



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223535

DfES Number: 524796

INSPECTION DETAILS

Inspection Date 16/12/2004
Inspector Name Carol Johnson

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Hereford College of Technology Nursery
Setting Address Folly Lane
Hereford
Herefordshire
HR1 1LS

REGISTERED PROVIDER DETAILS

Name Herefordshire College of Technology

ORGANISATION DETAILS

Name Herefordshire College of Technology
Address Folly Lane
Hereford
Herefordshire
HR1 1LS

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

Hereford College of Technology Nursery operates on the campus of Hereford College of Technology on the outskirts of the city of Hereford. The nursery provides childcare for students at the college and spare places are offered to the wider community.

Premises consist of a unit for children from babies up to three years, and a pre-school room. Several smaller rooms offer sleep space, story room and home corner. Kitchen, office, staff and toilet facilities are also included in this area.

The nursery is registered to provide 40 places for children under 8 years. During holiday periods a service is offered for 18 children, when only part of the premises is available for use. There are currently 61 children on roll. This includes 9 funded 3 year olds and 10 funded 4 year olds. There are currently no children identified as having special needs.

The nursery is open five days per week between 08.30 and 17.30. Children attend a variety of sessions depending on parents' needs.

There are 10 members of staff working directly with the children, 5 of whom are NNEB qualified and 5 have NVQ level 3 in Early Years Education. Staff also undertake First Aid training. The nursery is used to provide placements for students within the college who are undertaking childcare and social care courses.

The nursery is a member of the Pre School Learning Alliance, is currently working towards the Birmingham Early Years and Development Partnership Bronze Quality Award and receives support from the local Partnership and mentor teacher.

How good is the Day Care?

Hereford College of Technology Nursery provides good quality care for children. Staff work well together as a team and access courses and training to extend their knowledge. Staff provide a welcoming environment for both parents and children.

Parent information and children's work is displayed throughout the setting. A wide range of stimulating toys, materials and activities are provided to support children's development in all areas of learning.

Good procedures are in place for ensuring children's safety and daily routines promote good hygiene practices. The nursery offers parents the choice of purchasing a cooked meal for their child or providing their own food for mealtimes. A healthy and nutritious range of meals is offered and parents are informed of menus in advance. Comprehensive systems are in place to ensure that staff are aware of children with allergies and dietary needs. Staff demonstrate a clear knowledge of child protection procedures and are well aware of their role and responsibilities.

Staff interaction with children is good and they happy and well supported during play. Activities provide children with opportunities to make choices, use their imagination and have fun. Children generally have equal access to toys, equipment and activities, however free access to books and a comfy area for relaxation is restricted in Class 1 due to the layout of the room. A key worker system is in place and staff liaise with parents and plan around children's needs and interests. Behaviour is managed in a positive and appropriate manner. Staff are good role models and children behave well.

The nursery provides parents with a wealth of information about the provision and the service that it offers. Staff share information on a daily basis. Parents are encouraged to make suggestions and they comment on the friendly, approachable and professional staff. Records and documentation are well organised, accessible and stored appropriately.

What has improved since the last inspection?

At the last inspection the nursery was asked to produce an action plan that takes into account the assessment and maintenance of outside play equipment. Comprehensive risk assessments and daily safety checks are now in place.

What is being done well?

- All permanent staff hold a recognised childcare qualification and demonstrate a strong commitment to ongoing training. They have attended a variety of courses including developing play and social skills, understanding behaviour, music, dance and drama. The nursery operates a mentoring system where new staff are supported by a senior and more experienced member of staff who helps them to settle in, explains policies and procedures, and assesses their training and development needs.
- There is a good range of activities both indoors and outside. Children are given opportunities to select resources, play independently and interact in large and small groups. Adults and children interact well. Staff take time to talk to children and show interest in what they have to say.
- Staff take positive steps to promote safety within the setting and on outings and the setting is safe and secure. There is a system of extensive risk

assessments and thorough safety checks carried out on a regular basis. All staff are aware of their fire safety responsibilities and fire drills are practised with the children on a weekly basis.

- Staff promote good health of children and take positive steps to prevent the spread of infection e.g. premises and equipment kept clean, children follow good hand washing routines and parents are informed of exclusion times for illnesses. Several staff members have had first aid and food hygiene training and there are several well-stocked first aid boxes.
- The nursery has a positive attitude towards caring for children with special needs and staff are aware of where they can access advice and support to enable them to work with parents to meet the needs of children. All staff have been trained in the use of an epi-pen and have attended a training session on anaphylaxis.

