



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314085

DfES Number: 510437

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Eileen Rochford

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Daybreak Nursery
Setting Address	Church Hall Church Street, High Etherley Bishop Auckland County Durham DL14 0HW

REGISTERED PROVIDER DETAILS

Name	Mrs Joanne Hardy
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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

Daybreak Nursery has been registered for five years. It operates from three rooms within a converted church near the centre of Etherley. It serves the local area.

There are currently sixty two children from birth to five years on the roll. This includes fifteen funded three years olds. Children attend for a variety of sessions. The setting currently has no children with special needs or English as an additional language.

The group opens five days a week all year round from 08.00 to 17.30.

Eight staff work with the children. All of the staff have early years qualifications to NVQ level 2 or 3 with two staff members working towards level 3 and one working towards level 4. The setting receives support from the Local Authority.

How good is the Day Care?

Daybreak Nursery provides good care for children. All staff within the setting are vetted, with detailed information kept on staff files supported by comprehensive personnel policies. The premises provide a children orientated environment. Space within the rooms is very well organised, with consideration given to the age/stage of the children attending. All records are in place. There is a comprehensive range of policies and procedures in place which cover all aspects of the care provided and are formulated as a staff team. However the procedure for completing the medication records should be improved.

Safety within the setting is given high priority. Children are encouraged to develop an understanding and awareness of safety issues. Hygiene is very good, staff understand the importance of developing children's awareness and understanding of these issues, through routine everyday activities. Healthy snacks and meals are provided, with menus made available daily for parents. Drinks are freely available.

The group provides a rich and stimulating learning environment for children. They

are able to explore and experiment with a range of activities, at their own pace, and are supported by a committed staff team. Children develop sound relationships with both adults and peers, they are confident and happy, with children talking freely to everyone in the group including visitors. They have a range of resources which reflect the cultural diversity of society and promote equal opportunities in all aspects of the group. The group have a positive approach to special needs, supported through staff training.

Staff work well with parents. They ensure that parents are kept informed on a daily basis, using various methods. They have developed professional relationships with parents based on mutual respect, and encourage them to become involved in the group. Children's behaviour within the group is very good supported by positive role models of staff.

What has improved since the last inspection?

not applicable

What is being done well?

- Children develop a range of skills through the stimulating activities provided in the group. They become engrossed and involved in their chosen activity.
- Space is very well organised to ensure that children are able to access equipment, to support their learning.
- Children develop a sound understanding of safety, health and hygiene issues, through everyday activities.
- There is a wide and comprehensive range of policies and procedures in the group. These allow everyone to be kept informed of practice, with staff involved in reviewing. Parents are encouraged to access these which enhances it's sound relationship with parents.
- Staff have established very good relationships with children. They understand the individual needs and ensure these are met.
- The group has a strong committed staff team, which works well together to provide a rich and stimulating environment.
- High expectations of staff, promote very good behaviour within the group. Children understand the boundaries and respect these.

What needs to be improved?

- the procedure for completing medication records.

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	the procedure for completing the medication records

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

How effective is the nursery education?

Daybreak Nursery provides generally good quality nursery education, where children settle well. They make generally good progress in physical, mathematical and creative development and in communication language and literacy and knowledge and understanding of the world. In personal social and emotional development they make very good progress.

The quality of teaching is generally good, and ensures that children are making progress and move confidently through the stepping stones with enthusiasm and enjoyment. Planning is good and ensures the sessions run smoothly. The room provides children with a stimulating and well organised learning environment in which they play and learn. Staff interaction with the children is very good which has a positive impact on children's attitudes and motivation to learn. Staff are secure in their knowledge of the early learning goals and this is reflected in the range of activities and resources presented to children, however more challenges should be provided for older and more able children. Staff provide very good role models for children and manage behaviour very well.

The leadership and management of the group is generally good. Staff are aware of their roles and responsibilities, resulting in the group running well. Through evaluation the group should ensure that activities are evaluated. Staff are encouraged to attend training as identified at appraisals. They are aware of their strengths and weaknesses and are committed to the continued improvement of the care and education of the children.

Partnership with parents is very good. Parents are provided with a good amount of information about the group. They use the notice board to display the early learning goals, and link planning to these notices. Parents are encouraged to contribute to the group, and talk freely with staff.

What is being done well?

- Staff give high priority to nurturing children's personal social and emotional development. Staff establish very good relationships with children, and respond with enthusiasm to children's needs. Children are confident and secure in their environment.
- Children effectively learn to count, recognise shape size and numbers, through a range of everyday activities, which is enhanced through the use of computer.
- Children are developing a very good understanding of the world in which they live. They develop skills and competence with the computer.
- Children are developing a range of communication skills through a rich stimulating imaginative play area. Staff support children's learning, through

direct and indirect interaction.

- The accommodation and use of time and resources is very good. The bright and stimulating environment together with the presentation and organisation of activities ensures that children's independence is encouraged and their natural curiosity to investigate and experiment is fostered to a high standard.
- The quality of teaching has an effective impact on children's learning. Staff ensure that a good range of activities are available to children and provide appropriate challenges, teach them new skills, and continue and refine skills learnt.
- Partnership with parents is very good. Good communication between staff and parents ensures that they are kept fully informed about all aspects of their child's progress.

What needs to be improved?

- the opportunities for older children to develop large physical skills, solve simple calculations and to solve how and why things work.
- the opportunities for children to explore with texture
- the organisation of groups to ensure that children develop listening skills
- management to evaluate activities to ensure all children's needs are met

What has improved since the last inspection?

At the last inspection actions were raised regarding partnership with parents. Overall the group has made very good progress with these issues.

Partnership with parents has developed. Parents are made to feel valued and welcome to the group. They are encouraged to participate in all areas of group life, and to access children's records, through regular "open sessions."

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate very well to peers and adults within the group, demonstrating consideration for each other and their environment. They are confident and independent promoted by sensitive support and easily accessing interesting resources. Children behave very well, with staff providing positive role models. Children are able to make connections between home and group. They develop an appreciation of responsibility for their own tasks and work well together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well, they express imaginative thinking confidently and speak well in group situations. Three year olds are developing skills in speaking and communicate effectively with adults however effective grouping would develop this further. Children have good access to written text and tools to produce writing. Children recognise their own and other children's names developing an understanding that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are aware of number in all areas of group life. Numbers are displayed around the room. Three year old children confidently count to five and above. Children are able to access a range of equipment to support their learning, Children recognise shape and use positional size and weight language appropriately in their play. However opportunities should be provided for older children to begin to solve mathematical problems with the support of staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop a very good awareness of their environment. Children are accessing a wide and varied range of first hand experiences however this should be further developed to how and why things work. Children develop an understanding of time being able to differentiate between yesterday and today. Older children use the computer confidently without support, offering assistance to younger children. They have developed very good concentration skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to move confidently and safely within the group, showing an awareness of space and others. They are able to negotiate obstacles as required. They are able to express their feelings both in large and small groups. Three year old children use small and large equipment, however these should be extended for older children. They are aware of their own bodies and how to keep themselves healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are successful in exploring shape, colour, two and three dimensions and painting in planned activities. All children are confident in expressing real and imagined experiences in role play in a rich environment supported by life like equipment. Children enjoy music and song and respond purposefully and appropriately. They use their senses well and positively respond to planned sensory activities, although opportunities to explore texture are limited.	

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

- increase the opportunities for children to develop listening skills through effective organisation of groups.
- increase the opportunities for older and more able children to develop a range of skills
- develop the evaluation of activities to ensure that areas for development are identified.

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.