



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242225

DfES Number: 582712

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Anne Munro

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Merritime Nursery
Setting Address Military Road
Gosport
Hampshire
PO12 3BY

REGISTERED PROVIDER DETAILS

Name Adventurous Beginnings

ORGANISATION DETAILS

Name Adventurous Beginnings
Address Military Road
Gosport
Hampshire
PO12 3BY

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

Merritime Nursery is privately owned and opened in 2002. It operates in converted premises on HMS Sultan, a naval base in Gosport. The accommodation consists of four main playrooms for the use of different age groups, as well as office, toilets, kitchen, sleep rooms and staff facilities. There is also a secure outside play area.

Children attend from a wide area and all have family links with the naval base or neighbouring military establishments. The setting is registered to accept up to 40 children aged under 5 years. It is their practice to accept children from 3 months old. There are currently 55 children on roll, including 10 funded 3 year olds and 5 funded 4 year olds. The nursery supports a small number of children with special needs.

The nursery opens 5 days a week for 51 weeks of the year, from 07:30 to 18:00. Children attend for a variety of sessions.

There are 10 full-time and 6 part-time members of staff working with the children, including 14 with early years qualification to NVQ level 2 or 3. The setting receives support from the Hampshire Early Years Development and Childcare Partnership and is a member of the Preschool Learning Alliance.

How good is the Day Care?

Merritime Nursery provides good care for children. The owners provide strong leadership to an experienced and well qualified staff and support them in developing their skills and knowledge with ongoing training. Children have plenty of space to play in a warm and comfortable environment. The nursery provides a wide range of good quality toys and equipment to meet the needs of all age groups. Equipment is well-maintained and regularly updated. Clear policies and procedures underpin the running of the nursery, although some are not sufficiently detailed.

Staff are conscientious about ensuring children's safety, and precautions are regularly reviewed. Staff give careful attention to cleanliness and teach children good hygiene practice. They have procedures in place to handle illness or injury.

The nursery provides nutritious meals and snacks, respecting the needs of individual children.

An effective keyworker system ensures that staff have good understanding of the abilities of individual children and plan a wide range of activities to promote their development. They liaise with other professionals to ensure that any special needs are met. They use praise and encouragement to promote confidence and good behaviour, so that children interact well with adults and other children.

Parents receive good information about the group, its policies and procedures. Activity plans are displayed for their information, but most parents have little involvement in their children's learning. Diaries are exchanged with parents of the younger children and staff provide verbal feedback daily for all children. Parents are able to discuss any concerns with staff and are invited to annual parents' evenings. Staff respect parents' wishes concerning the care of their children, and are flexible in accommodating family routines and work patterns.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Effective recruitment and employment procedures have resulted in a strong, experienced and well-qualified staff. Staff are committed to increasing their skills and knowledge with ongoing training. High staffing ratios ensure that children receive good levels of supervision and attention to their individual needs.
- The premises are bright and welcoming and provide children with a stimulating environment. Good use is made of space so that children can enjoy active and messy play, as well as having quiet space to work without distraction and to sleep undisturbed.
- Staff carry out regular risk assessments and safety checks and ensure that equipment is clean and well-maintained. Staff are made aware of health and safety procedures and appropriate precautions are in place throughout the nursery to safeguard children.
- The nursery employs a cook to prepare nutritious meals and snacks on the premises. Parents are able to discuss their children's dietary needs and routines. Special diets and allergies are accommodated and parents' wishes respected.

What needs to be improved?

- storage of staff records
- parents' authorisation for emergency medical treatment
- parents' involvement in their children's learning

- the child protection policy.

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
1	ensure that confidential information is stored according to current Data Protection legislation.
7	request written permission from parents for seeking emergency medical advice or treatment.
12	consider ways of enabling parents to become more involved in their children's learning.
13	amend the child protection policy to include procedures to be followed in the event of allegations against a member of staff.

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

How effective is the nursery education?

The provision of nursery education at Merritime Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals in all areas.

