



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109123

DfES Number: 517709

INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Abigail Langmead

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	North Star Nursery & Holiday Club
Setting Address	Polaris House, Polaris Way Swindon Wiltshire SN2 1UH

REGISTERED PROVIDER DETAILS

Name	North Star Nursery and Holiday Club
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ORGANISATION DETAILS

Name	North Star Nursery and Holiday Club
Address	Polaris House Polaris Way Swindon Wiltshire SN2 1UH

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

North Star Nursery and Holiday Club opened in 1999. It operates from a single story building with five rooms, toilets, kitchen and outdoor play area. The nursery and holiday club primarily serve the employees of the research councils.

There are currently 42 children from three months to four years on roll. This includes three funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The group supports children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 17:45.

Five part-time staff and ten full-time staff work with the children. Twelve have early years qualifications. Three staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

North Star Nursery and Holiday Club provides satisfactory care for children.

There are effective systems in place for the appointment and induction of staff. Staff have good access to training which is valued within the setting. Policies and procedures are comprehensive but lack detail in some areas. Staff are not always well deployed within the setting. Staff welcome children and parents to the nursery and settling in procedures were seen to work well. Rooms are bright and stimulating with some carefully arranged displays of children's work. There is a wide range of suitable and safe toys and equipment available. Children are able to access toys and equipment well, with opportunities for self-selection. Unvetted students are not sufficiently supervised within the setting. Recording systems are adequate.

Staff ensure children are generally kept safe both indoors and when using the

outdoor play space. Plans clearly identify and reduce potential hazards. There are effective systems in place to ensure the safe collection of children and that the premises are secure. Staff practise good hygiene through nappy changing and hand washing procedures. Children are provided with a balanced and nutritious menu and there are effective arrangements in place to meet the special dietary needs of children. Children have access to some resources that reflect culture, race, gender and disability.

Children have access to a wide range of stimulating toys and resources that promote all areas of development well. Planning systems in the nursery are comprehensive but their implementation for out of school care was not observed. Children enjoy their play and have a good balance of structured and free play opportunities. Staff interact well with the children to support their play and development, and children's behaviour is well managed.

Parents are kept very well informed of their children's progress through formal and informal systems of communication.

What has improved since the last inspection?

The setting have responded well to the actions raised at the previous inspection.

The group were asked to ensure that room temperatures are adequately maintained and to ensure that sufficient domestic style furniture is available to meet the needs of children aged 1-2 years.

Staff in each room now monitor closely room temperatures and record on a chart. Rooms were found to be sufficiently warm on the day of inspection. The setting has purchased cushions, mats, a small sofa and adult sized chairs for the 1-2's creating a comfortable and appealing book corner for children to use.

What is being done well?

- Children have access to a wide range of stimulating play experiences. They enjoy their play and have positive relationships with staff. Staff are caring and interact well with the children to support their learning and development.
- Staff welcome parents and children well and help children to settle. They have created some colourful displays of the children's work e.g. observational drawings which helps children to feel valued within the setting and creates a stimulating learning environment.
- Staff are vigilant in promoting children's health and hygiene. They encourage children to wash hands, and staff were seen to implement nappy changing procedures well. There are good arrangements in place with parents regarding sick children.

What needs to be improved?

- the supervision of unvetted students
- children's access to resources that reflect culture, race, gender and disability
- the recording of staff and visitors on the premises
- the child protection statement.

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
1	Ensure that there are effective systems in place to supervise students who are not vetted.	19/03/2004

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

Std	Recommendation
2	Ensure that the times of arrival and departure for staff and visitors are recorded.
9	Extend the range of resources available to children that reflect culture, race, gender and disability.
13	Extend the statement of child protection arrangements to include a procedure to be followed in the event of an allegation being made against a member of staff, how the setting will manage confidentiality, and details of the named person for child protection.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. In the areas of creative development, knowledge and understanding of the world, and communication, language and literacy children are making very good progress towards the early learning goals.

