



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319218

DfES Number: 582249

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Sharon, Amelia Robson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kenton Park Nursery School
Setting Address	5 Kenton Park Centre Kenton Road Newcastle Upon Tyne Tyne and Wear NE3 4RU

REGISTERED PROVIDER DETAILS

Name	The partnership of Kenton Park Nursery School
------	---

ORGANISATION DETAILS

Name	Kenton Park Nursery School
Address	5 Kenton Park Centre Newcastle upon Tyne Tyne and Wear NE3 4RU

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

Kenton Park Nursery was established in 1992. It is one of two day nurseries owned by Choice Childcare Limited. The nursery is situated in a suburb of Newcastle and operates from a two storey building within a small shopping precinct. Families represent a range of social and cultural backgrounds. The nursery is open from 8.00 until 17.30, Monday to Friday all year round. It offers full and part time care to children from birth to five years of age. There are currently 75 children on roll. Nine three year olds are currently in receipt of funding for nursery education. The nursery has systems in place to support children with special needs. The majority of staff hold an appropriate qualification in childcare and education. The nursery also receive qualified teacher support through the Early Years Development and Childcare Partnership.

How good is the Day Care?

Kenton Park Nursery provide a good standard of care. There is an effective operational plan in place, with comprehensive policies and procedures, together with good quality information for parents and staff. The staff work well together as a team and high staff to child ratios are maintained.

The necessary accident and medication consent forms along with all relevant documentation are in place. They are clear, up to date and mostly maintained confidentially. All aspects of health and safety are promoted, staff ensure children are safe both indoors and outdoors and risk assessments are carried out. However the children would benefit from the quiet areas being more comfortable. Good health and hygiene routines are encouraged. There are clear procedures and behaviour boundaries that are understood by children. Clear, age appropriate methods are used for dealing with behaviour and praise and encouragement is given for positive behaviour. There is good communication with parents about children's individual dietary needs, meals and snacks provided are healthy and nutritious.

The staff offer children a broad range and choice of play opportunities both indoors and outdoors, which could be improved by the provision of activities and resources

that promote equality of opportunity and anti-discriminatory practice. Staff plan and review a range of activities to meet children's needs, however this could be further developed. The children demonstrate confidence and good behaviour, and are interested and occupied. Staff dedicate their time to playing with, talking to and helping children to learn, they have very good relationships with the children and know them well.

Staff have built up very positive relationships with parents, due to their friendly yet business like approach to the service they provide. Staff share information with parents on a daily basis and endeavour to be flexible in accommodating their requirements.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff dedicate their time to playing with, talking to and helping the children to learn. Age appropriate play materials and activities are available to the children, which effectively supports their individual needs.
- Staff have very good relationships with the children, they enjoy their company and know them well.
- Organisation of the rooms is good, children have free access to appropriate areas indoors and outdoors, that meet their play and physical needs in a safe environment.
- There is a consistent approach to behaviour management, which is based on realistic expectations of children's age and differing abilities.
- Partnership with parents is effective. Well maintained, detailed documentation and regular verbal communication keeps parents informed of aspects of the service.

What needs to be improved?

- the methods used to observe and record what children do to help them plan the next steps in children's play and learning.
- the development of quiet areas to ensure they are comfortable and child friendly.
- the medication records to ensure that they are confidentially maintained.
- the range of activities and resources to promote equality of opportunity and anti-discriminatory practice.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
3	develop the methods that staff use to observe and record what children do, to help them plan the next steps in children's play and learning
4	develop quiet areas ensuring that they are comfortable and child friendly
7	ensure that children's medication records are confidentially maintained
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice

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

How effective is the nursery education?

Kenton Park Nursery offers good quality nursery education which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff develop warm relationships with the children and effectively promote confidence, independence and social skills. Behaviour within the group is good. Staff have a secure understanding of all areas of children's learning. This allows them to provide a wide range of interesting activities both in and out of doors and to make good use of resources overall. They plan a good balance of adult-led and child initiated activities. Staff involve themselves in children's play, however they do not always make the most of opportunities to build on children's interests.

