



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400072

DfES Number: 519132

INSPECTION DETAILS

Inspection Date 18/08/2003
Inspector Name Christine Tipple

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sandmartins Day Nursery
Setting Address Central Science Laboratory
Sand Hutton
York
North Yorkshire
YO41 1LZ

REGISTERED PROVIDER DETAILS

Name Childcare Enterprise Ltd.

ORGANISATION DETAILS

Name Childcare Enterprise Ltd.
Address 131 Bedford Street
North Shields
Tyne and Wear
NE29 6LA

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

Sandmartins Day Nursery first opened in 1996. It operates from a two storey purpose built nursery building at Sand Hutton, just off the A64 York road, on the site of the Central Science Laboratory.

Sandmartins nursery is managed by Childcare Enterprises Ltd, and is contracted with the CSL to provide day care for staff employed at the laboratory. Places are offered to other parents for children over two years old.

There are currently 64 children on the register, this includes 26 funded three year olds and nine funded four year olds. Children attend for a variety of sessions. There are no children attending with special needs or English as an additional language.

The nursery is open Monday to Friday 07:30 to 18:00, all year round.

There are 11 childcare staff who work full and part time. Of these, seven have early years qualifications at level three, and two staff are presently attending training programmes. There are two support staff employed as a cook and a cleaner.

The nursery receives support from North Yorkshire Early Years Development and Childcare Partnership, and are presently working towards the North Yorkshires' quality kite mark.

How good is the Day Care?

Sandmartins Day Nursery provides good quality care for children. Staff provide a caring and supportive environment and a welcoming, relaxed atmosphere. They give a high priority to the security and safety of the children both indoors and outdoors, but the daily recording of when children are checked when sleeping requires more detail.

Children are provided with a good selection and choice of activities that are supported with a balance and range of resources and equipment. The enclosed garden and play area provides an extension of the provision for the children.

The staff work well as a team and are supported in attending training. There is a good induction programme in place which covers all areas of the nursery provision. Team meetings are held regularly and staff are encouraged to contribute.

Staff manage children's behaviour in a consistent manner, which enables children to feel secure with the boundaries in place at the nursery. Staff promote good behaviour by praising and encouraging the children in all areas, and children's behaviour is good.

Partnership with parents is good and works on an open door policy. Details of the children's records and assessments are shared on a regular basis. Information about activities provided are displayed in all areas of the nursery units, and the key worker system provides parents with a consistent contact person. Documentation is appropriate, however, some lack necessary detail.

What has improved since the last inspection?

At the last inspection Sandmartins agreed to amend their accident log and add numbered pages. This has been carried out and new logs are in place.

They also agreed to ensure parents sign their children's records as part of the review process. This has been included, but needs to be reviewed to enable parents to have more opportunity to comment. Parents also now sign the existing injuries sheet.

What is being done well?

- Staff work well as a team, they are supported in attending training. They are involved in all areas of the development of the nursery and their contributions are valued. The operational plan provides a clear programme of the nursery's provision and practice. All staff have a comprehensive induction programme, and ongoing support is offered through regular supervision and staff appraisals. The nursery is presently working towards the North Yorkshire Kite mark programme.
- There is a good selection of toys and resources that provide the children with a balance and variety of activities, which are supported through planning for all the children attending. This promotes the children's learning and development through play.
- The outside area provides an extension to the children's activities and they have access to a sensory area, as well as being able to grow plants and vegetables.
- Staff promote a safe and secure environment for the children. Access to the nursery is through a door release system that staff manage effectively. There is additional security with the science laboratory security staff, this also links to the safety and maintenance of the nursery building.
- Behaviour management is good. Staff promote positive role models for the children, and there is a consistent approach to managing behaviour which is

age-appropriate and carried out in a calm, caring way. Children are encouraged to clear away, take turns, respect self and each other and to use manners.

- Partnership with parents is good and they are able to contribute through the parents advisory committee. Parents are invited every six months to be part of their child's review, and to contribute to this process. Information is provided through the newsletter, notice board, and daily log sheets in the under two's unit. Parents are also invited to training sessions and to take part in fund raising projects.

