



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511381

DfES Number: 520046

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Janet Armstrong

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Broadstone Christian Nursery
Setting Address 161 Lower Blandford Road
Broadstone
Dorset
BH18 8NU

REGISTERED PROVIDER DETAILS

Name Mrs Penelope Vaughan-Pipe

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

Broadstone Christian Nursery has been established for approximately 12 years and is based in a purpose built extension adjacent to the proprietor's home in Broadstone, Dorset.

The nursery is privately owned and registered to provide full day care for 14 children aged two to eight years of age. They do not provide overnight care. The nursery is open 48 weeks of the year, Monday to Friday from 08.30 to 16.30. They serve the local community and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs and English as an additional language. The nursery is in receipt of the Government funding and currently 16 three-year-olds and 7 four-year-olds are funded.

The children are based in a compact play room with toilet facilities which is used as the main accommodation, with an extra room and toilet in the proprietor's home used as necessary. They have access to out door play facilities that are securely fenced and gated and laid to paving and safety bark with a range of large scale equipment set out.

The nursery owner holds NVQ III in child care and education and employs a qualified supervisor who has the NNEB. They are supported by three other members of staff of whom all hold a recognised child care qualification.

Support and curriculum advice is given to the nursery by the Early Years Partnership and Advisory Teacher.

How good is the Day Care?

Broadstone Christian Nursery provides good quality care for children aged 2-8 years of age.

Organisation of staff is excellent. They work well together as a team and are effectively deployed to support the children and each other. There are high levels of

qualified staff, who receive good support and opportunities to undertake regular training. All appropriate policies, procedures records and documentation are in place to support the smooth running of the nursery, however, the current registration system is not effective, and staff are not clear on the correct procedures to follow for the administering of medicines.

There are effective procedures in place to provide a safe environment both indoors, outside and on outings. Staff supervise the children well and constantly monitor their environment and activities provided. Staff play an active role in providing a healthy environment and promoting good personal hygiene practices with the children, however, hand drying routines are not consistent in reducing the risk of spread of infection.

A good range of structured, adult led activities are provided that are supported well by staff. Children have formed trusting relationships with each other and staff. The staff team are positive role models, have a consistent approach and manage the children's behaviour well. There are effective procedures in place to support children with special educational needs. The nursery co-ordinator is very clear on her role and strives to ensure all individual needs are met.

Partnership with parents and carers is good. There are considerable means of communicating with parents about the activities provided and their child's progress, such as, regular news letters, a notice board, informal daily discussions and scheduled parent evenings. However, not all parents are aware of these systems. There is good liaison with parents with regard to children's individual dietary needs, ensuring allergies and food intolerances are well catered for.

What has improved since the last inspection?

The nursery has made good progress since the last inspection. At that inspection the provider agreed to provide confirmation that all staff have been vetted. This has been addressed. The National Day Nursery Association recruitment procedures are followed and staff records include confirmation of their suitability to work with children.

What is being done well?

- There are high levels of qualified staff, who work well together as a team and communicate effectively in supporting each other and the children. They play an active role in the children's learning, with positive interaction, activities and support.
- There are effective systems in place to ensure individual dietary needs, allergies and food intolerances are catered for. Written correspondence reminds parents of the seriousness of some conditions and the need to keep staff fully informed and respect any restrictions made on certain foods in the children's lunch box. Parents are informed each time a food tasting activity is offered and their permission sought to confirm the list of ingredients is suitable for their child.

- Staff manage the children's behaviour well. They have a positive approach and attitude, are consistent, calm and fair and give the children clear explanations on what is right and wrong and why.
- There are effective procedures and processes in place to identify and support children with special needs. The nursery co-ordinator is pro-active in her role and works with parents and other professionals to ensure individual needs are met.

What needs to be improved?

- registration system to include actual times of children's arrival and departure
- staff awareness of administration of medication procedures
- consistency with regard to children's hand drying practices.

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	Ensure that the registration system includes actual times of children's arrival and departure.
7	Ensure that good hygiene procedures are consistent regarding children's hand drying practices.
7	Ensure that staff are aware of the administration of medication procedures.

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

How effective is the nursery education?

The nursery education provided by Broadstone Christian Nursery is of good quality with children making generally good progress in all areas of learning, especially personal, social and emotional development, which is very good.

The quality of teaching is generally good with some strong aspects. Staff have a very good awareness and understanding of the early learning goals. They work well together as a team, are effectively deployed and support the children well in their activities. Staff are positive role models and manage the children's behaviour well. They play an active role and all contribute to the effective planning, however, staff do not maximise opportunities for the children to access resources, use large scale equipment to develop large motor skills or sufficiently challenge the children's natural curiosity. Staff support children with special educational needs well. Assessment systems are used effectively to support the children's learning.

