



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205397

DfES Number: 517671

INSPECTION DETAILS

| | |
|-----------------|----------------|
| Inspection Date | 09/11/2004 |
| Inspector Name | Saida Cummings |

SETTING DETAILS

| | |
|-----------------|--|
| Day Care Type | Out of School Day Care, Full Day Care |
| Setting Name | Allington Play-Tec |
| Setting Address | Deansway Worcester Worcestershire WR1 2JF |

REGISTERED PROVIDER DETAILS

| | |
|------|--|
| Name | Worcester College of Technology Childcare Services |
|------|--|

ORGANISATION DETAILS

| | |
|---------|--|
| Name | Worcester College of Technology Childcare Services |
| Address | Deansway Worcester Worcestershire WR1 2JF |

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

Worcester College of Technology Childcare Services, Allington Play-Tec opened in 1990 and is one of three full day care settings operated by the college. The setting is based within the main college premises. Children are accommodated in a specifically adapted nursery which is divided into appropriate areas for the different age groups cared for. There is a fully enclosed outdoor play area available to the rear of the building. The group provide full day care for staff and students at the college, as well as the general public.

There are currently 57 children from 3 months to 4 years on roll, of these 11 children receive funding for nursery education. The setting has facilities in place for supporting children who have a special need and for whom English is not a first language.

The group opens five days a week during term-time only. Sessions are from 08:30 to 17:30. Children attend for a variety of sessions.

There are ten part-time and full-time staff who work with the children. Nine of the staff, including the manager, hold appropriate early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP). They also attend local EYDCP forum and partnership meetings. The group are currently working towards the Growing Together quality assurance award.

How good is the Day Care?

Worcester College of Technology Childcare Services, Allington Play-Tec provides good care for children. There is a warm and welcoming environment with children's work displayed. Staff arrange the outdoor facilities, play areas and resources imaginatively to encourage the children to make decisions and to be independent.

Children's progress and development is encouraged by use of a stimulating range of activities. They are given the opportunity to investigate and explore ideas, including

extension of role-play activities where they are given time and resources to develop their skills. Staff are enthusiastic, committed and use varied methods to introduce new skills and knowledge. They encourage and praise children ensuring their individual developmental needs and confidence are nurtured. Children are able to self-select from a wide variety of resources, which include toys and materials to promote their awareness of diversity.

Staff are deployed effectively during indoor and outdoor activities to ensure risks to children are minimised. They are all made aware of the comprehensive written emergency evacuation procedure, which is regularly practised with the children. Children enjoy their activities and respond appropriately to stated boundaries of behaviour. They are encouraged to take turns, share and have regard for each other and adults.

Excellent user-friendly information is made available to parents which outline the organisation and procedures of the setting. A high priority is given to meeting children's individual needs and regular discussions are held with parents concerning all aspects of care. There are comprehensive written policies and procedures in place which are implemented by all staff. However, some policies need reviewing. Children with special needs are included in all activities. Staff work in partnership with parents, carers and outside agencies to ensure children gain as much as possible from activities.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- A comprehensive operational plan is in place and all staff are aware of it. This is used as a working document which is regularly updated to improve practice. The space available is organised to meet children's requirements and is used appropriately and creatively.
- Children relate well to other children and adults in the setting. They are involved, interested and enjoy their play. Staff provide an interesting and stimulating balance of activities, allowing for more active play and relaxing activities.
- There are good hygiene procedures in place, which all staff, children and parents are made aware of, thereby reducing risks to children. Parents are informed of the guidelines concerning sick children and ensure they are made fully aware of the procedures.
- Staff ensure parents are kept well informed of their children's activities, events and any issues. Regular exchanges of information with parents ensures the needs of the children are fully addressed. Children's records are easily accessed, stored securely and a high priority is given to maintaining confidentiality at all times.
- There are well-managed strategies and procedures in place for dealing with

behavioural management issues. This includes full discussions and consultations with parents to ensure consistency is practised. Staff use excellent strategies to promote good behaviour and consideration for others.

An aspect of outstanding practice:

The nursery has excellent emergency evacuation procedures, which all staff are fully aware of. This was observed during the inspection, when the college campus had to be evacuated due to a security alert. Staff evacuated the children in a calm and orderly manner to a safe area, with minimal disruption to the children. This included babies who were moved in a specifically adapted evacuation cot holding six children. They were able to follow their procedures and ensure all children were collected safely by their parents (Standard 6).

What needs to be improved?

- the written procedures concerning the requirements to notify Ofsted of any serious injury or death and any notifiable diseases.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 |
|-----|--|
| 7 | Review existing policies to ensure they fully explain, in writing, the requirements to notify Ofsted of any serious injury or death and any notifiable diseases. |

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

How effective is the nursery education?

Worcester College of Technology Childcare Services Allington Play-Tec provides very good nursery education. Children are making very good progress in all areas of learning.

Teaching is very good. An effective staff team contribute to planning and organising activities, and confidently carry out different roles during sessions. They set clear learning objectives and competently adapt activities to suit children's individual needs. Staff meet regularly to discuss planning, to assess children's progress, and to evaluate activities and routines. They plan interesting topics, including opportunities to assess children's progress in key skills, and to promote their awareness of the wider world. Staff create a calm, relaxed learning environment, and are good role models, joining in children's play. Through effective discussions and questioning, they promote and extend children's learning, whilst sensitively encouraging those who are less confident. Support for children with special educational needs is exemplary. There are appropriate strategies to support children with English as an additional language, although procedures are informal.

