



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 229018

DfES Number: 519332

### INSPECTION DETAILS

Inspection Date 28/06/2004  
Inspector Name Jennifer Turner

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Stanmore Day Nursery  
Setting Address 83 Stanmore Road  
Edgbaston  
Birmingham  
West Midlands  
B16 9SU

### REGISTERED PROVIDER DETAILS

Name The partnership of Mrs Harjeet K. Mann & Mr Davinder S. Mann

### ORGANISATION DETAILS

Name Mrs Harjeet K. Mann & Mr Davinder S. Mann  
Address Wansbeck  
Traps Lane  
New Malden  
Surrey  
KT3 4SQ

## 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

Stanmore Day Nursery opened in 1992. It operates from a large Victorian house in the Edgbaston area of Birmingham. Nine base rooms are used to accommodate the children. There is a garden for outdoor play. The nursery serves the local and surrounding area.

There are currently 45 children from 6 weeks to 8 years on roll. This includes 9 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:45 until 18:00.

Fifteen part time and full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Stanmore Day Nursery provides good quality care for children.

Staff provide a warm and welcoming environment for children, good use of space provides children with easy access to toys and resources that are appropriate for their age and stage of development. Staff work effectively as a team to meet the individual needs of children. They plan a variety of activities and play opportunities for children that are linked to the early learning goals. Documentation is in place and stored securely, however, the records of accidents and medication administered to children are not accurately maintained.

Attention to safety is given a high priority. There are effective procedures in place to carry out regular risk assessments and minimise any potential hazards. Children

learn about the importance of hygiene through daily routines and understand the importance of hand washing after using the toilet and before eating. Some staff however, are not always active in practicing the agreed hygiene routines. Children's mid-day meals are provided by outside caterers. Staff are aware of children's individual dietary requirements.

Children have access to a wide range of toys, resources and equipment that enable them to make independent choices about their play and learning. Staff interaction is good, they know the children well and offer them appropriate support whilst they are playing. Staff have a positive attitude to caring for children with special needs and ensure all children are treated with equal concern. Staff have a consistent and positive attitude to the management of children's behaviour.

Partnership with parents is open and friendly and information is shared verbally and in writing about children's daily activities. Parents are aware of the complaints procedures, but are not given the contact details of the regulator. Parents have the opportunity to attend parent's evenings twice a year, they receive a written report of their child's progress.

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

The nursery has made significant improvements since the last inspection where a number of actions were raised regarding safety of the children on the premises and outside. Daily risk assessments are now carried out by the manager and owner who have both completed risk assessment training and all staff have been made more fully aware of their responsibilities for health and safety. The premises have undergone major redevelopment and redecoration. The setting were asked to ensure that risk relating to radiators were minimised. All radiators have been boxed in. Stair gates are also fitted to prevent young children accessing stairs. The garden has been redesigned and new fencing and safety measures are now in place. Individual room registers are held and record accurate information on numbers of children present. All rooms occupied by the children have adequate supplies of drinking water. All dangerous substances are now stored securely to prevent children accessing them. A number of cots have been replaced and conform the BS EN safety standards. All rooms are now fitted with thermometer in order to monitor the temperature. The policy for the exclusion of sick children has been updated and contains the required information. The manager and owner have attended child protection training and have disseminated this information to the staff team. The child protection policy and procedures have been updated and is now in line with the Area Child Protection Committee (ACPC) guidelines.

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

- Theme based activities offer children a variety of stimulating and interesting activities that are linked appropriately to the early learning goals and support their overall development.
- Children are cared for in a warm and friendly environment, they are happy

and settled.

- Furniture and equipment is appropriate for their purpose and helps to create a stimulating environment for children.
- Staff have a good awareness of children's safety and take positive steps to ensure children understand the boundaries in place to keep them safe.
- The settling in procedure ensures that children, parents and staff have every opportunity to share information and become familiar with each other prior to children staying independently.
- Policies and procedures are reviewed and updated at regular intervals.

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

- the medication records to ensure parents acknowledge entries
- the accuracy in the recording of accidents
- the hygiene practices used by staff when nappy changing
- the complaints procedures to include regulators contact details.

#### **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
7	Ensure accident and medication records are accurately maintained and signed by parents.
7	Ensure staff maintain good hygiene practices.
12	Ensure the complaints procedures includes regulators contact details.

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

### How effective is the nursery education?

Stanmore Day Nursery offers generally good provision for nursery education. Effective teaching helps children make generally good progress in all areas of the early learning goals. Children are keen to learn and enjoy the range of interesting activities. Independence is encouraged and children behave well.

