



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309355

DfES Number: 518624

### INSPECTION DETAILS

Inspection Date 16/02/2004  
Inspector Name Kathy Ann Leatherbarrow

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kindercare Childcare Centre  
Setting Address Ashton Park  
Pedders Lane  
Ashton-on-Ribble  
Preston  
PR2 1HL

### REGISTERED PROVIDER DETAILS

Name Ashton House Ltd 2795619

### ORGANISATION DETAILS

Name Ashton House Ltd  
Address The Rom Building  
Eastern Avenue  
Lichfield  
Staffordshire  
WS13 6RN

## 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

Ashton House Children's Day Nursery has been established since 1994 and is now part of the Busy Bee chain. The premises are located in Ashton Park, Preston; most of the children live locally and come from broadly similar social, economic and cultural backgrounds. The facility operates from a large converted detached house. The nursery facilities are provided on two floor, with all the children aged under three accommodated on the ground floor. The first floor offers the pre-school facilities, with the lower level offering out of school provision. The nursery children also has access to a safe and secure outdoor play area within the private grounds of Ashton Park.

The nursery is open all year round from 07:30 until 18:00 hours each week day. There are currently 172 children on roll, 70 of these are funded children of whom 22 are four year olds.

44 staff members work with the children, of whom 23 are appropriately qualified. The nursery supports children with special educational needs and for whom English is an additional language.

### How good is the Day Care?

Ashton House provides satisfactory care for the children.

Staff work well as a team and are good role models to the children. They give priority, in practice, to ensuring children are safe, both inside and outside the nursery and they carry out safety procedures but these are not all clearly documented. Staff promote the welfare, care and learning of children but some of the written policies need to be explained and shared with parents. The operational plan requires attention and is not easily accessed by parents.

There are procedures in place to ensure that staff have a consistent approach to their work, such as regular team meetings, appraisals and induction training. Staff recognise children as individuals and meet their differing needs well. They actively develop the children's understanding of good hygiene practices. Staff have regard

for the Code of Practice for the Identification and Assessment of Special Educational Needs and there is an effective system in place to provide good support.

Staff plan and provide a broad range of activities and set them up in an interesting and thoughtful way, with accessible resources to support the children's learning. Children over two years can select their own resources independently and confidently. The children are interested and fully involved in activities and are keen to communicate with adults and each other. They behave well and show respect for each other.

Parents are greeted warmly by the staff and are kept informed of the nursery activities through regular newsletters. Information to promote the care and learning of children needs to be more frequently exchanged. However good information is available.

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

Not applicable.

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

- Staff provide a broad range of activities and set them up in an interesting and thoughtful way. Adults are interested in what the children say and do and ask questions to make them think.
- The environment is warm, welcoming and attractive which enables the children to feel secure.
- Toys, books and resources including craft materials and tools are of good quality and are stored at the children's level to create an accessible and stimulating environment.
- Children who have a special educational need are well supported within this setting. Staff are familiar with the Code of Practice and ensure that appropriate support is provided. Inclusion is a priority and all activities are adapted to ensure all children have the opportunity to experience the activities offered.

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

- the operational plan
- the systems in place for the risk assessments and medication records
- the arrangements for infants under two years to have access to toys and play materials
- the systems to ensure information given to parents is read and understood.

**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
2	Devise and implement the operational plan.
5	Provide opportunities for infants under two years to access their own toys and play materials.
6	Ensure staff members are aware of the risk assessment and weekly assessment records.
7	Ensure all medication records are complete and accurate.
12	Develop a system to ensure information given to parents is read and understood.

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

### How effective is the nursery education?

The children at Ashton House day nursery are making generally good progress towards the early learning goals.

Teaching is generally good with the key staff having a good understanding of the early learning goals, however most staff were unsure in their knowledge of the foundation stage. The planning of the curriculum is effective with one staff member having responsibility. The key staff plans a mixture of adult led and child led activities which enables children to choose activities for themselves. This enhances their decision making skills. There are limited opportunities for children to consolidate and extend their learning in mathematics thus limiting their understanding of numbers as having meaning. Staff foster self esteem and their management of behaviour is effective therefore promoting positive relationships with the children. Some staff interaction is inconsistent and opportunities are missed to extend children's learning thus affecting the positive experiences the children have engaged in. The SENCO has due regard for the code of practice with individual needs being met. The staff have support from the teacher employed by the setting.