The teaching of children is generally good. Staff have a good understanding of the Foundation Stage and early learning goals. They plan a range of interesting and stimulating activities for children in all six areas of learning and most aspects are covered well. Staff support the children's learning through effective questioning. They have good relationships with the children. Staff carry out regular observations of the children which are used to evaluate the children's progress. Some aspects of children's everyday routines do not always provide sufficient challenge to older, more able children. Staff do not always manage time and resources well to ensure that children are fully engaged in their learning during large group activities.

The leadership and management of the setting is generally good. Staff training and development is well managed and valued within the setting. Staff have addressed issues raised at the previous inspection very well. The setting is committed to improvement. Staff use the observation and planning systems consistently and knowledgeably. Staff work well together as a team.

The partnership with parents and carers is very good. Parents are provided with comprehensive, detailed information about the setting. They are kept well informed of their children's progress through the three monthly report, parents evening and informally each day. Parents are given information about specific activities and themes and how they can be involved in their child's learning.

What is being done well?

- The partnerships with parents and carers is excellent. Parents are given high quality and detailed information about the setting and how their children are progressing. Parents are encouraged to be fully involved in their child's learning through contributing to activities and talking to their child at home about specific topic themes.
- Children have very good communication skills and are confident at speaking in small and large groups. They enjoy reading activities and are developing emergent writing skills very well.
- Staff plan a range of interesting and stimulating activities that enable children to develop their curiosity and exploration skills, and express their imagination. There is a very good balance of free play where children can self-select their own materials to create with, and more structured activities towards an

end-defined product. Staff organise resources well to create a stimulating role play area that is adapted to the current topic.

What needs to be improved?

- the organisation of large group activities to sustain children's interest
- opportunities for children to extend their problem solving and calculation skills
- children's understanding of health and body awareness through the daily routine.

What has improved since the last inspection?

At the last inspection the group were asked to respond to the following:

Firstly, to provide more opportunities for children to record numbers, for example, by making graphs and charts and secondly, to evaluate the curriculum for outdoor play to include more opportunities to climb in the winter months.

The setting has made very good progress since it's last inspection. Children have regular opportunities to record numbers on graphs and charts as indicated in planning for different activities. The outdoor play area is now planned more carefully and includes different activities for summer and winter. Planning indicates the resources to be used and the learning opportunities for children. Children are able to use the outdoor area in all weathers and make good use of climbing equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are motivated to learn and try out new experiences. They persist for extended periods during their play and are keen to explore activities. They are confident at expressing themselves and initiate conversations with staff and each other. They demonstrate a high degree of independence within the setting, seeking support when required. During large group activities children are not always supported to maintain concentration and interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently in small and large groups. They listen well and ask appropriate questions. They are keen to extend their vocabulary. They enjoy listening to stories for example, 'The Monster and Frog at Sea' and can describe main characters and plot. Older children are beginning to construct their own stories. Children link sounds and letters well and are developing good emergent writing skills. They are able to recognise their own names and those of others in the group.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good counting and number recognition skills. They can count to ten and many beyond this. They identify numbers in their environment and spontaneously count during their play. Children can recognise shapes and have regular opportunities to construct using different shaped items. They can match and compare shapes, use language of size and understand concepts of weight. Children have limited opportunities to develop problem solving and calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are able to explore, investigate and find out about features of their own and the wider community. They show a keen interest in how things work and observe changes in living things e.g. frog life-cycle. They use the computer and other forms of technology confidently. Children enjoy selecting from a wide range of materials to construct and design.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move safely and confidently indoors and when using the outdoor play area. They jump, hop, run, climb and catch well. They have regular opportunities to practise a range of skills using large and small equipment such as balls, bats, bikes, hoops and climbing equipment. Children use a range of small tools safely and with control, for example when cutting with scissors. There are some opportunities for children to learn about health and body awareness but these are not always extended.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express their imagination and creativity using a variety of media and materials e.g. role play, painting, drawing, music and movement. They use props and create scenarios to enhance their role play. They use materials to create pictures and models in 2D and 3D. They have opportunities to produce both end-defined products and their own inspired creations.	
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

- Provide opportunities for children to learn about health and body awareness through the daily routine.
- Improve planning in mathematics to ensure that children have regular opportunities to develop adding, subtraction and problem solving skills.
- Consider the length of time children spend participating in large group activities to ensure that they do not lose interest and concentration.

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.