The quality of teaching is generally good. Staff have a good knowledge of the foundation stage curriculum and plan interesting and imaginative activities. Current planning documents cover the six areas of learning and include opportunities for observation and assessment of children, current evaluation of planning is sporadic and does not reflect differentiation for older / more able children, children with special needs or English as an additional language. Assessments of the children's learning have recently been changed to ensure they are systematic and clearly link to the stepping-stones. Staff are at the preliminary stages of using observations of children to provide evaluative evidence of their progress, consequently the assessments do not yet inform the planning.

The leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities and work well together as a team. Weaknesses identified at previous inspection have been tackled and there is an ongoing review process in place. Additional in-service courses and training are available and staff have attended training on the early learning goals. Regular appraisals, staff meetings and supervision are provided for staff. The accommodation is used effectively and children have access to good quality resources.

Partnership with parents is very good. Parents value informal opportunities to talk to staff at the beginning and end of sessions, they find staff friendly, helpful and approachable. Parents are informed of nursery planning and topics through use of a notice board.

### What is being done well?

- Children engage easily in conversation with each other and adults in the group. They are given opportunities to speak, listen and share their views.
- Children are able to investigate and explore, they record their observations and look closely at similarities and differences.
- They move around the outdoor space with confidence the garden is well designed and inviting.
- Staff work together as a team, providing very good role models and creating an effective learning environment where children are encouraged to try new experiences.
- Staff make parents feel welcome, they show an understanding of the

children's home and family circumstances.

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

- the use of planning and children's developmental assessments to ensure staff plan for the next steps of learning and to further extend all children's learning in all areas. Regard to be given for differentiation of children's needs and abilities
- the overall planning of the educational programme to ensure a greater variety of practical activities and increase in resources to support this learning
- the opportunities for children to maximise their personal independence and problem solve during daily routines.

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

The nursery has made generally good progress since the last inspection. There were two key issues:

To ensure that planning details are filed more systematically so that there is a logical progression from yearly, weekly to daily plans, and that evaluations of weekly and yearly plans are included;

To develop the role-play area to support and extend learning within the areas of creative development and language and literacy.

Staff have taken part in training and discussions in staff meetings to address the key issues raised at the last inspection. A new planning and assessment system has been introduced which is well organised and detailed, however it is still in its infancy. The role-play area has been developed to provide more play opportunities to develop language and creative skills, however it lacks focus as too many "themes" are being included.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in learning and demonstrate to others what they know and can do. They make decisions, take turns and share, children's behaviour is good and they are encouraged to be kind and say thank you. Children are excited about the activities available and "sing" spontaneously as they play. Children are developing independence, but the use of informal routines to enhance learning is not always maximised.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with attention, they can recall the main story setting and events. They are aware of sounds in words and know which letters represent some sounds. Children are beginning to recognise their names and some familiar words although name cards are not consistently used as part of daily routines and refer to first name only. Many children write recognisable letters that are correctly formed. The arrangement of resources in the writing area limits child initiated activity.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy and join in number rhymes and songs; counting up and back. They are beginning to use the language of maths, such as big, little, more and less. Children count confidently within group activities and independently. They are not always able to add or subtract during practical activities and through daily routines. Children record numbers, but not in charts or tallying. They show an awareness of similarities and differences in shape and size and can sort and match everyday objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and interest in exploration and investigation. They plant seeds then describe and record their own observations. They explore different ways of cutting, joining and building for their own purpose. Children show an awareness of technology and use programmable toys and a computer, They don't use investigation tools such as magnifying glasses or binoculars to look closely at their surroundings. Children recall events using the language of yesterday, last time, and now.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children can sit, stand and balance on various parts of their body. They move around the outdoor space with confidence and develop skills such as throwing, catching, kicking and climbing. They are developing a good awareness of a healthy lifestyle. Children engage in activities requiring hand eye coordination. Children are not always able to freely access a range of small tools or equipment.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children use a variety of painting techniques and work in 2 and 3 dimensions to explore media. Children's own ideas are not always reflected in their artwork. Children engage in role-play based on their own experiences and use available resources to create required props. Children are interested in music and join in with favourite songs. They are not always encouraged to understand about the language of music, through different rhythms and tempos.

**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**

- evaluate planning and children's developmental assessments to ensure information gained is used to help staff plan for the next steps of learning for all children
- extend opportunities for more free access to resources to increase the level of child initiated learning and free expression
- increase the opportunities for all children to further develop and maximise their personal independence and problem solving through daily routines.

*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.*