



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221551

DfES Number: 583213

INSPECTION DETAILS

Inspection Date 28/05/2004
Inspector Name Denise May Smith

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name The Willows Daycare Nursery
Setting Address The Willows Day Nursery
Mereside
Soham
Cambridgeshire
CB7 5EE

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Willows Daycare Nursery
Address The Willows Day Nursery
Mereside
Soham
Cambridgeshire
CB7 5EE

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 Willows Day Nursery opened in 1993. It operates from three rooms in a brick built, two storey building in Soham. A summer play scheme, breakfast and after school club operate in a mobile building within the same grounds. The nursery and out of school provision serves the local area and surrounding villages.

There are currently 70 children from 3 months to 5 years on roll in the nursery and 52 on roll in the out of school club. This includes 8 funded three-year-olds and 2 funded four year olds. Children attend for a variety of sessions. The setting would support children with special needs, there are no children at present who speak English as an additional language.

The group opens 5 days a week all year round with the exception of bank holidays. The nursery is open from 07:30 hrs. until 18:00 hrs.

Six full time and nine part time staff work with the children. The majority of staff have early years qualifications to NVQ level 2 or 3. There are no staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

The Willows Day Nursery provides good care for children.

The effective management and organisation of the group ensures that staff are clear about their roles and responsibilities. Staff who work in the out of school club also work in the nursery which provides consistency for the children when they start school. Staff are committed to ongoing training and the development of their knowledge and skills. The good use of the building and careful selection of well maintained, appropriate resources and equipment give children many opportunities to learn, explore and develop in all areas of learning and be cared for appropriately. The out of school club is also equipped appropriately for the older children.

Comprehensive policies and most procedures are in place and support the care across the whole setting.

Staff are active in promoting good personal hygiene practice with the children and procedures are in place, which support staff in keeping children safe. However, daily risk assessments are not recorded. Staff have good room awareness and the children's safety and welfare is given priority. Children are provided with appropriate snacks and drinks which are healthy and nutritious.

The children who have access to the group are able to take part in fun, interesting activities and have use of a broad range of resources including those reflecting other cultures. Children's needs are met on an individual basis, particular care is given to the younger children who's differing needs are met and wherever possible their routines followed. Appropriate procedures are in place which support children with special needs. Children's behaviour is very good; staff encourage positive behaviour and reward children's achievements well.

There is a good partnership with parents. Staff gather lots of information from parents so that children feel secure in the group. Parents are kept well informed about the provision and the current topics.

What has improved since the last inspection?

At the last inspection the proprietors of The Willows day nursery agreed to, ensure that there is a system for registering children and staff attendance on a daily basis with particular reference to children moving between rooms, to collate information regarding vehicles used to transport children and the drivers of these vehicles, to ensure that the parental written consent for the administration of medication is revised in line with standard 7.7 and to ensure that the Child Protection Policy is revised in line with the requirements of standard 13.2.

Policies and procedures have been revised and relevant information collated. As a result the care offered to the children has been further enhanced.

What is being done well?

- The effective organisation of the setting, the good systems in place and the range of policies and procedures all underpin the good care, learning and play opportunities which the children experience.
- The good relationship with the parents ensures that children's care is undertaken in partnership and children are cared for according to their parents wishes.

What needs to be improved?

- the induction policy, so that it is clear what is included, who is responsible for the induction and the time scale involved

- the quantity of toys, furniture and equipment in Badgers1 now that the extension is complete.

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
4	Ensure there are sufficient toys, furniture and equipment in 'Badgers 1' room suitable for the numbers of children.

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

How effective is the nursery education?

The provision for nursery education at The Willows Day Nursery is of good quality. It enables children to make very good progress in their physical development and generally good progress towards all other areas of learning.

The quality of teaching is generally good. Staff have very good relationships with the children and know them well. They are caring towards them and are interested in what they say and do. Clear boundaries and expectations are set and consistently reinforced by staff. Staff have an appropriate knowledge of the Foundation stage, but have not undertaken any training relating to this area. They use their knowledge to introduce, varied, interesting activities, which help children learn. However, there are missed teaching opportunities to introduce some learning concepts in everyday routines.