The quality of teaching is generally good. Staff are developing a good understanding of the early learning goals, and all are involved in planning a balanced curriculum of activities to stimulate learning. They use an effective system of written plans to ensure that staff know their roles and the intended learning from activities, but plans do not reflect the needs of individuals. Staff operate a keyworker system, giving them a good understanding of children's abilities, but records are not clearly linked to the early learning goals. Staff liaise with other professionals to ensure that special needs are met. They work closely with the children, asking questions to stimulate learning and using praise and encouragement to promote confidence and good behaviour. They do not give children enough opportunity to make their own choices and develop independence. They organise space and resources well so that children enjoy active and messy play as well as having quiet areas to concentrate.

Leadership and management of the setting is very good. The managers have introduced effective recruitment procedures and employ an experienced and well-qualified staff. They operate an appraisal system that identifies training needs and support staff in accessing appropriate training. They work alongside the staff and ensure that staff are effectively deployed. They continue to monitor and evaluate provision and make plans to develop the nursery, in consultation with parents and with the Naval base they serve.

Partnership with parents is generally good. Parents receive good information about the group and its activities, and about their children's achievements. Few take up opportunities to contribute to the assessment of progress or to share in their children's learning.

What is being done well?

- Children sit quietly to listen. They pay attention and respond confidently in story and circle times, and are able to concentrate and persevere for long periods in group activities.
- Children are very good at counting. Many can count accurately to twenty and some beyond. Staff include counting throughout activities and daily routines so that children develop in confidence and understanding.
- Children particularly enjoy singing sessions. They know the words to many familiar songs and rhymes and are able to sing tunefully.
- Management of the setting is very good. Clear policies and procedures have been developed to underpin the running of the nursery and accurate records

are kept. The managers continue to evaluate and improve the provision and support staff in developing their skills and knowledge.

What needs to be improved?

- records of children's progress
- opportunities for children to use imagination, make choices and develop independence
- opportunities to learn the links between sounds and letters and to use writing to record and communicate
- opportunities to use simple calculation and problem solving in daily activities
- parents' involvement in their children's learning

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children come confidently into the nursery and settle quickly into familiar routines. They sit quietly to listen and are able to concentrate for long periods. They relate confidently to adults and play well alongside other children, learning to take turns and share. Staff use praise and encouragement to re-inforce their good behaviour. Children are developing independence in their personal care but have less opportunity to choose activities, make decisions or develop their own ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Both three and four year olds can recognise their written names and many can read other names. Clear labelling around the room introduces them to other words. They enjoy listening to stories and are confident in speaking. They develop good pencil skills, colouring, drawing and tracing, and some four year olds can write their names unaided. They have few opportunities to learn the links between sounds and letters and are not yet using writing to communicate or record their ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count to ten and many beyond, as staff include counting throughout activities. They have less opportunity to recognise numerals or to use simple calculation in daily routines. Children learn about size and shape, and sort, match and recreate patterns with a good variety of resources. Staff encourage them to practise mathematical language when playing with sand and water or looking at books and pictures.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their environment in walks around the grounds, noting seasonal changes and watching the wildlife, planting and watching things grow. They talk about their observations and record them in art work, but have few opportunities to investigate and make discoveries. They learn about their community from visitors and are introduced to other cultures and celebrations. They design and build with construction toys and use a computer and simple technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop good spatial awareness manoeuvring ride-on toys in the outside area, avoiding other children, playing parachute games and moving to music. They play confidently on large apparatus, slides and rockers, but sessions are not planned to promote development. They practise skills with small equipment such as bats, balls and beanbags, and develop their manipulative skills with a variety of tools and resources such as pencils, brushes and scissors, construction and small world toys.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour, texture and shape using a variety of techniques and media, including painting, drawing, printing and collage. They use percussion instruments to learn about sound and rhythm and are particularly good at singing familiar songs and rhymes. They use imagination in playing in the home corner and with small world toys, but have limited opportunities to act out their experiences in role play situations.

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

- review the system of recording children's progress, to reflect more clearly the early learning goals and identify the next steps for children's learning
- consider ways of re-organising sessions to allow children more opportunity to use imagination, make choices and develop independence
- provide more opportunities for children to learn the links between sounds and letters and to use writing to communicate their ideas and record their findings
- provide more opportunities for children to use simple calculation and problem solving in 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.