



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511401

DfES Number: 540006

INSPECTION DETAILS

Inspection Date 18/10/2004
Inspector Name Permjit Tanda

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Albert House Day Nursery
Setting Address Albert House
 192 Manor Street
 Stoke-on-Trent
 Staffordshire
 ST4 2JD

REGISTERED PROVIDER DETAILS

Name Miss Lisa Rigby

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

Albert House Day Nursery opened in 2000. It operates from a large detached house with four base classrooms in Fenton, Stoke-on-Trent. There are local shops, a park and school. The nursery serves the local community and surrounding areas.

Currently there are 59 children on roll. This includes four funded three-year-olds and currently there are no funded four-year-olds. Most children attend a variety of sessions. There are currently no children with special educational needs or with English as an additional language attending, however there is an effective system in place to offer support.

The nursery is open five days a week throughout the year and sessions last from 07:30 to 17:45.

Twelve staff work directly with the children of whom 10 hold an appropriate Early Years Qualification. The setting receives support from the Early Years Development and Childcare Partnership..

How good is the Day Care?

Albert House Day Nursery provides satisfactory care for children. Overall the nursery is well organised with clear routines which help make children feel secure. There is a formal risk assessment carried out on the premises to ensure the safety of the children. Children learn about the importance of personal hygiene and staff adopt good hygiene practices.

Children are provided with a good range of stimulating activities and play experiences to help them make progress in most areas of development. Children have some good opportunities to explore and investigate and increase their language through daily singing sessions which they enjoy. In some rooms, due to the limited planning of activities and organisation of resources, opportunities to extend the children's imagination and creative development is sometimes limited. Although staff observe and record what children do, they do not always use the

information to help them plan the next steps in children's play and learning and therefore the children's learning is not always extended. Toys and equipment used are interesting and stimulating and the environment is inviting and well organised. On occasions staff are not deployed effectively and the required ratio of staff to children is not always maintained throughout the nursery.

Children respond well to behaviour boundaries and staff use effective strategies to manage their behaviour.

Staff work well with parents and information is shared on a daily basis, there are good procedures to keep parents fully informed. Most staff have an understanding of required policy and procedure but some are unclear about child protection issues. All the required documentation is in place but the behaviour management policy needs to be further developed. All documentation is regularly reviewed and updated.

What has improved since the last inspection?

Not applicable, as no action were raised at the previous inspection.

What is being done well?

- Staff provide a variety of stimulating activities throughout the day and children respond well to routine and changes. Staff increase the children's language through discussion and respond well to their interests. Children show an increased interest in activities and staff offer good support to the children throughout the day.
- Staff are regularly updated on health and safety requirements. They are vigilant about the children's safety and reduce risks indoors and when outdoors with the children.
- Staff adopt good hygiene practices around nappy changing and there are detailed written procedures to prevent the spread of infection throughout the nursery. Children learn about personal hygiene through regular hand washing and confidently access the toilet.
- Staff use appropriate strategies to manage the children's behaviour. They are positive and consistent in their approach and children show an awareness of behaviour expectations. Children are learning to share and play well together.

What needs to be improved?

- the deployment of staff to ensure the required ratio of staff to children is maintained throughout the day
- the staff's knowledge of child protection to ensure the children's safety is the first priority
- the opportunities children under the age of two years have to extend their imagination and creative development

- the use of the children's developmental assessments to ensure staff use the information to help plan for the next steps in children's learning and play
- the written behaviour management policy to ensure it includes how incidents of bullying will be managed.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Ensure staff are deployed effectively to ensure the required ratio of staff to children is maintained throughout the day.	18/10/2004
13	Develop staff's knowledge and understanding of child protection issues	18/10/2004

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

Std	Recommendation
3	Provide increased opportunities for children under two years to extend their imagination and creative development.
3	Further develop the use of the children's developmental assessments to help staff plan for the next steps in children's learning and play.
11	Further develop the children's behaviour management policy to ensure it includes how incidents of bullying will be managed.

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

How effective is the nursery education?

Albert House Day Nursery offers good quality education which helps children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, communication, language and literacy, mathematical development and physical development

Teaching is generally good and staff have a secure knowledge of the foundation stage and how to help children make progress. They carry out clear planning which includes the six areas of learning and provide a good range of stimulating practical activities for children. Staff provide an inviting environment but on occasions structured activities are disrupted by other children engaging in free-play and some resources are not always made easily accessible. Staff spend much of their time working with the children. They build on the children's interest well and encourage good discussion throughout the day. Staff use positive strategies and help children understand behaviour expectations.

