



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305380

DfES Number: 522065

### INSPECTION DETAILS

Inspection Date 02/02/2005

Inspector Name Jane Shaw

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care

Setting Name The Nursery

Setting Address Huntsbank Farm, 356 Crewe Road  
Wistaston  
Crewe  
Cheshire  
CW2 6QT

### REGISTERED PROVIDER DETAILS

Name Mrs Carol Ann Connolly

## 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 Nursery at Wistaston is a privately owned and managed day setting offering Full Day and Out of School Care. The Nursery first opened in 1996 and operates from within a large adapted two-storey house in Wistaston in Cheshire.

Children are cared for in age specific groups i.e. babies, toddlers, intermediate, pre-school and older children attending the out of school provision. Children have access to five separate playrooms, toilet, hand washing and nappy changing facilities. There is a kitchen on the premises for the preparation of meals and snacks. The children also have access to an enclosed garden at the front and a playground at the side, which has a safety surface.

A maximum of 85 children may attend the setting at any one time. Sixty-nine of these are cared for within the nursery and a further 16 children may attend the out of school provision. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

There are currently 190 children aged from birth to under five years on roll within the nursery. Of these 39 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs and those for whom English is an additional language. Thirty children currently attend the out of school provision. Children attending both provisions are mainly from the immediate locality along with the local towns of Crewe and Nantwich.

The nursery employs 30 staff, 28 of whom work directly with the children. Seventeen of the staff, including the manager hold appropriate early years qualifications, with a further three staff working towards appropriate qualifications.

As the setting is in receipt of nursery education funding they have access to a Foundation Stage teacher and other advisory staff from Sure Start Cheshire.

### How good is the Day Care?

The Nursery at Wistaston provides satisfactory care.

The owner employs a high ratio of qualified staff and makes available to them opportunities to attend further training. Children are cared for in separate well furnished and resourced group rooms according to age. Out of school club children have access to their own space. Children have access to a good range of toys and equipment which is regularly rotated and added to. All documentation is in place, however, amendments are required to the attendance register, staff clearances, policies and procedures.

The children are cared for in a safe and secure environment. Good hygiene practices and routines are in place for all aspects of nursery and after school life. Older children are encouraged to be independent in personal hygiene tasks. Meals and snacks are well balanced and nutritious and are prepared freshly each day. Staff have an understanding of child protection issues and the settings procedures.

Staff plan activities and opportunities for children across all age groups. Staff within the pre-school rooms plan using the Foundation Stage, staff working with other age groups intend to implement 'Birth to Three Matters' following training. Activities are planned around 'themes' and involve the children in a variety of play experiences. All children have equal access to opportunities and are encouraged and supported to participate. Children attending after school have free choice about the activities they would like to be involved in. An appropriate behaviour management philosophy is in place.

Partnership with parents and carers is effective, they speak positively about what the provision has to offer their children and the family as a whole. Regular open evenings give parents and carers the opportunity to visit the nursery to discuss their child's development and well-being. A 'Parents in Partnership' agreement is in place with all parents and carers.

### **What has improved since the last inspection?**

The registered provider was asked to address six actions following the last inspection, these related to records and the promoting of children's awareness of language and disability.

Three actions required the registered provider to forward to Ofsted's regional centre copies of; the most recent Fire Officer's report, planning consent in relation to the request to increase registered numbers and up to date public liability insurance. All documents were sent as requested to the regional centre. This response assists in ensuring appropriate safety measures are in place for children and confirms compliance with the planning authority.

The registered provider was also asked to ensure that records were kept of all medication administered to children. Administration of medication sheets have been designed and are used to obtain parental consent for the administration of medication and to record any medicines given to children. This response ensures parents are fully aware of the times and doses of medication supplied to their child and ensures a written record is available to confirm their request.

The final action asked the registered provider to promote children's awareness of language and disability. The setting have and are continuing to develop their resources to address equal opportunity issues enabling children to have a greater awareness and understanding of our community.