Leadership and management is very good, with high levels of support and advice given to staff to ensure they are clear on their role and responsibilities. Staff are encouraged and supported to update their skills and attend regular training courses. There are effective systems in place to assess the setting's own strengths and weaknesses, through staff meetings and regular parent questionnaires to monitor the level of service provided and identify any improvements. This means organisation is effective in supporting the children's learning.

Partnership with parents and carers is generally good, with a good range of formal and informal systems in place to share details about the setting, the activities followed and their children's individual progress. However, not all parents are aware of the systems to discuss their child's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident in their environment and have formed positive relationships with each other and staff. Children share their thoughts, ideas and feelings comfortably in large group situations. They are well-behaved and are learning what is right and wrong and the need to take turns and share. They have good personal independence and are able to pour their own drinks, use toilet facilities and wash their hands unsupervised.
- Staff support children with special educational needs well. There are effective procedures followed to identify and share any concerns with parents. Staff play an active role in ensuring all individual needs are met and work closely with other professionals as required.
- Leadership and management is a strong feature of the setting, providing very good levels of support and advice to staff. Effective systems, through regular

staff meetings, reviews and monitoring of the service enables management to focus on providing a better quality provision.

What needs to be improved?

- Opportunities for children to initiate their own creative play through art and design, and develop their natural sense of curiosity, to explore and investigate and ask why things happen and how things work.
- Opportunities for children to use large scale equipment to develop large motor skills, and to use mark making materials to build on their existing skills.
- Systems for informing parents of children's records of development and achievement.

What has improved since the last inspection?

Very good progress has been made on the two key issues raised at the last inspection.

Assessment systems have been improved to allow parents to record and make comment on their child's development and progress made at the nursery, and have the opportunity, if they choose, to record any achievements made at home. Systems allow staff and parents to share children's individual achievements on an informal daily basis as well as through scheduled appointments at parent evenings. This means that parents should be better informed about their child's progress and able to support them at home. However, not all parents are aware of these systems and this has been identified as a key issue to address at this inspection. Records of children's progress are used to ensure that activities accommodate individual needs appropriately. The small staff team meet weekly to discuss the children's achievements and how this will impact on the future planning and activities to be provided.

Parents are able to develop their knowledge of the early learning goals through written literature that has been updated to include information on each area of learning, the aims and how the setting will meet them. This will give parents a better understanding of what their child is doing at the nursery. This information is accessible to them in the entrance to the play room with other relevant child care information.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their environment and have formed positive relationships with each other and staff. They are well behaved and are learning what is right and wrong and why. Children separate confidently from their parent, some with support, and share experiences and ideas in large group situations. Their personal independence is very good, they use the toilet facilities and wash their hands unaided, they competently pour their own drinks and some are attempting to dress themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good communication skills and use their language well to clearly express themselves. They are good listeners and respond appropriately to instructions from staff. Children are appropriately introduced to linking sounds and letters and can identify some of the letters in their own and other children's names. They enjoy books and understand that print carries meaning. There are limited opportunities and challenge for children to build on their existing skills in mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to ten and some beyond this with support. They are appropriately introduced to comparisons and are gaining a good grasp of bigger, longer, smaller and heavier than through a range of structured activities. Some children can recognise written numbers. Children are not encouraged to solve simple problems in every day situations on a regular basis, such as, at registration and snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are appropriately introduced to their own and other cultures through a range of meaningful topics covering a wide range of festivals and celebrations. They have good opportunities to explore their local environment and natural world in which they live. They use every day technology with confidence and skill to complete simple tasks. Children do not have sufficient opportunities to show a natural curiosity to explore and investigate or ask why things happen and how things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use the limited space indoors well, moving with confidence and control in their play and organised group activities. They use a variety of tools with developing skill and control e.g. scissors, threading, playdoh and clay tools. Children have limited opportunities to use large scale equipment on a regular basis to develop large motor skills e.g. trikes, bikes, climbing equipment etc.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their imagination well in role play to act out imagined and familiar situations and in organised group activities to explore movement. They have good opportunities to explore and identify sounds using sound lotto and musical instruments in organised activities. There are limited opportunities for children to initiate their own creative activities and express themselves through art and design, other than through adult led/structured 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

- Provide opportunities for children to initiate their own creative play through art and design, and develop their natural sense of curiosity, to explore and investigate and ask why things happen and how things work.
- Extend opportunities for children to use large scale equipment to develop large motor skills, and to use mark making materials to build on their existing skills on a regular basis.
- Improve systems for informing parents of children's records of development and achievement.

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.