Staff make informal observations about children, but as yet the observation and assessment system is not used effectively to inform staff about children's individual achievements, or to focus their teaching. As a result some activities do not set sufficient challenge. Staff keep records of what children can do. However, the records are not yet sufficiently linked to the stepping stones to give parents a clear picture of a child's progress towards the early learning goals.

The provision for funded nursery education is well-led and managed. Staff have worked very hard in the short time they have worked within the foundation stage to develop the curriculum. The team work well together and reflect on and understand what needs to be done to improve the quality of nursery education. They are committed to ongoing professional development. As yet there is no rigorous system which monitors the quality of teaching.

The partnership with parents and carers is generally good. Staff have good informal relationships with parents and carers. They receive good information about the nursery, however information about the foundation stage and what children are learning and the progress they are making is less effective.

What is being done well?

- Staff work well as a team to provide an interesting and varied range of activities and a happy learning environment.
- Children's physical skills are promoted well through a range of indoor and outdoor activities.
- Relationships between staff children and their families are good and staff give ideas to parents which help extend learning at home.
- Staff make good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.

What needs to be improved?

- the extension of activities to provide sufficient challenge for all children during self chosen and adult directed activity
- observations and assessments so that information about where children are at can be used to inform planning
- records of progress so that they clearly link to the stepping stones
- ongoing information for parents about what and how children are learning.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Children now have access to resources which they select themselves. They are able to make decisions about what they would like to play with and choose from a range of activities throughout the session. The nursery has purchased books which portray numbers and they are used in conjunction with other mathematical resources to help develop children's number awareness.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show good concentration skills and persevere well. They separate easily from parents and carers, have formed effective relationships with staff and clearly are happy in their surroundings. They show sensitivity towards each other as they share and take turns. They are encouraged to respect living things, and are aware of their needs. Behaviour is good though effective strategies are not consistently used to support children with more challenging behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are helped to develop good speaking and listening skills through a range of interesting topics and visitors to the group. They enjoy story time and handle books well. They enjoy singing and know many songs. Opportunities to tune into the sounds of words as they sing and listen to rhymes could be increased. Children receive regular opportunities to use writing tools and practise emergent writing in play situations, for example as they take food orders.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children regularly count and use their skills in practical and fun situations, for example as they play board games. Children show developing knowledge of shape, space and measure as they play and resources support learning well. They use mathematical language incidentally to describe shape and position and are developing an understanding of simple concepts. Activities are not sufficiently extended to encourage children to use their number skills to solve simple problems in purposeful ways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children receive good opportunities to explore their environment, engage in new experiences and expand their knowledge. They talk confidently about the plants they've been growing, the frog in the pond and the bugs they found in the garden. Children enjoy designing and making things using their own ideas. They develop an awareness of the wider world, for example as they celebrate festivals. Children have limited access to information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children's physical skills are promoted well overall through a range of indoor and outdoor activities. They make up their own games as they ride the wheeled toys and show developing skill and confidence as they climb, run and move to music. They use tools and equipment with increasing control, though children's interests are not always fully utilised to aid learning. They learn about keeping healthy from visitors to the nursery, such as a chiropractor and a road safety officer.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children explore a range of materials. They show great enjoyment as they experiment with media, for example, as they mix paint with glue to make 'goo'. They use dough, sand, paper and materials to create two and three dimensional shapes and models. They enjoy singing and use gestures and movement to interpret songs and music. Opportunities to extend children's learning by building on their interests are missed and as a result challenge is limited on occasions.

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

- Provide sufficient challenge by building on children's interests and take full advantage of learning opportunities by encouraging children further to explore and problem solve.
- Develop the observation and assessment system so that information is regularly gathered about how well children are doing. Use the information gathered to inform next steps in learning.
- Improve children's records so that they clearly show how well children are doing in relation to the stepping stones and early learning goals.
- Develop information for parents about the foundation stage and what children are learning.

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.