#### **What is being done well?**

- Staff make good use of all available space both indoor and outdoors to provide the children with access to a range of activities both for the nursery and out of school children. Space also allows for children to rest and sleep when required. Children are cared for in group rooms which are age appropriately resourced and furnished.
- There are good hygiene practices and procedures in place throughout the setting. Staff are vigilant about children's health and hygiene and encourage older children to be independent with personal tasks.
- Children are offered a well balanced and healthy menu. Food is freshly cooked each day using fresh ingredients. Children are provided with a midday meal and tea along with snacks and drinks throughout their day. Appropriate arrangements are made to address children's individual dietary needs in terms of allergies, preferences and religious requirements. Staff in the baby room give good individual care and attention to babies during bottle feeding.
- Good feedback is given to parents and carers within the nursery and out of school club regarding their child's day. This is done verbally to out of school club parents and carers and both verbally and in written form for parents and carers using the nursery. Parents and carers of nursery children also have the opportunity to attend open evenings to discuss their child's development.

#### **What needs to be improved?**

- the undertaking of appropriate and complete clearance for all staff having unsupervised access to children across the provision
- the recording of staff and children's attendance in both the nursery and out of school provisions
- the formulating or amending of policies in relation to uncollected and sick children, behaviour management and child protection.

#### **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 from 1st April 2004.

**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	Undertake appropriate vetting procedures for all staff who have unsupervised contact with children.	24/02/2004

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

Std	Recommendation
7	amend the illness policy to show the procedure to be followed in the event of a child being taken ill whilst being cared for.
11	amend the behaviour management policy to include reference to bullying.
14	ensure that the actual times of arrival and departure of all staff and children within the nursery and out of school club are included in your register on a daily basis.
14	include the procedure to be followed in the event of a child being uncollected from the setting to your lost and uncollected child policy.
14	amend the child protection policy to show the procedure to be followed in the event of an allegation being made against a member of staff or volunteer and include contact details for the local police and child protection services.

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

### How effective is the nursery education?

The provision of nursery education is acceptable and of good quality, enabling children to make generally good progress towards the Early Learning Goals. However, there are significant weaknesses in the provision for "knowledge and understanding of the world" and "creative development".

On the day of the inspection the teacher wasn't present, although the quality of the teaching was generally good overall. Staff manage children and their behaviour well and organise a wide range of resources for them, particularly for physical development and literacy. They are beginning to use the Step by Step profiles to note children's developmental progress through the Stepping Stones and have recently begun a new system of planning. However, staff are presently unclear about their plans and the purpose of the activities they are providing. They are not using all activities of the day as potential learning opportunities or making regular, spontaneous notes of each child's progress. This impedes staff's ability to evaluate the usefulness of activities and plan the next steps for individual children's learning.

The leadership and management of the nursery is generally good. The manager is enthusiastic to support staff with planning and activity ideas, and provides them with time to undertake planning, evaluation, and recording. She values the support of the Early Years advisory teacher. However, it has not been noted that there is infrequent small group work with a lack of key working. Difficulties with planning, assessing and evaluating, have resulted in inadequate knowledge of children's individual progress.

The partnership with parents is generally good, with parents made welcome in the setting each day and tri-annual open evenings for parents to discuss their child's progress. Parents are involved in their child's learning through monthly activity sheets sent home which support the theme. However, no evidence of their child's work is currently available.

### What is being done well?

- Children are self confident in the setting and are eager to speak and communicate with adults, showing that they are comfortable with themselves and have a sense that they are a member of this group.
- Children listen with enjoyment and respond to stories, asking questions and sharing their thoughts with staff. They confidently look at and handle books at various times during the day.
- Children run, slide, balance and can adjust speed, change direction and negotiate space in the playground. They can travel confidently over, under, around and through balancing and climbing equipment with increasing skill.
- Staff manage children's behaviour well, with plenty of praise and positive

interventions. They also skilfully help children to separate at the beginning of the day by giving a short period of one to one time including taking the child to the window to wave off their carer.

