



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305965

DfES Number: 512426

INSPECTION DETAILS

Inspection Date	21/10/2003
Inspector Name	Pauline Pinnegar

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Minus Fives Childrens Day Nursery
Setting Address	William Crosthwaite Avenue Teeside Industrial Estate Thornaby Stockton-on-Tees TS17 9LX

REGISTERED PROVIDER DETAILS

Name	Nunthorpe Nurseries Group
------	---------------------------

ORGANISATION DETAILS

Name	Nunthorpe Nurseries Group
Address	2 The Crescent Nunthorpe Middlesbrough Cleveland TS7 0JP

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

Minus Fives Day Nursery opened in 1989 and is part of the Nunthorpe Nurseries group which runs several groups in the Cleveland area. The nursery is situated in the borough of Stockton on Tees in a quiet road on Thornaby industrial estate. It serves the local and surrounding areas. The nursery operates from a purpose built one storey building with four activity rooms plus a room equipped with soft play materials. There is also a secure outdoor play area.

The nursery is registered to provide full and part time care, which includes an out of school and holiday club. The nursery provides care for 60 children aged between six weeks and under eight years. There are currently 90 children on roll. This includes 9, funded 3 year olds and 3, funded 4 year olds. There is currently 1 child attending with special educational needs (SEN) and no children attending for whom English is an additional language (EAL). Children attend for a variety of sessions.

The nursery opens 52 weeks a year with the exception of bank holidays. Sessions are from 07:30 to 18:00 Monday to Friday. There are 13 full time and 2 part time staff working with the children. There are 7 staff who hold a level 2 qualification and 7 staff hold a level 3 qualification. The group receives regular support from the teacher advisor from the Early Years and Childcare Partnership (EYDCP). A new manager has been appointed since the last inspection.

How good is the Day Care?

Minus Fives Day Nursery provides good quality care for children. Management and staff work well together to provide a warm and welcoming environment where children are happy and settled. Comprehensive policies are in place and staff ensure children are cared for in a safe and stimulating environment. Staff are aware of their roles and responsibilities, which contributes to the smooth running of the nursery. All staff have appropriate qualifications in childcare. The quality of the service is reviewed regularly.

Safety is given priority and most aspects are met well apart from accessibility of

creams, sprays in the toilet and baby areas. Not all fire exits are free from obstruction and there are visible wires in the pre school room. Staff promote the good health of the children by taking positive steps to prevent the spread of infection. They raise children's awareness of good hygiene practices. Procedures are in place if children become ill. Children are supplied with a good range of healthy and nutritious food freshly prepared on the premises. Children's routines for hygiene, sleeping and feeding are respected particularly for children under two years, however provision for sleep for children aged one to two years is limited. Staff have a good understanding of child protection issues.

Staff plan a good range of varied and interesting activities for children which promote all areas area of children's development and learning. Resources are used effectively in most areas, however resources which reflect diversity are not easily accessible to children under three years and there is limited provision for domestic style furniture in the baby room. All staff interact well with the children have positive relationships with them. Children are well behaved and staff value and encourage good behaviour.

The nursery works in partnership with parents effectively. They are kept up to date with their child's development and receive quality information.

What has improved since the last inspection?

'not applicable'

What is being done well?

- The relationships between staff and children are good, resulting in the children being happy, confident and eager to participate in nursery life.
- The behaviour of children is managed well. Children are developing a sense of right and wrong and respond positively to staff's clear guidance and praise.
- There is a good range of resources and play materials available for indoors and outdoors, which is appropriate to the children's ages and stages of development.
- Staff plan and provide a range of stimulating activities and play opportunities to promote all areas of children's development.
- There is a strong emphasis on partnership with parents. Parents are kept fully informed about their child's progress and development and receive quality information about the setting and have access to policies and procedures.
- Children's individual needs are met well. There are clear policies and procedures in place for children with special educational needs.
- The physical environment is well maintained creating a warm and welcoming environment for children.

What needs to be improved?

- the sleeping arrangements for children aged one to two years and the provision of domestic style furniture for babies under one year
- the safety precautions to ensure all creams, sprays and wires are inaccessible to children and all fire exits remain clear from obstruction
- the accessibility of toys and resources which reflect diversity for younger children.

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
5	Ensure that suitable domestic style furniture is available for children under one year and appropriate furniture is provided for children aged one to two years to sleep.
6	Ensure all creams, sprays and trailing wires are safe or inaccessible to children.
6	Ensure all fire exits are free from obstruction.
9	Ensure resources which reflect diversity are easily accessible to children under three years.

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

How effective is the nursery education?

