



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 957051

DfES Number: 539455

INSPECTION DETAILS

Inspection Date	16/11/2004
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St George's Nursery School
Setting Address	33-37 Wigston Road Oadby Leicester Leicestershire LE2 5QF

REGISTERED PROVIDER DETAILS

Name	The Childcare Company (Leicester) Ltd. 3931913
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ORGANISATION DETAILS

Name	The Childcare Company (Leicester) Ltd.
Address	2 Grace Road Leicester Leicestershire LE2 8AD

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

St. George's Nursery School opened in 2001. It is situated in the Oadby area of Leicestershire, and serves the local Oadby population and surrounding areas. The setting is a purpose built, single storey building with 5 care rooms in use for the care of children attending the setting.

The setting is open Monday to Friday from 07:30 to 18:00 each day. It is open 51 weeks of the year, closing only for public holidays and one week at Christmas. Children attend a variety of sessions. There are currently 84 children on roll, this includes 27 children funded to receive nursery education. The nursery is also currently supporting children with special educational needs, and children who have English as an additional language.

Sixteen staff work with children, 10 of whom have recognised early years qualifications, with one member of staff currently working towards an early years qualification. The setting receives support from a teacher/mentor from Leicestershire Early Years' Development Childcare Partnership. It employs Montessori teaching methods to support children's learning.

How good is the Day Care?

St. Georges' Nursery School is providing good quality care for children. Management ensure that staff undergo relevant clearances, and there are good staff:child ratios in place, with all qualified staff qualified to NVQ level three. The premises are safe and secure, but at the same time, warm and welcoming to children and parents. Furniture, toys and equipment are in good condition, and help to promote a stimulating environment for children. All necessary documentation, policies and procedures are in place and staff demonstrate a good understanding of their use and purpose.

Good systems are in place to help support children's safety both within and outside the setting, and good attention is paid to health and hygiene issues. Staff have good hygiene systems for room cleaning, nappy and bedding changes, and encourage

children well to develop good personal hygiene. The menu provided to children is wide ranging, nutritious and well presented. Older children have regular access to water, although there is limited access for younger children. Staff have a good understanding of child protection issues.

Staff in each care room plan activities to support the learning and development of the different ages of children in their care. Plans ensure children have a wide range of activities and play opportunities to support their development in every area. However, two year olds are at times given activities that are too advanced for their ages and stages of development. Staff have a very caring and warm manner with children, and use positive behavioural techniques to support good behaviour. They have a good understanding of the individual needs of each child, and support children with special needs well.

The nursery has an excellent partnership with parents. Parents form very good verbal relationships with staff, and are given further information about the nursery and their child through parent information boards, newsletters, parents evenings and diaries.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure its daily attendance register included the attendance of staff as well as children. The setting has put this in place, thereby contributing to the safe management of the provision. It also agreed to implement a written record, signed by parents, of medication administered to children. These records are now in place and improves the safety of children and partnership with parents.

What is being done well?

- The cook provides children with a wide variety of meals that are of good nutritional content, support children's dietary and cultural needs, are well presented, and enjoyed by children.
- Staff throughout the nursery demonstrate an enjoyment of working with children, and have a caring and nurturing approach to the children they look after.
- Partnership with parents is very good. Staff ensure that parents are well informed about the care, play and learning opportunities their children engage in.
- The nursery respects and encourages children to be aware of, and enjoy, the diversity of cultures and communities.

What needs to be improved?

- the accessibility of water for younger children
- the planning of some activities for younger children to ensure they are

appropriate for their age and stage of development, and opportunities for lengthier periods of outdoor play.

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
3	Consider the suitability of some activities given to two year olds in relation to their age and stage of development, and the length of time provided for outdoor play
8	Ensure all children have regular access to fluids such as water throughout the day

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

How effective is the nursery education?

St.George's Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as their communication, language and literacy is very good, and they make very good progress in this area.

