



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309638

DfES Number: 582378

INSPECTION DETAILS

Inspection Date 07/09/2004
Inspector Name William, Peter Stringer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The New Little Village Nursery
Setting Address 41 Woodlands Road
Ansdell
Lytham St Annes
Lancashire
FY8 4ER

REGISTERED PROVIDER DETAILS

Name Mrs Helen Taylor

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

The New Little Village Nursery opened in 1995. It operates from a two storey building which is located on a corner site on Woodlands Road in the Ansdell district of Lytham St. Annes. The New Little Village Nursery serves the local area and beyond.

There are currently 53 children from birth to 4 years old on roll. This includes 15 funded three year olds. Children attend a variety of sessions. Currently, the nursery supports 2 children who have special needs.

The nursery opens 5 days a week all year round. Sessions are from 08:00 until 17:45.

One part time and 7 full time staff work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership(EYDCP)Teacher Team.

How good is the Day Care?

The New Little Village Nursery provides satisfactory care for children.

Staff use available space and resources to provide a warm, welcoming and stimulating environment. There are established induction and appraisal systems in place which ensure that staff are clear about their roles and responsibilities. The key worker system works well in practice for the babies and older children in order to best promote continuity and consistency of care. Records are generally well organised and up to date with minor detail. However, attendance records should be extended to include the actual hours of attendance of children and staff.

The staff team pay close attention to children's safety on and off the premises and risk assessments are carried out to ensure any identified risks or hazards are

minimised. Hygiene practices form part of the daily routine. Healthy, nutritious meals are provided and menus take into account any special dietary requirements. Staff are sensitive towards the care of children who have additional needs. However, the nominated person should undertake training specific to the role of SENCO. The roles of staff in reporting child protection matters are understood. However additional training and a copy of the current local ACPC policies and guidance would assist the teams development.

Activities are wide ranging, aiding children's progress in key developmental areas. Children are stimulated and interested in their play, which is aided by the interaction and support of staff. Staff increase children's self esteem by the consistent use of praise and encouragement. However, staff ratio's for babies at lunch time should be reviewed, as should procedures for childrens progress reports.

Staff develop good relationships with parents, who receive information about the setting and its operation. However, the complaints procedure should be extended to include Ofsted's contact details.

What has improved since the last inspection?

Since the last inspection, the nursery has implemented a recording system for visitors; a written policy for outings, and provided evidence of Public Liability Insurance. In addition, written parental consent is now obtained for medical attention to children in the event of an accident or an emergency.

In undertaking these actions, the nursery has now enhanced it's procedures and practices to ensure the safety and well being of the children.

What is being done well?

- Staff continue to develop and build upon good partnerships with parents, thus enabling the children to be cared for in accordance with the wishes of parents
- Good attention is given to the meeting of children's individual needs such as sleeping, eating habits, and in the exchanging of information with parents.
- Staff in the babies room promote the practice which allows babies to interact with a consistent team of adults.
- Children show confidence in their surroundings and good levels of interest in their play, which is achieved via staff's interaction and support.
- Children's dietary needs and children's independence at meal times are promoted well

What needs to be improved?

- The registration system
- Childrens progress reports

- Staff ratios at lunch time
- Resources that reflect positive images of disability
- SENCO training
- The complaints procedure
- Child protection.

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

Std	Recommendation
9	Increase resources that reflect positive images of disability.
2	Amend the registration system to record actual hours of attendance of children and staff.
3	Review procedures for children`s Progress Reports.
6	Review staff ratios during lunch times for babies.
13	Further develop staff knowledge of child protection, with particular reference to local ACPC policies and guidance.
13	Extend the Child Protection policy to make reference to "What To Do If You`re Worried A Child Is Being Abused" guidance.
14	Extend the complaints procedure to include contact details of Ofsted.
10	Ensure that the nominated person undertakes training for the role of SENCO.

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

How effective is the nursery education?