Minus Fives Nursery provides a welcoming atmosphere where children settle very well and overall make very good progress towards the early learning goals. They make very good progress in personal, social and emotional, communication, language and literacy, mathematical and creative development and in knowledge and understanding of the world. They make generally good progress in their physical development.

The quality of teaching is very good. Staff are enthusiastic and work very well together to provide an interesting and stimulating curriculum that enables children to learn successfully. They have a good understanding of the early learning goals, which they use to provide a comprehensive range of child and adult initiated activities. Staff have high expectations of all children's behaviour and this has a positive impact on the relationships in the nursery. Interaction with the children is very good, with children being successfully encouraged to become independent in their play, learning and personal care. Appropriate procedures are in place to support children with special needs or English as an additional language.

The leadership and management of the nursery is very good. Staff are well aware of their roles and responsibilities, enabling them to work well as a team so that the day to day running of the nursery operates smoothly. The manager has a strong commitment to monitoring, developing and improving practices. Staff are positively encouraged and supported to undertake training to maintain and improve standards.

Partnership with parents is very good. Parents are provided with a comprehensive and detailed range of written information about the nursery and the activities provided. Regular verbal feedback and written information results in them being well informed about the achievements and progress of their children. They are actively encouraged to become involved in their child's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and independent in their play and personal care. They behave well and have developed positive relationships with each other and the staff.
- Planned, practical, everyday activities effectively help children to link sounds to letters. They are given regular opportunities to practice their writing skills.
- Children are developing a sound understanding of numbers and are beginning to use their knowledge to solve simple mathematical problems.
- Staff's good understanding of the early learning goals leads to well planned activities that interest children and extend their abilities.

- Parents are made to feel welcome. They are kept fully informed of their child's progress and are encouraged to be involved in their child's learning.

What needs to be improved?

- the opportunities for all children to further develop their independence at snack times
- the opportunities for children to practice and develop their large physical skills through moving to music
- the written plans and assessment records so that these show the intended learning for individual three and four year olds.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. There were three key issues made at the last inspection.

Ensure all of the desirable learning outcomes in physical development are addressed. A wider range of activities is now provided enabling children to further develop in this area of learning, however there are still insufficient opportunities for movement to music.

Ensure that as far as practicable the full range of planned activities in language and literacy and mathematics are available to all children and take into account assessments of children. Activities are now planned for morning and afternoon sessions, a written record is kept to ensure that all children have the opportunity to participate fully. Staffs knowledge of children is used to identify individual leaning when planning and carrying out activities but this is not shown on written plans or assessments. However, observation of activities showed that staff have a good understanding of the differentiation required to meet individual children's needs.

Ensure that all children have access to all the resources to support learning. A rich, accessible learning environment is now provided with resources to support all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Children have formed good relationships with adults and their peers. They are confident and able to work as part of a large or small group. They understand taking turns and sharing. Most three and four year olds are able to operate independently, they are able to select and use resources and are skilful at managing their own personal hygiene. Children behave very well, they have a good awareness of behavioural expectations in the setting and respond appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

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

Children confidently initiate conversations, listen well and join in enthusiastically with stories and songs. Most understand the purpose of writing and use it regularly in their play. They handle pencils correctly and some children are able to form recognisable letters. Children enjoy linking sounds to letters, and some are able to correctly name and sound letters of the alphabet. They know how to use books for enjoyment, handle them carefully, and with interest.

MATHEMATICAL DEVELOPMENT

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

Children are developing mathematical ideas and are beginning to be able to offer solutions to practical problems. They show great interest in numbers and counting and are developing a sound understanding of positional language. Some three year old and most four year old children, confidently, and correctly use mathematical language when engaged in planned and everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Three and four year olds enthusiastically explore and investigate a wide range of objects, materials, living creatures and the world in which they live. All children are developing good designing and making skills. They are able to build and construct with a purpose in mind using a variety of resources. They are beginning to learn about other cultures through developmentally appropriate activities.

PHYSICAL DEVELOPMENT

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

Three and four year old children are beginning to move with control and co-ordination. They are becoming skilful at balancing, climbing and negotiating space. All children demonstrate increasing skill and control when using a range of small and large equipment. The opportunities for children to practice and develop their large physical skills through moving to music are limited.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a range of creative materials and experiment with colours and textures. They play enthusiastically in the role play area, and are beginning to use their imagination well. Children confidently join in songs from memory. They communicate ideas and thoughts well, using a range of resources and materials.	
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:

- provide further opportunities for children to practice and develop their large physical skills through moving to music
- consider identifying intended learning for individual three and four year olds on written assessment records and plans.

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.