



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 314743

DfES Number: 536418

INSPECTION DETAILS

Inspection Date 13/10/2004
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Old School House Day Nursery
Setting Address The Old School House
 King Street, Sancton
 York
 East Riding
 YO43 4QP

REGISTERED PROVIDER DETAILS

Name Miss Sally Minns

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

The Old School House Day Nursery has been registered since August 2000, and is located within the village of Sancton on the outskirts of Market Weighton. The setting is a re furnished, privately owned, full day care facility, and was once the local village school. Care is provided on ground floor level and comprises mainly of two children's play rooms, a baby sleep room, toilet facilities, an office and a kitchen. Fifteen children aged between three months to two years of age, are cared for in one room, and the adjoining room provides care for eight children between two and three years of age, with an area for sixteen three to five years olds. The provision is registered for an overall total of thirty nine children. There is an enclosed area provided for outdoor play, with all weather ground surface cover. Special activities and events take place in a rear grassed area. Off road car parking is available for parents.

The nursery is open from Monday to Friday, closing for one week at Christmas and all Bank Holidays. Times of opening are between the hours of 07.45:18.15, and parents may choose either full or part time sessions. There are currently 91 children on roll including 22 children of which, 19 3-year olds and 3 4-year olds are in receipt of nursery education funding. There is support for children that attend with a special need or for those who may use English as an additional language.

There are fifteen members of staff including the nursery owner/manager, a nursery administrator and a cook/housekeeper. The majority of staff hold a relevant childcare qualification or are working towards achieving qualified status. The nursery receives support from the Local Authority and staff attend regular training events to update their skills and knowledge. The setting achieved an Investors in People Award in February 2002, and is a member of the National Private Day Nurseries Association. Currently the team are working towards the Quality Counts Accreditation Scheme.

How good is the Day Care?

The Old School House Day Nursery provides good quality care for young children, and is meeting the 14 National Standards very well. A bright, comfortable, homely environment is provided for babies and children under five. Appropriate areas are

created for specific play and learning opportunities, and an interesting garden area is available for children to access outdoor play. The routine of the day is well planned and meets the needs of the age range of children.

There is an established staff team who support each other well and develop positive relationships with parents and children. Procedures to maintain and promote a healthy environment are in place, although some recording systems to ensure children's safety lack sufficient detail. Children access drinks regularly throughout the day, and a selection of freshly produced, well balanced meals and snacks are provided. The setting offers good support for children with special needs, and staff manage children's behaviour very well. The team have an understanding of child protection procedures although opportunities to ensure they receive regular, updated information is yet to be established.

There is an excellent range of good quality toys, books and equipment provided for all children, that includes a range of resources to promote children's understanding of cultural diversity. Colourful toys for the babies and very young children are stimulating, and provide interest and challenge to promote their developmental needs. A good range of outdoor equipment encourages children's physical skills.

An effective partnership with parents is clearly promoted, through regular verbal feedback, written records and clear visual information relating to the operation of the setting. Newsletters, social events and parents evenings are also provided to keep both parties fully informed, and support a positive partnership. Documentation is very well presented and organised and is easily accessible to parents and staff.

What has improved since the last inspection?

not applicable

What is being done well?

- A homely and comfortable environment is created for babies and young children, that enables them to feel safe and secure within their surroundings. Care is taken to display children's art and craft work appropriately to generate interest and help children to feel valued. Children's play rooms are well maintained and presented, and adults use low mobile dividers to create specific areas. The nursery cook provides babies and children with a selection of freshly produced, well balanced meals and snacks, and mealtimes are a social occasion as adults and children sit and eat together further enabling a family environment to be established.
- The toys and equipment provided for the children are of a very good quality and are clean, bright and purposeful. Many are made of natural materials and are well presented to children. The diverse range of toys, books, games and ICT resources such as computer software, audio cassettes and videos ensure that children are provided with many opportunities for play and learning to be fully supported.
- A positive partnership with parents is established by a range of techniques to

share and exchange information regarding the care and progression of the children. The excellent range of policies and procedures relating to the operation of the setting are also shared and accessed by parents. Newsletters, social events and parents evenings support the relationship between parents and carers, and a daily exchange of verbal and written information ensures that parents are kept well informed of their child's day. The established team support each other well, and their mixed age range, skills, experience and abilities all ensure a high service level and quality standards of care for babies and young children.

What needs to be improved?

- the system to record observational checks on sleeping children
- the system to gain parent's signatures to acknowledge the entry of medicines administered to children
- the teams continued awareness of issues relating to child protection

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
6	Consider establishing a system to record observational checks on sleeping children.
7	Develop the current procedure for recording medicines administered to children.
13	Continue to develop the teams knowledge and understanding of issues relating to child protection procedures.

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

How effective is the nursery education?