- Parents are made welcome in the setting, are given opportunities to take part in their child's learning at home to support the theme in nursery, and have formal opportunities to talk about their child's progress three times per year.

#### **What needs to be improved?**

- the quality of the planning, teaching, assessment and evaluation so that all the activities of the day are used as learning opportunities which are tailored to the specific developmental needs of each individual child
- the opportunities for children to explore scientific, technological, geographical and historical aspects of their world
- the use of design, making, acting, dance, movement, music and sound to increase children's opportunities to express themselves through a range of creative media
- the use of children's work to provide evidence of how each child is progressing through the Stepping Stones towards the Early Learning Goals.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection in January 2001. The staff and manager produced an action plan to address the provision for mathematics which was raised as a key issue in the previous inspection report.

The action plan was to provide more visual cues, role play props, and use of number activities during the course of each day.

Some of the role play props are being used, such as phones, till, and appointment book, although the weighing scales, price labels and "open/closed" board were not in use. There is currently no use of number in eye level prompts on the walls, cupboards, or coat hooks etc, but the room has recently been redecorated. Counting songs and rhymes are used and the date discussed, but children do not count their groups, lines, or the stairs. Staff are not using opportunities for example at snack time, to talk about the numbers of napkins, forks, plates, or children at each table or how many are needed and why.

The action taken has improved staff awareness of the importance of maths throughout the day, but staff are currently taking limited opportunities to extend children in this area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are self confident and eager to communicate with adults and are aware of the boundaries set. They sit well as a group for stories. They are showing increasing independence in self care and enjoy using the resources set out. Staff help children to separate from their main carer with increasing confidence, but do not always encourage children to persist, explore and concentrate because of domestic duties or staff shortages.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children can speak clearly to explain themselves and are confident to ask questions during story and role play activities. They listen and respond with enjoyment to stories and confidently handle books. They use pens to draw pictures of themselves and ascribe meaning to marks they make in the book in the home corner. Staff give few opportunities to talk about ideas or experiences, or to name/sound letters of the alphabet. There is little evidence of activities to form letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children talk about the date in circle time and are led in songs involving subtraction from five down to nought. They talk about big/small, up/down and other comparisons and opposites in the "Paddington's opposites" story and compare boats in the water tray using "mummy" and "daddy" as indications of size. Staff do not set out number activities for children to look at groups of objects to become aware of adding, subtracting and totalling. Opportunities to spontaneously count are seldom used.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children use small tools to manipulate play dough and are becoming confident with the computer screen and mouse. They are encouraged to look out of the window to observe the day's weather and are learning about the seasons. However, they have few discussions and investigations into special events in their own lives and cultures, for example, when a new sibling is awaited. They also do not have sufficient time to examine objects and living things or to use all of their senses to investigate them.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children run, slide, balance, adjust speed, change direction and negotiate space in the playground. They travel under, over, through and around climbing equipment, respecting each other's games and space. They recognise changes in their bodies arising from exercise and know that coats are needed because it is cold when they go outside. However, staff give little direction to promote children's catching, throwing and large construction skills or talk about keeping healthy bodies.



**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children can sing a few familiar songs with actions and can draw two dimensional faces using coloured pens to draw in facial features, hair and limbs. However, they have little opportunity to express and communicate ideas thoughts or feelings through music, creative work, dance, or acting/role play. Staff do not involve themselves sufficiently in children's role play and other activities or encourage them to use all of their senses, responding to what they see, hear, smell, touch and feel.

**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**

- improve the quality of the planning, teaching, assessment and evaluations so that all the activities of the day are used as learning opportunities which are tailored to the specific developmental needs of each individual child
- provide more opportunities for children to explore scientific, technological, geographical and historical subjects to increase their knowledge and understanding of the world
- increase the use of design, making, acting, dance, movement, music and sound to improve children's opportunities to express themselves through a range of creative media
- provide and use more evidence of children's work to show how each child is progressing through the stepping Stones towards the Early Learning Goals.

*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.*