Leadership and management are very good. Managers and staff share the responsibilities in the nursery and they have a clear vision of the setting's aims and objectives. They are proactive in reviewing the impact of what they provide, and recognise the need to be flexible in providing for funded children's varying attendance patterns. A robust appraisal system and regular staff meetings identify areas for development. Recent initiatives have had a positive impact on staff's knowledge, on planning and assessment procedures, and on the organisation of some routines and activities.

Partnership with parents is very good. Parents receive good quality information about the Foundation Stage and regular updates on topics and assessment procedures. They are encouraged to contribute to their children's learning at home and in the nursery.

What is being done well?

- A strong sense of community is fostered in the setting. Children and their families are warmly welcomed, and their individual patterns of attendance and needs are effectively acknowledged. Children learn about good relationships and positive behaviour, and this is reflected in their warm rapport with others and their efforts to be kind, caring and helpful. Good opportunities are created for children to find out more about their own and others' lives and special events.
- Staff are calm, confident and secure about their different roles and responsibilities in the nursery. They work well together, giving each other mutual support to ensure children have a well organised, but relaxed learning

environment. Staff relate well to children and are adept at adapting activities to suit the interests and levels of skill of those children attending a particular session, and to accommodate any unexpected learning opportunities.

- Managers and staff are committed to ensuring the nursery meets the varying needs of children and their families. They have efficient procedures for monitoring and evaluating the effectiveness of activities and children's responses to these, and this information is used to inform children's progress records and future plans. The setting seeks parents' views and actively encourages them to share what they know about their children through the 'I can do' records and recently introduced initial profile records.
- There is a strong partnership with parents based on personal contact and exchanges of information about different aspects of the nursery's educational provision. On joining the nursery, parents receive helpful information on the Foundation Stage. This is followed by updates on forthcoming topics, assessment procedures and the various ways parents can be involved in their children's learning. These include sharing a skill or interest in the setting, contributing items for topics, or following up activities at home, such as looking at books.

What needs to be improved?

- the availability of information about sources of support and advice for children with English as an additional language and for their families.

What has improved since the last inspection?

At the last inspection, there were no significant weaknesses but the setting was given three points for development. Very good progress has been made in addressing these.

The first point for development concerned including physical play activities in weekly plans. This has been effectively followed up, as physical play activities are included in topic plans and often feature as a focus activity in weekly plans. Physical play activity plans have clear learning objectives, and staff are able to evaluate their effectiveness in promoting all aspects of children's physical development.

The second point for consideration regarded involving parents in the assessment process. Parents are involved informally through regular exchanges with their child's key worker. They are also asked to contribute to the setting's own 'I can do' questionnaire and to the recently adopted initial profile section of the local authority's transfer document. As part of planning, staff incorporate some sessions of non topic activities in order to focus on specific key skills. At these times staff also endeavour to informally discuss children's progress with parents.

The third point for consideration related to ensuring books were freely available and displayed invitingly. A good selection of books is displayed in an accessible wall mounted rack, and children can see what is available and easily help themselves.

The books are very relevant both to the children's interests and stage of development, and many reflect every day experiences and familiar routines. A small table and chairs is placed nearby and children enjoy choosing books and looking at them independently in this area or with an adult. Children handle books carefully and really concentrate as they turn the pages, look at the pictures and comment on what they see. Books are changed regularly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are settled, busy and purposeful in their play. They enjoy activities and often concentrate well. Children like to join in discussions and are developing confidence and independence. Their awareness of the nursery's behaviour expectations is well fostered, and they are often helpful and caring. Children relate well to each other and to adults, and play co-operatively in mixed age groups. They are developing an awareness of significant events in their own and others' lives.

COMMUNICATION, LANGUAGE AND LITERACY

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are confident speakers. They talk about various topics and experiences, describe feelings and express opinions. They answer questions, develop ideas and offer simple explanations. Children really enjoy stories, songs and rhymes, listening carefully and joining in as appropriate. They handle books well, looking at them independently. Children recognise some letter sounds, and recognise their own, and often, others' names. They enjoy mark making and attempt writing in familiar contexts.

MATHEMATICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children count to five and sometimes to ten, and also in reverse. They count during routines and enjoy number rhymes which introduce them to simple number operations. During activities they discuss practical problems such as 'how many do we need?' or compare different amounts. Children use mathematical terms during play, compare items of different sizes and lengths and name basic shapes. They recreate simple patterns and sequences, and match and sort by colour, size and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children explore various natural and creative materials and enjoy cooking. They persevere when cutting, folding and gluing items together or when fixing construction pieces. They make quite complex models, discovering how pieces fit together and how parts, such as gears, work. Children talk about their lives and experiences, and are beginning to understand time through discussions about days of the week, seasons and the use of a large egg timer. They use a computer and tape recorder.

| | |
|--|-----------|
| PHYSICAL DEVELOPMENT | |
| Judgement: | Very Good |
| Children move with increasing control and confidence, running and walking in different directions and with a growing awareness of space. They climb up and over equipment, steer, peddle and scoot wheeled toys, and balance well on beams or the trampoline. Children learn about the affects of exercise on their bodies, talk about being healthy and are becoming independent in seeing to their personal hygiene. They are developing good hand-eye co-ordination and dexterity when using tools and materials. | |

| | |
|--|-----------|
| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children enjoy experimenting with creative materials and media such as different painting techniques, collage and dough. They make and decorate three dimensional models and glue and stick both their individual or collaborative large scale pictures. Children draw and paint expressively, adding recognisable features and expressions, and often ask adults to add descriptions to their work. Children are imaginative and enjoy dressing up and acting out a variety of roles. | |

| |
|---|
| 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:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- the setting's procedures regarding provision for children with English as an additional language, so that it is clear how language support is made available for both children and their families.

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.