Assessments of the children's learning have recently been changed and are now systematic and clearly link to the stepping stones and early learning goals. The system is in the early stages and staff have recently started using them to help plan for the children's individual learning needs. There is an effective system in place to support children's identified special needs and for children who speak English as an additional language.

Leadership and management is generally good. The proprietor/person in charge is committed to extending the quality of the provision through providing training and staff development. There are effective systems in place to monitor and evaluate the quality and teaching of education throughout the setting.

The partnership with parents is good. Parents are well informed about the nursery ethos, curriculum and their children's progress.

What is being done well?

- Staff incorporate mathematical learning well throughout the educational programme. Through repetition and a broad range of interesting activities and experiences staff ensure children have regular opportunities to count and explore simple number problems. Children learn about calculation through daily routine and show an interest in solving number problems.
- Staff make good use of opportunities for discussion time and children are keen to take part. Children easily engage in discussion and learn to express real and imagined experiences, ideas and feelings. Staff provide a range of stories and books linked to the current theme and children enjoy describing story settings, events and their favourite characters.

- There is a well established routine and children respond well to change. Staff have high expectations of behaviour and are consistent in their approach. Children are happy, confident and demonstrate an understanding behaviour expectations.

What needs to be improved?

- the accessibility to the computer to ensure children have regular opportunities to access it in a safe and comfortable position
- the use of the home corner area for free-play whilst children are carrying out structured activities and the organisation of resources within the home-corner
- the opportunities children have to build and construct and use a wide range of materials to express and communicate their own ideas and increase their independence.

What has improved since the last inspection?

The setting has made some good progress since the last inspection. Staff now have additional time to plan effectively around the six areas of learning and written plans give a concise and clear view of what children are expected to learn from the activities provided.

Staff have increased the opportunities the children have to practise writing their names and children have many opportunities to become familiar with the letters of the alphabet. Staff physically support children to ensure they learn correct letter formation and children also use templates with directional arrows to help them learn correct letter formation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in their personal, social and emotional development. Children show a sense of belonging and adapt well to changes. Children show high levels of involvement in activities and demonstrate an increased independence in selecting activities and self help skills. They show concern for others and express their feelings appropriately with an awareness of set behaviour boundaries. Children take initiatives, learn to negotiate and manage tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently interact and talk in groups. Children are beginning to use more complex sentences and use a wide range of words to express and elaborate ideas. They respond well to stories and learn to describe story settings and characters and learn print carries meaning. Older children write their names and copy familiar captions and use writing for a variety of purposes during play. Children are introduced to a letter of the alphabet weekly and children learn to sound and name letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a real interest in numbers and counting through the use of action number rhymes and are beginning to solve number problems with interest. They develop an awareness of number comparison and calculation through valuable planned activities and through the use of daily situations. Children enjoy a variety of practical activities to compare shape and size and are beginning to sequence and recreate patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in their knowledge and understanding of the world. Children show an interest in exploring living things and natural objects to find out more about them. They observe changes in the environment through the use of a weather chart. Although there is a computer available for children to use it is not made easily accessible or comfortable for children to use. Children learn to recall past and present events and are aware of some other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in their physical development. Children develop spatial awareness, move confidently and safely. They use a range of large and small equipment with increased skill and confidence. They learn to co-ordinate their body to create intended shape through music and movement. They recognise changes to their bodies after exercise and the importance of healthy eating. Children independently use tools and demonstrate an increased skill in the construction of models.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children easily differentiate between colours and explore texture and shape. Children learn to express their creativity through dance and music and enjoy using percussion instruments. Children have opportunities to use arts & craft materials but have few opportunities to express and communicate their ideas and increase their independence. Children use their imagination during role play but some resources are not well organised and open access to the area can sometimes lead to disruption.

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

- improve accessibility to the computer to ensure children have regular opportunities to access it in a safe and comfortable position.
- monitor the use of the home-corner area for free play to ensure disruption to structured activities is minimised and ensure resources in the area are well organised.
- provide increased opportunities for children to build and construct using a wide range of materials and tools to express and communicate their own ideas and increase their independence.

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.