Leadership and management is generally good. Staff are clear about their roles and responsibilities and work well together as a team. Regular staff meetings are held. The evaluation of the staff's understanding of the foundation stage is weak with staff relying on a key member of staff to direct their work. The effectiveness of the setting in monitoring information given to parents is weak.

Partnership with parents has areas of significant weakness. There are parents evenings and opportunities provided by staff to discuss their child's development. There are newsletters and notices informing parents of issues relating to the setting. However, in discussion, parents were unaware of the foundation stage and the reason for their child having funded sessions. They were unaware of the assessment procedure.

### What is being done well?

- Children are developing control over their bodies and move with skill and co-ordination. Staff provide daily opportunities for children to take part in outdoor activities and for the children to visit the gymnasium within the setting. They climb over and under the climbing equipment competently. Children are given the opportunity to use small tools safely.
- Children's communication and language skills are good. They use language for discussion and negotiation and to ask questions and seek information. Children recognise the letters of their name and practice writing at the mark making table, forming letters generally correct.
- Staff provide opportunities for children to use their imagination through role

play, and musical instruments. Children act out scenario's from real and imagined experiences. They explore music and sing songs spontaneously. They explore colour mixing through free painting and focussed activities.

- Children form good relationships with the staff and other children. They link in with other children and staff to support their learning when searching for the 'Gruffalo' in the garden. They show a high level of involvement and interest in the activities provided and are motivated to learn.

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

- staffs knowledge and understanding of the foundation stage
- opportunities to link and consolidate children's mathematical learning in everyday activities
- information provided to parents, whose children are in receipt of funding, regarding the foundation stage.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn. They show high levels of involvement in activities. They form good relationships with adults and other children. They show personal independence in the bathroom and when putting on and taking off their coats. Their behaviour is generally good and they know what is expected of them and follow the instructions of the staff. Children have the opportunity to select resources thus promoting their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories. They freely access the mark making table and practise writing their name, forming letters generally correct. They recognise the letters of their name and compare them to the letters in other children's names. They use language to negotiate and converse. They readily discuss situations from home or regarding their play. They show awareness of the listener and respond with pleasure when conversation is initiated.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to 10 and recognise numerals 1 to 10. Three-year-old children recognise written numerals 1,3,4,and 7. Children calculate during their play when asked how many are needed? They use mathematical language and compare size, i.e. is it bigger or smaller? Opportunities are lost to support children's overall learning in mathematics through everyday experiences. This limits children's development in understanding numbers have meanings and are used for a purpose.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have the opportunity to explore and investigate the natural world. They search for the 'Gruffalo' in the gardens and discover creatures in the grass. Children build and construct using a variety of materials and build with a purpose i.e. build a road and garage for their car. They have the opportunity to use the computer and practice their operational skills. They learn about their own and the cultures of others through the monthly programme of celebrating festivals and resources.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing control over their bodies and increasing their skills in co-ordination. They have the opportunity to explore movement through the gymnasium and daily outdoor activities. They use small tools with competence in the plasticine, water and wet sand activities. Children are developing an understanding of their bodies and talk about the need for personal hygiene during the bathroom routine. This promotes the children's awareness of their own bodies.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have the opportunity to use their imagination in the role play and act out real and imagined scenario's. They explore colour through free painting and focussed activities. They know most primary colours and compare shades and recognise similarities of colour. They use the musical instruments to recreate simple songs. Children sing freely during their play and are confident in their singing of the songs.

**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 staffs knowledge and understanding of the foundation stage in relation to the curriculum guidance and the early learning goals.
- Provide opportunities to link and consolidate children's mathematical learning in everyday activities.
- Establish a system of ensuring information provided to parents, whose children are in receipt of funding, raises their awareness and fully informs them of the activities provided, the assessment procedure and how these link to the foundation stage.

*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.*