What needs to be improved?

- the organisation of space in Class 1.

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
4	Organise space within Class 1 to allow all children to have access to an area where they can relax, play quietly and access books.

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

How effective is the nursery education?

Hereford College of Technology Nursery offers very good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make very good progress in all six areas.

Teaching is very good. Staff have developed a good understanding of the foundation stage and regularly access training to keep themselves informed. They plan a wide range of activities and experiences to stimulate and encourage children's learning in all areas. Observations and assessments are linked to the planning and enables the individual needs of the children to be highlighted and addressed.

Leadership and management within the group is very good. A strong working relationship is apparent and staff are clear of their roles and responsibilities. They ensure good communication takes place through daily discussion and weekly planning meetings and see training as an important part of their development. Staff are very caring and have a clear understanding of the individual needs of the children.

Partnership with parents is very good. Parents receive a prospectus, which details the setting and service provided. Key worker groups are used and parents have the opportunity to share information about their child. They in turn are kept up to date with their child's progress, through daily discussion and the use of their child's individual diary.

What is being done well?

- The relationship between the staff and children is excellent. Children are confident, happy and settled and are excited and eager to learn. The activities provided ensure their interest is maintained and challenges are appropriate.
- Equal opportunities is given high importance and positive images are displayed throughout. Children are learning about a variety of cultures and beliefs.
- Behaviour within the setting is very good. Staff are good role models for the children with their calm approach and caring attitude. Children are aware of the boundaries and receive praise and encouragement and they in turn respond well to requests made of them.
- Good relationships have been formed with parents who are kept up to date about their child's progress, through daily discussion and a detailed observation and assessment programme. Information about the foundation stage is displayed and shared with parents.

- Staff have developed their understanding of the foundation stage and regularly up date their knowledge. They use this knowledge to plan a wide range of activities to meet the needs of the children, to enable them to meet their full potential.

What needs to be improved?

- the use of everyday opportunities to further enhance children's independence skills.

What has improved since the last inspection?

The setting has made very good progress in implementing the two key issues raised at the previous inspection. Staff have attended a range of training courses, specifically related to the foundation stage, curriculum planning and assessment. They work together to plan a wide range of interesting activities and experiences to enhance children's learning.

Time is allocated each week to assess work undertaken and highlight specific learning needs for individuals. This information is used effectively to inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have formed strong relationships with the staff and their peers and behaviour is very good. Children show consideration towards each other, take turns and share. They are developing their independence skills although this could be developed further through everyday routines. Children show confidence when talking within large and small groups and are learning about other cultures and beliefs through a variety of resources, activities and positive images within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing letter recognition through the use of flashcards and labelling within the setting. More able children spell and write their own names and recognise those of their peers. Children have good listening skills and initiate conversation with staff, peers and visitors. Most children are confident speakers and enthusiastically retell stories during circle time, sequencing picture cards correctly to reinforce the story. Children access the book area freely alone and with friends.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to 10 as part of their everyday routine and use mathematical language in play. They are learning to recognise numbers, match, size, compare, sort and measure through cooking and other practical activities. They recreate simple patterns in different forms and their understanding is consistently reinforced during play to enable them to learn simple addition, subtraction and problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good variety of opportunities to explore and investigate the living world. They observe the growth of living things and how animals and insects live through the use of wormeries, growing plants and the care of pets. Children's skills are developed when using a wide variety of information technology equipment. They talk about past and present events and access a wide amount of information about festival celebrations and other people's cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with direction when using a variety of wheeled toys and large apparatus. They follow direction and use their imagination during music and movement. They are developing an understanding of healthy eating and how their bodies change during exercise, distinguishing the differences in heart beat and temperature. All children are developing their skills when using small tools and malleable materials and construction toys are used skilfully by more able children.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are developing their understanding of colour, texture and shape using a variety of mediums and are encouraged to mix and explore with materials. They access role play in a variety of themes and interact well with their peers and chosen friends, re-enacting known experiences. Children are enthusiastic when singing and are able to match movements to music, using their imagination well.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration.
- Continue to use everyday situations to enhance children's independence skills further.

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.