Assessment of the children's daily achievements are infrequently recorded and not clearly matched and dated against formal assessment sheets. The next steps of children's learning are highlighted but do not relate to formal assessments. Short term plans are not based on the 6 areas of learning and are not linked to clear learning intentions. Assessments are not used to inform the planning cycle.

The leadership and management of the group is generally good. Staff work very well together, sharing ideas and knowledge. Staff are committed to further training and developing and enhancing their practice. A programme of staff appraisals and self-evaluation is in place; the group is currently participating in an accreditation scheme.

The partnership with parents is good. Parents are actively involved in the group and their children's learning by supporting topic related activities. Parents are kept informed of current topics, but do not receive information about the Foundation Stage.

What is being done well?

- The quality and commitment of the staff who wish to further develop their knowledge and improve the quality of the pre-school education offered to the children. They are positive with the children enabling them to relate well and have good self esteem.
- The good opportunities for children to learn through the varied range of role play opportunities. The children are confident to express themselves and to test out ideas thoughts and feelings.

What needs to be improved?

- assessment and planning. Assessment so that it is clearly based on what children know and can do, highlights the next steps of learning and directly informs the short term plans. Planning so that it is based on the 6 areas of learning and activities have clear learning intentions to enable all adults to have a clear focus of learning
- the programme of communication, language and literacy, so that children are given a wider choice of mark making experiences on the writing table for free mark making and include opportunities in role play for children to note and record.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with staff and relate well to each other co-operating and sharing resources. They are happy and confident to approach adults and express their needs and views. Children's self esteem is high. They are able to wait, take turns and persevere with activities such as glueing and painting. Children behave well and understand what is expected of them. Resources are assessible, but children do not routinely make choices, change toys or self select.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are provided with good opportunities for mark making in planned activities such as painting. They are skilled at labelling their own work; generally forming letters correctly. Mark making in role-play is limited and the writing table does not help develop children's imaginations. Children listen and speak confidently at group time negotiating and expressing imagined ideas. Children enjoy and join in with stories, they handle books appropriately understanding that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers in everyday situations and can count reliably to 10 and beyond. They are beginning to recognise numerals. They learn about size and shape through practical activities such as role play with big and little dogs and quantity as they fit them into dog cages. Children understand about standing "behind" "in front of" and "next to " each other in a line. Everyday routines and activities are not used to introduce concepts of adding and subtraction or combining groups of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have lots of good opportunities to explore and investigate living things such as growing vegetables. They enjoy looking closely at similarities, differences and change. Topics help children to develop a good knowledge about where they live and familiar places, and to develop an understanding of other cultures. Resources are available to build and construct in 2 and 3 dimensions but these were not seen to be used. Children have daily access to a computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with care and control when using bikes, climbing and balancing apparatus; they are aware of others and have a developing sense of space. They enjoy music and movement. Children use appropriate tools with increasing control and purpose and have many opportunities to handle tools and equipment, both small and large. Children learn about the effects of exercise on the body and how to stay safe in the sun, testing out these ideas during role play.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy exploring sounds made by musical instruments. They enjoy and participate well when singing simple songs. Opportunities are provided for children to explore colour and form, these activities being extended for the more able children. There is limited opportunity for children to develop their imaginations for 'free creating' and 'assembling and joining' in art work, which tends to be adult led and topic related. Role-play is used well and underpins all other areas of learning.

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

- develop assessment and planning. Assessment so that it is clearly based on what children know and can do, highlights the next steps of learning and directly informs the short term plans. Planning so that it is based on the 6 areas of learning and activities have clear learning intentions to enable all adults to have a clear focus of learning
- develop the programme of communication, language and literacy, so that children are given a wider choice of mark making experiences on the writing table for free mark making and include opportunities in role play for children to note and record.

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.