What needs to be improved?

- the details of children's attendance;
- the records regarding sleeping children;
- the records relating to medication being given by staff.

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
2	record children's arrival and departure times;
6	keep a record of the monitoring of sleeping children;
7	ensure parents sign medication log when child's medication has been given by staff.

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

How effective is the nursery education?

Sandmartins Day Nursery provides a welcoming environment, where children settle well and make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, communication, language and literacy and in knowledge and understanding of the world. In their mathematical, physical and creative development they make generally good progress.

The teaching of the children, and staff's knowledge of the early learning goals is generally good. The nursery setting and the outdoor facilities offer a stimulating environment. Staff provide a range of practical activities to support children's learning. However, the range of books in the main room are not maintained for the children to use more effectively. The routine in the morning session does not provide children extended access to the resources and activities available. Staff provide positive role models for the children and manage behaviour in a supportive, consistent way.

Planning systems in place provide an interesting curriculum. The assessment of the children is carried out by the key worker. However, the planning and assessment do not provide an effective link on how children are progressing and how this informs future planning.

Leadership and management is generally good. There is a strong commitment to developing practice. Staff attend training and hold team meetings, they are supported through staff appraisal and supervision.

Partnership with parents is very good. They are provided with comprehensive information on areas of the nursery practice and provision. They are involved in their children's progress through reviews and daily contact with their child's key worker. They are invited to be on the parents advisory committee which meet regularly, their contribution is valued.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and eager to participate in the activities either on their own or part of a group. They relate well to one another and adults, and their behaviour is very good.
- Practical every day activities are used to enable children to communicate effectively, practice their writing skills and develop letter sounds.
- Children are developing a good knowledge of the world in which they live in through first hand experiences and the creative use of the outdoor area.
- Staff work well as a team to provide a range of varied activities, and support

children which positively affects their attitudes to learning.

- Partnership with parents is very good. They are made to feel welcome, valued and are encouraged to be involved in their child's learning.

What needs to be improved?

- The morning routine to provide more opportunities for the children to access the range of resources and activities available.
- The range and accessibility of books for both three and four-year-olds in the main area.
- The use of children's assessments and progress to inform future planning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff have established additional activities that are aimed at developing children's awareness of simple number operations. Children are introduced to simple addition and subtraction through daily routines, setting of tables, role play, and creating mathematical props and additional resources e.g. maths sack, games.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. The children are happy and confident. They are interested and involved in the activities provided, which support their learning. They work well in groups and on their own and are developing independence in their personal care and in selecting resources. Staff interact positively with the children, their behaviour is managed in a consistent and supportive way.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. The children interact positively with adults and each other. They are able to use language to imagine and recreate roles and experiences. Children have access to resources for mark-making and writing. Staff promote the linking of sounds to letters, and enable children to begin to recognise familiar words. However, the access to books for the three and four-year-olds is not used effectively in the main room.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. There are resources and daily activities that support children's learning in numbers size and shape. Staff use mathematical concepts in their interaction with the children e.g. addition, subtraction and sequencing. However, the planning and routine in the morning session does not provide full access to the resources and provision available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They are provided with a good range and selection of activities and experiences, including investigation. They are able to select tools to assemble objects and shape materials. They have access to computers and use them competently. They are able to describe events and family e.g. holidays, siblings and pets. They have opportunities to find out about their environment and the nursery garden.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. They move confidently round the nursery and have good control and co-ordination. They have access to both small, large equipment and use a range of tools and malleable materials with increasing control. The outside garden area is used well for the extension of children's physical activities. However, the planning of the morning session does not give children sufficient opportunities to extend outside play.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in creative development. They can express themselves through a broad range of activities and resources e.g. role play, painting, collage, clay, music and movement. They explore colour, texture, shape and form in two and three dimensions. Children have satisfactory access to all the resources available and can select and make choices. However, the morning session does not give children enough time to extend their activities.

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 planning of the morning routine to provide both three and four year old children more opportunities to access the range of activities and resources.
- Provide the three and four-year-old children with an area they can access books in the main room.
- Use children's assessments to plan effectively for children's progress through 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.