The quality of teaching is generally good. Staff manage children very well and have good relationships with them. They have a good understanding of the Foundation Stage curriculum and make generally good use of resources both inside the nursery, and in the local environment to support children's learning. There are satisfactory curriculum planning systems although there is an over-emphasis in planning for 'cluster' areas in the curriculum that are addressed through daily routines. The assessments of children's progress are not sufficiently updated and staff are not always using information gained from assessments to effectively plan to children's individual needs.

Leadership and management is generally good. The person-in-charge has a high commitment to the care and learning needs of the children attending the setting. Good use is made of the mentor teacher and other managers within the organisation to help staff improve their planning and delivery of the curriculum. Staff have good opportunities to improve their knowledge through in-house and external training opportunities.

Partnership with parents is very good. Parents are provided with good informal opportunities to discuss their child's progress. The parent's notice board in each room gives them information about the curriculum and learning intentions for each activity. A newsletter provides good information regarding curriculum topics and how parents can support learning at home. Each parent is provided with individual learning targets for their child.

What is being done well?

- Children are motivated and eager to learn, staff show them that they are valued and successfully build their confidence and self esteem by praising and encouraging their efforts.
- Children are excellent communicators with speaking and listening skills being well-fostered. Staff encourage children to chat about their experiences and ask questions, which helps them to put their thoughts into words.
- Staff make very good use of the local environment to improve children's understanding of the built and natural world around them.
- Parents are provided with good quality information about the curriculum, topics and day to day activities, as well as good suggestions from staff on

how they can support learning at home.

- Management and staff demonstrate high levels of commitment in providing a good foundation for children's learning.

What needs to be improved?

- planning to ensure relevant emphasis is given to clusters which are not covered through the daily routines
- the flexibility of plans to allow for consolidation of cluster areas
- children's opportunities for creative self expression, and outdoor, physical play
- the use of children's progress assessments when planning the curriculum, to ensure the curriculum is tailored more effectively to their individual learning needs
- the frequency of the assessment process to enable staff to sufficiently adapt the plans and extend activities for children.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and have high levels of self-esteem. They have good relationships with their peers and staff. Behaviour is excellent with children demonstrating a good awareness of behaviour expectations. Children are becoming increasingly independent with older ones visiting the toilet, and putting on their coats and shoes independently. They are developing a very good understanding of the cultures and beliefs of others in their community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate excellent communication skills and enjoy conversing with each other and with staff. They have good listening skills and respond well to questions asked of them when talking about home life. They also enjoy asking questions of others. Children have very good opportunities to mark make, with older and more able children writing their own names. Children enjoy being read to, and freely go to the book areas to 'read' books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have very good numeral recognition and counting skills, with many recognising numerals up to nine. Their counting skills are excellent, and they can count out every day objects. Early calculation skills are well supported through number songs', and children have good understanding of positional and size language. At times focused activities are not sufficiently planned to meet the needs of individual children, and play opportunities are not always used to re-enforce or extend learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have excellent opportunities to learn about the environment and find out about the world in which they live through walks, outings, and visitors to the setting. They have very good opportunities to use intermediate communications technology with the use of a computer in each room, and programmable toys. They have a good understanding of time such as the days of the week. They have less opportunities to join and build, and scientific learning is not always re-visited to secure knowledge.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move imaginatively such as when 'hiding from monsters' during indoor and outdoor play. They demonstrate control and co-ordination when moving, and move in a range of ways including hopping, jumping and crouching. Children have a growing understanding of the importance of hygiene in staying healthy. Planning for outdoor activities is not always linked to children's stages of development, and the length of time provided for children's outdoor play is very limited.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have good adult-led opportunities to explore media and materials, with a recent introduction of a creative table in one room expanding opportunities for older children's creative self expression. Children have weekly opportunities for music and movement, and enjoy singing. Recently improved role-play facilities provide children with greater opportunities to use their imaginations, although not all children have regular access to the new initiatives.

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

- ensure curriculum planning is more clearly linked to the learning needs of children as individuals through more effective and frequent use of assessment
- ensure relevant emphasis is given to cluster areas not covered through daily routines, and that plans allow sufficient flexibility to consolidate children's learning
- improve children's opportunities for creative self expression and outdoor physical play.

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.