



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 312298

DfES Number: 582386

### INSPECTION DETAILS

Inspection Date	14/06/2004
Inspector Name	Susan Magaret Lyon

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Charlestown Day Nursery
Setting Address	Turner Lane Ashton Under Lyne Tameside OL6 8LW

### REGISTERED PROVIDER DETAILS

Name	Charlestown Private Day Nursery Ltd 4830286
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### ORGANISATION DETAILS

Name	Charlestown Private Day Nursery Ltd
Address	Turner Lane Ashton-under-Lyne Lancashire OL6 8LW

## 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

Gillian Winterbottom is registered to provide full day care at Charlestown Day nursery for 140 children. The nursery was registered in 1989. It is situated in the Ashton area of Tameside. There are currently 176 children on the register, some of whom are part time.

The nursery operates from Monday to Friday 07:30 to 18:00. The building is purpose built and children are grouped according to age and stage of development. There are 42 members of staff, most of whom are qualified. The nursery receives Educational Funding. The nursery currently supports children with special educational needs and children who have English as an additional language.

### How good is the Day Care?

Charlestown Day Nursery provides good care for children.

The nursery is well organised and children are grouped appropriately according to age and stage of development. High adult/child ratios are maintained and children are treated as individuals. Children move rooms gradually through a series of visits to help them settle. Each child is allocated a key worker. Staff are suitably qualified.

The arrival and departure of children is monitored through the registration system which could be more detailed. A good range of age appropriate play activities are provided. Staff spend time with children talking, listening and discussing, to help them learn. The nursery provides consistent routines. As a result, children appear settled and confident.

Most of the play rooms are equipped with a range of suitable furniture.

The premises are safe and secure, both inside and out. Plans are in place to reduce hazards within the building and the outdoor play area. Staff have a good awareness of safety issues when taking children out.

Verbal and written information is exchanged with parents daily about how the

children have been and what they have done. The majority of paperwork is in place. Parents wishes are respected and children's records of development are shared with parents regularly. All policies and procedures are available to parents.

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

Some policies have been reviewed and a key worker system implemented, ensuring children's needs are met consistently. Play resources have been increased and include equipment reflecting equal opportunities and heuristic play, thus enriching the environment for the children. Several safety measures have been completed and staff have undertaken training, increasing their knowledge of child care issues.

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

- There is a good organisation of rooms. Children are grouped appropriately and there is a high adult/child ratio. The children are gradually moved to another room through a series of settling in visits.
- A range of age appropriate play activities are provided. Staff spend time with children talking and listening to them, to help them to learn.
- The premises are safe and secure. Plans are in place to reduce hazards.
- Children are treated as individuals and parents wishes respected. Verbal and written information is exchanged with parents daily about their child's welfare.

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

- the details recorded in the registration system
- the provision of domestic style furniture in baby rooms
- the deployment of staff to ensure the development of the bathroom routine
- the position of the children when sleeping to restrict the possible spread of infection.

#### **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 hours of attendance are recorded in registration arrangements.
4	Ensure staff are deployed effectively to ensure the development of the bathroom routine. Provide some domestic style furniture in baby rooms.
14	Ensure policies include all necessary details.

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

### How effective is the nursery education?

Charlestown Private Day Nursery provides very good pre-school education. Children are making very good progress towards the Early learning Goals. They enjoy learning through a wide variety of practical experiences, that develop their skills in the six areas of learning.

The quality of leadership and management of the setting is very good. The management team are conscientious and committed to continually improving the service. They assesses the strengths and weaknesses of the staff team, through observation, individual appraisals and meetings. Recruitment and selection procedures ensure that staff are aware of their roles and responsibilities. There is good communication throughout the nursery.

The quality of teaching is very good. Staff have a good understanding of the Early Learning Goals and stepping stones to learning. They have attended external and in house training. Staff use their observations to make assessments of the children's learning. These are evaluated and clearly linked to future planning. Children are well behaved and staff provide good role models for the children.

