



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119460

DfES Number: 510917

INSPECTION DETAILS

Inspection Date 23/01/2004
Inspector Name Chris Gregson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bo Peep Day Nursery
Setting Address Rear Of, 74 Christchurch Road
Southend-on-Sea
Essex
SS2 4JN

REGISTERED PROVIDER DETAILS

Name Mr Stephen Thomas

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

Bo Peep Day Nursery opened in 1991. It operates from four rooms in a two storey building in Southend. The nursery serves the local area.

There are currently 110 children from birth to under 5 years on roll. This includes thirty-three funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:00 until 19:00.

Thirty two staff work with the children. Less than half the staff have early years qualifications to NVQ level 2 or 3. There are four staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bo Peep Day Nursery provides satisfactory care for all children. Children have good relationships with the staff, who are warm and caring, enabling children to settle happily into the routines of the nursery. All required documentation, policies and procedures are now in place to enable the nursery to run smoothly. However, although the manager is up dating her qualifications, there is no training plan to ensure 50% of staff are qualified. Children are provided with suitable facilities for eating, sleeping and playing. Staff have good relationships with the babies and toddlers, however, they would benefit from using a key person system. Older children have key-workers and their own base when in the large downstairs room.

Staff ensure that children are safe inside and outdoors. Children are provided with freshly cooked meals and care is taken to ensure dietary needs are met. Staff are made aware of children's allergies. Children are given extra help if needed and staff work with parents and professionals to provide support. Staff encourage children to

develop good hygiene practices in their everyday routines.

Children are provided with play activities to help them make progress in all areas of development. However, access to resources and opportunities for them to choose their own activities are limited. Records of children's assessment and the planning system is currently being developed in some areas of the nursery. Staff form good relationships with the children and they respond well. Their behaviour is good.

Staff develop an effective partnership with parents. They are friendly and approachable and keep parents well informed about the children's activities and their routines of eating and sleeping, especially in the baby unit. Questionnaires from parents show that children are happy.

What has improved since the last inspection?

At the last inspection the provider agreed to: provide paperwork; ensure equipment is in good repair;

Children are now protected by a child protection policy to ensure good practice and supervision of unvetted staff and a visitor's book used to record who is present on the premises. The outside climbing frame has been made safe for the children to use daily.

What is being done well?

- Staff are warm and caring and provide good support for children and their parents to ensure the babies and children settle into the daily routine of the nursery.
- The nursery provides a good service for working parents by supplying child-care across the full day and being open twelve hours to enable parents time to travel to and from work if necessary.

What needs to be improved?

- staff training to ensure all supervisors are qualified to NVQ level 3 in line with the requirements in the National Standards
- the key person system for younger children so that each key worker is responsible for observing and recording the development and assessment records for all children
- children's access to resources and freedom to choose activities throughout the nursery
- staff's knowledge and understanding of equal opportunities issues.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
2	Develop an action plan that sets out how staff training and qualification requirements will be met. (this includes a suitably qualified, named deputy)	24/02/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop a system for the younger children which ensures that each child has a key person who is responsible for their well being and for sharing information with the children's parents.
9	Develop staff's knowledge and understanding of equal opportunities issues.
3	Plan a range of activities and play opportunities for children's overall development allowing them choice of activities and access to resources to encourage independence.

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 Bo Peep Day Nursery is acceptable but has some areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the quality of teaching, communication, language and literacy; mathematical and creative development. Children are making generally good progress in personal, social, emotional development; knowledge and understanding of the world and physical development.

The quality of teaching has weaknesses which impact on the children's learning. Staff plan interesting activities and ask children questions to encourage them to explore, think and talk about what they are doing. However, this is limited by the lack of access to resources and freely chosen activities to encourage independent learning. Planning is done individually in the key-worker group, however, there is currently no consistency to ensure all areas of learning are covered. A new assessment system to record children's progress is being used and will go, with parent's consent, to school with the child providing a good link with school. Children's behaviour is good.

The leadership and management of the nursery is acceptable but has some areas for improvement. Staff have annual appraisals but there is no evaluation of activities to ensure consistency of quality overall.

Partnership with parents is generally good. Information is provided about the Foundation Stage and the early learning goals that children are working towards.

What is being done well?

- Children have daily access to the outside play area where they can grow flowers, fruit and vegetables. They can explore the outside world as well as having access to physical play.
- Staff talk to the children and listen to them, allowing time for them to think and answer. They ask questions to make them think about what they are doing.
- Staff are enthusiastic when interacting with the children in their activities, and they encourage them to become interested and involved.

What needs to be improved?

- children's independence in selecting some of their own materials and resources
- children's creativity and imagination in role-play, outside play, action songs and art and craft activities to allow them freedom to develop their own ideas,

thoughts and self-expression

- use of everyday practical activities to enable children to learn simple addition and subtraction, see the written word, use books and write for different purposes.

What has improved since the last inspection?

Limited progress has been made in implementing the action plan drawn up to address the four key issues identified at the previous inspection.

Planning has been developed to show what children will do and learn, however, there are few opportunities for children to solve mathematical problems and have daily access to a range of creative activities.

The programme for knowledge and understanding of the world has been developed to allow children to explore and use construction skills and staff to use open-ended questions to encourage children to talk about what they see.

The nursery has developed an effective special needs policy and confidently works with parents and other professionals to support children's learning when extra assistance is needed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to try out their activities. They are eager to participate and settle quickly. Children have good relationships both with adults and other children, and are confident when speaking in small or large group and to staff and visitors. They share experiences and take turns when playing board games. They learn about their own culture and confidently take part in the annual nativity play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident speakers and take turns in conversation with each other and with adults. They listen to stories with interest and know how to hold a book and correctly turn the pages. However, there are limited opportunities to develop their understanding that print carries meaning, and to freely write for different purposes during imaginative play. Children have limited access to use mark making and writing equipment independently.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Many children can count to ten and beyond and recognise some numerals. However, limited opportunities are provided for children to use simple adding, taking away and problem solving in practical everyday activities. Children match patterns on peg boards and use number equipment to sort, compare and weigh. They are learning to use mathematical language to describe size and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and enjoy finding out about living things and the ways in which they grow and change, such as planting strawberries in the garden. Children show an interest in the world in which they live and talk about significant events in their lives. They construct Chinese dragons from the junk modelling resources and learn about other cultures, special celebrations and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children confidently move around the room and are aware of their own space during inside and outdoor play. They move around on bikes outside manoeuvring between stationary objects. They balance, and climb, run and jump for joy. The children are aware when they are hot to take off a sweater and know to wash hands before eating. They use a range of large and small equipment and a good range of tools. They manipulate play dough and clay.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children explore colours when paint, cornflour and water are mixed. However, there are limited opportunities for free painting to encourage them to use their imagination and creativity. They enthusiastically join in moving to action songs. However, opportunities to use their imagination through role play is limited as children do not have access the home corner at all times. Their senses are developed through topic activities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the organisation of resources to ensure children are able to freely access and choose their own activities to encourage independence
- ensure children can use their creativity in activities that they initiate through imaginative play
- provide practical activities for children to learn simple addition and subtraction, see the written word, use books and writing for different purposes.

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.