/05/2004
6	Ensure that systems are put in place to support all staff in increasing their knowledge and understanding of Health & Safety issues and that these are monitored to ensure children's welfare is paramount.	01/02/2004
9	Devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents. Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.	01/05/2004
10	Provide a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.	01/02/2004
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.	01/02/2004
13	Develop staff's knowledge and understanding of child protection issues and ensure that procedures in place are effective.	01/02/2004

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

Std	Recommendation
-----	----------------

2	Ensure that the operational plan is specific to the individual setting and is reviewed periodically in line with changes to nursery procedures inclusive of new staff changes and training attended.
3	Ensure that the new system for the under two's relating to the 'Birth to three Matters' guidance to record children's progress and achievements is suitably implemented and that the over three's assessment records are revised and implemented effectively.
4	Consider the implementation of low level storage to promote independence and self selection for the under two's.
7	Ensure that the monitoring procedures for accidents are used effectively and in line with risk assessments.

## 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 Princess Christian Day Nursery, Bedford, is unacceptable. Overall, children are making poor progress towards the early learning goals.

Children develop satisfactory self care and early writing skills. Some staff provide some worthwhile play opportunities but the overall quality of teaching is poor. Staff do not use effective questioning to encourage children to become independent learners and many activities are overdirected. Young and generally inexperienced staff lack effective role models to underpin their personal development. Staff have an insecure knowledge and understanding of the Foundation Stage and do not understand how to plan an educational programme to support progress in learning. Plans do not give appropriate coverage to aspects of literacy and numeracy. They do not correctly identify what children are to learn from an activity or support staff to promote the learning of all children. Activities are not always well organised or prepared and staff do not arrange daily routines to further children's learning. Whole group teaching is not used effectively and many activities do not sustain children's interest.

Assessment of children's learning does not take account of the stepping stones and does not usefully inform planning. Staff do not adapt activities to provide sufficient challenge for more able children or to meet the needs of less able children. Staff do not always know how to manage challenging behaviour and the needs of some children are not being met.

Leadership and management is poor. The company have clear policies to guide staff. Recent changes and pressures on the management team mean that systems for monitoring and evaluating the provision are currently ineffective. The partnership with parents and carers has significant weaknesses. Parents are given some information about the provision but do not receive enough educational information about their child's progress in learning.

### What is being done well?

- Children use pencils and crayons in preparation for developing writing skills.

### What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and the Early Learning Goals.
- the planning of the educational programme
- the use of assessment to show what the child knows, understands and can

do and to help staff to decide what children need to learn next

- systems for monitoring and evaluating the quality of the provision on a regular basis.

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

N/A



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children develop personal independence but are not always interested and excited to learn. Infrequent group activities do not sustain children's interest. Children behave inappropriately towards staff and visitors and do not receive consistent messages from staff to learn right from wrong. Ineffective use is made of everyday situations to encourage the children to form good relationships or learn about other cultures. Children do not confidently express their needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

The availability of pens and paper supports the development of early writing skills, but children do not make marks in practical situations e.g. role play. Opportunities to link sounds with letters are limited. Limited staff interaction does not effectively support the development of speaking and listening skills. Poor emphasis is given to books and stories although staff read to individual children. Children are not developing language for thinking or learning that words convey meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Poor

Planned activities are not always implemented and number is not an intrinsic element of daily routines. Learning is left to chance. Children do not use their counting skills in practical contexts. The nursery has suitable resources for developing the children's comparing, sorting and matching skills and for learning about shape and size but staff do not use these effectively. Activities and poor staff interaction do not promote problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Planned activities are not always implemented and do not support the development of skills in a meaningful way. A rotation of equipment is set out for children to play with but learning lacks purpose and excitement. Activities lack interest and restrict the development of children's desire to observe, investigate and explore the world around them. There is little evidence of children designing, building, using IT or relevant learning about time, place and culture.

### PHYSICAL DEVELOPMENT

Judgement: Poor

Plans are not consistently implemented to support the development of physical skills. Children move confidently around the nursery with control and co-ordination, usually showing an awareness of space, themselves and others. Children have regular opportunities to enjoy freely chosen activities outdoors but plans do not show safely guided use of a range of small and large equipment and tools with increasing control. Health awareness is not given due emphasis.

**CREATIVE DEVELOPMENT**

Judgement:	Poor
------------	------

Staff sometimes plan opportunities for children to experience an adequate range of 2D media but these are often over directed and do not always encourage children to express their own ideas. Staff do not intervene appropriately to support role play. Music based activities are given insufficient emphasis by staff. Children have too few opportunities to respond using their senses and to use their imagination in art and design, dance, role play and stories.

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is unacceptable. Children are making poor progress towards the early learning goals.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve staff knowledge and understanding of the Foundation Stage and the Early Learning Goals.
- Improve the planning of the educational programme to support staff organisation; to include all aspects of the six areas of learning; to show what children are intended to learn from the activities; and to identify how activities may be simplified or made more challenging to meet the needs of all children.
- Develop the use of assessment to support plans and to help staff to decide what children need to learn next.
- Devise effective systems for monitoring and evaluating the quality of the provision

*The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for 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.*