The Old School House Day Nursery provision is acceptable and provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Children's personal, social and emotional development is particularly well supported and they make very good progress in this area.

The quality of teaching is generally good and a broad curriculum is provided with learning objectives identified. Children's behaviour is managed well and staff develop secure and effective relationships with children and parents. The indoor environment is stimulating with areas created for focused learning, although greater adult support to provide suitable challenge and spontaneity in some areas is yet to be established. Staff promote children's learning through a range of planned activities, using quality resources, although the balance between structured and spontaneous practical learning situations is less effective.

The leadership and management of the nursery is generally good. The manager demonstrates positive leadership skills and regularly works alongside staff to observe, supervise and provide an effective role model. A homely, and very pleasant environment is created for children and adults. High quality resources are provided, however, greater assistance is required to demonstrate the effectiveness of supporting planned activities with use of practical experiences to support children's learning. An appraisal system is in place to monitor staff development, and training opportunities are provided.

Partnership with parents is very good and parents are kept well informed through a variety of methods including visual, verbal, and written information. Parents are positively welcomed into the setting and secure relationships are fostered. They are provided with regular opportunities to exchange information regarding the progression of the children with the adults of the setting.

What is being done well?

- A stimulating, welcoming and homely environment is created for children that fully supports their social and emotional development. Children and parents are made very welcome at the setting and they are familiar with the layout and where resources and toys are located. There is good use of low dividers to create focused learning areas and many pieces of equipment are attractively displayed to further enhance the environment. Bright and interesting children's displays promote the curriculum topic with evidence of children's individual creativity and self expression.
- A positive partnership with parents is fostered by very good levels of communication and a regular exchange of information regarding the care and development of the children. Parents are comfortable within the setting and

find the manager friendly and approachable. Parents are invited to contribute items for nursery topics and special events, share reading books at home with children and are encouraged to attend social occasions within the nursery.

- The six areas of learning are covered well and presented to children through an interesting and stimulating range of activities that promote learning and understanding within a thematic approach. Planning is purposeful and is understood by staff and parents. An excellent range of quality resources and equipment are provided for children that aid learning and provide sufficient challenge.

What needs to be improved?

- the increased opportunities for children's learning to be enhanced by use of unplanned and spontaneous practical events
- the attention by adults to encourage children to practice their writing skills

What has improved since the last inspection?

Since the last inspection the setting has implemented a revision of methods to record children's attainments and a suitable progression route to ensure that all early learning goals are covered. Planning is purposeful and takes into account children's achievements. Activities are organised to meet the needs of both 3 and 4 year olds, however there remains some occasions when learning potential is not fully exploited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence is well supported, and they are becoming increasingly independent. Older children respond well when given tasks of responsibility, and they are motivated to learn. Staff and children relate well to one another and secure and positive relationships are fostered. Behaviour is managed well and inappropriate incidents are clearly explained by staff enabling children to understand right from wrong. Children share, take turns and interact well with their peer group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

All children sit with sustained concentration at circle time. They enjoy talking about events outside of the setting. They understand that print carries meaning and enjoy stories and books. Many of the older children can write their name independently, and are becoming interested in letter sounds. Children are encouraged to write captions and labels for their displayed art work although there are insufficient opportunities for children to independently practise their handwriting skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming increasingly aware of simple number operations through a range of planned activities that promote an understanding of mathematical concepts. Adults increased use of spontaneous events would further support and develop this knowledge. An excellent range of board and card games promote counting and number recognition. Children are becoming familiar with weight and capacity through sand, water and baking activities. Most four year olds can count up to ten, and some beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff encourage children to plant bulbs and vegetables in the outside garden and watch them grow. Through resources, discussion and the celebration of festivals and special events, children are developing an understanding of their local community and that of the wider world. Visitors to the nursery, such as the African Aid Worker, further support this. Children have access to an excellent range of everyday information and communication technology equipment and resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Good opportunities are provided for children to develop their physical skills in the interesting outdoor area. The range of equipment provided, encourages children to use their bodies in a variety of ways, such as to climb, crawl or balance. They are developing good spatial awareness and move confidently, negotiating around objects well. Hand and eye co-ordination and fine motor skills are developing as children use a range of equipment such as tools, construction and malleable materials.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use their imaginations very well and in a variety of ways. Role play, art and craft, music and stories, puppets and theatre trips all provide a vehicle for children's imagination to be fostered and developed. Drama, musical instruments and a good repertoire of songs and rhymes, aid self expression and children are encouraged to work independently or as part of group using a range of tools and materials to express their creativity.

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

- increase adults awareness of the use of practical and spontaneous activities and events to develop children's knowledge and understanding, especially in the area of mathematical development
- develop children's writing skills by the provision of a wide range of mark making resources, and by providing increased opportunities for children to write for a purpose.

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.