The New Village Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff have a good understanding of the early learning goals following in-house training. Staff observe children but do not use the observations to inform the planning but have recently introduced foundation stage profiles which parents have completed with their child's key worker. Staff work closely with a teacher from Lancashire Early Years Teacher Team. They have recently re-organised areas to enable children to have continuous provision so children have opportunities to explore, experiment and make their own choices. Resources are not always replenished, which restricts children's choices. Staff also plan time for children to work on focused activities with a member of staff.

Leadership and management are generally good. A new supervisor has recently been appointed and works closely with the manager to review current practice. In order to review the quality of the provision, questionnaires were sent out to parents and the information is to be used for future developments. Staff meetings are held on a regular basis. Staff appraisals are undertaken by the manager and supervisor and used as a tool to identify individual training needs. Training is given a high priority and the management team are committed to ongoing improvement but need to allow more time for staff to plan effectively.

The partnership with parents and carers is very good. They receive good quality information on the setting and the foundation stage curriculum. Parents give information on what their child can do and what their child likes. Regular news letters keep parents well informed and they are encouraged to be involved in their child's learning through the "activities at home" sheet.

What is being done well?

- The staff have worked hard to implement suggestions from the Early Years Teaching Team. Their work has had a positive impact on the learning environment for children through the introduction of continuous provision.
- Children form good relationships with each other and work well alongside each other in role play.
- Children behave well due to the consistent implementation of the settings behaviour management policy.
- Children's independence is promoted well, through a well planned environment indoors and at meal times.

What needs to be improved?

- the use of observation to inform planning
- monitoring of individual children's progress so that the next steps for learning can be identified
- the arrangement for consumable resources to be readily replaced and areas are attractive to children.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have improved planning, new assessment methods have been introduced recently, and parents and carers are invited to share what they know about their child.

Planning now covers all areas of learning but the weekly plans contain a limited amount of information to inform the teaching. The focus activity sheet contains more detailed information including how staff will be deployed and children grouped. Plans are completed by staff in the pre-school group.

New assessment records have been introduced that cover all areas of learning but they are not yet used to inform the planning. Evaluations are included on the focused activity sheets but are not always completed.

Parents and carers are asked to share what they know about their child as they complete their child's foundation stage profile. This gives staff a starting point to help children to progress from. Staff also have discussion with parents and carers about their child's day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident as they leave their parents and are able to select their own activities. They form good relationships with each other and learn to take turns when working as part of a group e.g. snail game. Children are independent at meal times as they serve their own lunch and pour their own drinks. Although children share experiences at home, there are insufficient opportunities to do this within the whole group. Children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well at story time and enjoy using the book area independently as they learn to handle books confidently. Children are beginning to recognise initial sounds. They show good interest in the making area when it is well resourced but their interest decreases when resources are empty. Children are beginning to make a good attempt to write their own name. Children are improving their skills for handwriting as they chalk on the large chalk board.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count through daily routine. They are beginning to recognise small groups of objects and numbers of personal significance e.g. age. Children produce their own patterns through printing. Staff plan opportunities for children to use language for size e.g. big and little. Children learn about shape as they fit puzzles together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children discuss past events as they look through the photo album. They undertake visits to local attractions e.g. Blackpool Zoo but staff do not sufficiently use the experience to promote children's learning. Children explore a variety of mirrors looking how the mirrors change the image. There is a good range of materials for children to construct freely but the resources are not always replenished, which reduces the opportunities for children to investigate freely.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children climb confidently and have more challenging opportunities when they visit the local park. Children are learning to handle tools with increasing control e.g. scissors pencils and glue spreaders. Children are learning to recognise their own personal needs and are learning about personal hygiene. Children 'drive' cars carefully, taking care to avoid collision.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well in role play but the resources need to be checked frequently as they sometimes do not fully support children's imagination. Children enjoy dancing to music. They sing familiar nursery rhymes enthusiastically. Children show pleasure as they feel the texture of corn flour and water. They draw freely in the mark making area but sometimes staff limit children's own creativity and they have insufficient access to free painting.

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 that staff use their observations of children to inform the planning
- continue to build on the new assessment records, taking account of previous records of assessment completed in nursery
- ensure resources for all areas are always readily available and help to promote children's independent learning.

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.