Children are eager to learn and interested in their play. They are gaining skills in all areas. Children are confident and caring towards their friends. They are agile and demonstrate very good hand and eye co-ordination. Children enjoy role play and are developing very good writing and mathematical skills.

The nursery operates an inclusion policy for all children. Staff work in partnership with parents and other agencies.

The partnership with parents is very good. The nursery takes account of the parents wishes and provides questionnaires twice a year, to assess if the service continues to meet their needs.

There is good communication. Parents are confident that they can approach the staff at any time. Good quality information ensures parents are kept informed. Parents can access their children's work and foundation profiles at any time.

### What is being done well?

- Children are confident and caring towards each other and have developed positive relationships with the staff.
- Children use writing materials in many different ways, such as making appointments and recording telephone calls.
- Children are creative. Many opportunities are available to help them to explore and extend their knowledge of number, shape, size and colour.

- Thorough planning promotes all areas of learning. Staff observations clearly identify the skills children are learning.
- There is a strong commitment to improvement. Staff attend training to update and extend their skills.

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

- There are no weaknesses arising from this inspection. However two areas for consideration have been made to further enhance the quality of learning.
- the opportunity for children to set the tables and pour their own drinks at meal times, in order to expand and enhance their existing skills in mathematics, co-ordination and social skills;
- greater opportunity for children to explore and use positional language, to increase their concept and understanding of space, position and proximity.

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

Charlestown have made very good progress in response to the key issues raised at the last inspection. Planning clearly indicates short, medium and long-term plans providing a clear structure. Foundation stage profiles are used and clear observations of learning are made. This information is used to inform future planning.

Children now freely access the equipment, making their own choices and learning through their play.

Staff have extended their knowledge through training. They now ensure that children are given accurate information regarding cultures and differences in home life.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, express their own needs and demonstrate a sense of pride in their own achievements. They share information, are interested in their play and motivated to learn. They support their peers, helping them to use computer programmes. They are attentive at story time and clearly recall events. Children form good relationship with children and staff. They are polite, well behaved and take turns. Children need greater independence at meal times, enabling them to carry out tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are fluent communicators and attentive listeners. They link sounds and form letters well. Children recognise and write their names and the names of others. They can follow direction. Children have many opportunities to write. They enjoy books, use them correctly and retell stories. They enjoy music and confidently join in and sing nursery rhymes as a group and individually. Children recognise familiar words and explore language through computer technology.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have a positive attitude to mathematics. They are confident counters and use mathematical language well, to consolidate their learning and problem solve. They identify similarities, comparisons, group and size. They explore number and mathematical patterns through action rhymes and computer programmes. Children explore weight and capacity during water play. Greater emphasis needs to be given to the use of positional language in every day activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about nature, insects, animals, plants and the changing seasons. They skilfully use the computer. They celebrate festivals and access resources that reflect positive images. Children explore the change in their bodies as they grow. Children explore the environment and enjoy using natural and heuristic materials. They learn about events in the past, the present and discuss events that may occur in the future. Children enjoy constructing with a range of materials.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently, negotiating pathways when walking, running, climbing and balancing. They show increasing control and dexterity. They demonstrate very good body awareness and co-ordination. Children use one-handled tools, scissors, glue spreaders and pencils skilfully. Children confidently participate in ring games and have a positive attitude to exercise. Children ride cycles with good control, negotiating pathways. They enjoy dance, drama and role play.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children easily differentiate between colours, selecting from a variety of creative and sensory materials to produce paintings, collage and recreate patterns. They describe the texture of natural materials and explore treasure baskets. They create 2D and 3D models. Children explore facial expressions and the changes in their bodies. They create self portraits and explore a range of imaginative play in the home corner. Children consolidate their learning through daily routine and practice.

**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:*

- There are no weaknesses arising from this inspection. However two areas for consideration have been made to further enhance the quality of learning.
- Provide children with the opportunity to set the tables and pour their own drinks at meal times to consolidate their learning.
- Provide greater opportunity for children to use positional language and increase their concept and understanding of space, position and proximity.

*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.*