



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127497

DfES Number: 584554

INSPECTION DETAILS

Inspection Date	06/07/2004
Inspector Name	Fran Fielder

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ravensdale Nursery
Setting Address	Ravensdale Day Care Centre, Sandhurst Road Tunbridge Wells Kent TN2 3ND

REGISTERED PROVIDER DETAILS

Name	Barnardo's 00061625 216250
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ORGANISATION DETAILS

Name	Barnardo's
Address	Barnardo House Tanners Lane Barkingside Ilford IG6 1QG

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

Ravensdale Day Care Centre operates from purpose built premises on the outskirts of Tunbridge Wells. The centre is run by Barnardos and caters for children with special needs and their families. There are three main rooms used by the children all with toilet facilities. There are several other rooms in the centre including a parents' room, speech therapy room, office and staff room. Admission is by referral only.

There are currently 36 children, aged from 2 to 8 years, on roll. This includes ten funded three year olds and five funded four years olds. The setting makes provision for children who speak English as an additional language.

The pre-school is open five days a week during school term times and a play scheme operates during the school holidays. The centre operates from 09.30 until 15.45.

There are 16 members of staff who work with the children. All staff have a recognised early years qualification and all are trained in caring for children with special needs. All staff hold a current first aid certificate and several have further training to administer specific medication.

The centre works with speech and language therapists, family support workers, social workers, health visitors, schools and nurseries.

The High Scope approach is used in the pre-school.

How good is the Day Care?

Ravensdale Nursery provides good quality care.

The experienced and well qualified staff create a welcoming and stimulating environment for children and adults attending. Resources reflect positive images of all aspects of society and are used effectively to provide challenge. The induction programme, and ongoing supervision of staff, ensures they are able to meet the needs of the children in their care. Most documentation is in place but some policies

and procedures lack sufficient detail.

The excellent deployment of staff guarantees children's safety although staff do not always ensure children are protected from the sun when playing outside. Staff follow good hygiene practice. Meals and snacks are healthy and nutritious and cater for all dietary needs. Staff know the children and acknowledge differences. Staff produces individual plans for each child so they can cater for all needs. Staff have a good understanding of their role in the protection of children and how to proceed if they have concerns about a child in their care.

Relationships between children and adults are warm. All children, regardless of ability, enjoy a wide range of well-planned activities which help develop new skills. The programme is adapted to meet individual needs. Behaviour management is good and staff encourage and support children.

Parents receive detailed information about all aspects of the provision. Staff make home visits to gather all relevant information before a child starts at the nursery. Regular feedback informs parents of their children's progress. Parents, staff and support agencies work together to create individual plans that meet the needs of each child.

What has improved since the last inspection?

Not applicable

What is being done well?

- All staff are well qualified and have experience of working with children who have special needs. Staff deploy themselves well to ensure children are well supervised at all times. The induction programme is effective and regular appraisals and supervision help staff to identify strengths and areas for improvement.
- Behaviour management is very good. Staff are calm and consistent allowing children to express their feelings and frustrations without it disturbing the smooth running of the session.
- Parents receive lots of valuable information about all aspects of the provision. They receive regular feedback about their children's progress. They are confident about approaching staff for support and advice.
- Relationships between adults and children are very good. Staff are caring and know the children well. They cater for all individual needs and ensure children are treated with respect.

What needs to be improved?

- the policies and procedures

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
6	ensure children are protected from the adverse affects of the sun when playing outside
14	review policies and procedures to include all necessary detail and make these available to parents

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 Ravensdale Nursery is acceptable and of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good and staff interaction with the children is excellent. Staff have a secure knowledge of the individual children and plan and provide activities that will meet their needs. These activities are varied, stimulating, and appropriate for the differing abilities of the children. The emphasis on child initiated activities is particularly effective in promoting children's learning. Staff provide very good support for children and promote their developing communication skills. Children behave well in response to the high expectations and sensitive support of staff.

The accommodation and resources are used well to promote children's learning and to encourage their independence. The daily organisation is flexible to enable staff to take into account children's individual needs. Written plans are in place but some lack sufficient detail to inform staff. A satisfactory observation and assessment system is used to record children's progress and to inform future planning.

The leadership and management of the setting is very good. The staff work well together and provide good support to each other. Ongoing staff training and development is encouraged. The group shows commitment to improving its knowledge and practices. They regularly monitor and evaluate the effectiveness of the provision so that any weaknesses can be addressed.

The partnership with parents and carers is very good. Parents receive a variety of helpful written information about the group. They are kept well informed about their child's progress and are able to make their own contributions to the learning process. Parents are given a lot of practical support and help to enable them to promote their child's development at home.

What is being done well?

- Staff provide valuable opportunities for children to make their own choices from the provision using the High/Scope approach. The staff provide the care and support that is necessary and interact well with the children to promote their learning. This results in children being well motivated and keen to learn. The resources are well organised and labelled effectively which further encourages children's independence.
- Staff use excellent strategies to promote good behaviour. They give children clear and consistent boundaries which children respond well to. With the playgroup children in particular, the staff help the children learn to understand the consequences of their actions.

- The use of the Picture Exchange Communication System (PECS) is very effective in helping to develop communication skills.
- The setting works very effectively with parents to support children's learning. Parents are encouraged to be involved in numerous ways including the initial use of the 'My Child At Home' booklets and home visits where they have the opportunity to share their views on their child's ability and interests. Parents are involved in the creation and reviewing of individual educational plans.
- The group makes available high quality clear, accessible, and useful information about the early learning goals to give parents a good understanding of the curriculum.

What needs to be improved?

- the consistency of all the written plans, to show clear links with stepping stones and how activities can be adapted to cater for the individual needs of the children.

What has improved since the last inspection?

At the last inspection three points for consideration were raised. The setting has made generally good progress towards addressing the issues.

The group now has climbing equipment, both indoors and outdoors, which is used regularly to promote children's physical development.

The group regularly use props such as 'story sacks' and puppets to support children's use of books. Although they do not currently care for any children with English as an additional language the setting has a variety of books in other languages which are available daily.

Staff effectively consolidate children's learning. They question children effectively and give the appropriate support. Staff are aware that activities can have several learning intentions covering different aspects of learning even though the main planned focus may be on one specific area. This needs to be more clearly identified in the written plans to ensure that all staff are aware of the learning intentions of the activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by caring and supportive staff. Children are developing their independence and successfully use the many opportunities they are given to initiate activities. They select resources for themselves and are learning to take care of their own personal needs. They show good levels of concentration and join in enthusiastically in the activities. Children generally behave well, learning to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate effectively using a variety of methods. The playgroup children are confident speakers with their language skills developing well. The children listen and follow instructions easily. They enjoy joining in with rhymes and songs. They are developing an understanding that print carries meaning as they see familiar words around the rooms and recognise their first names. They make marks and practise their emergent writing skills in a variety of ways with increasing skill.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children successfully count to 10 and enjoy joining in number rhymes. They are learning to use numbers in everyday situations. Children are beginning to use the correct mathematical language when playing. They easily sort and match objects. They are developing an understanding of size and shape through practical activities. They are beginning to show an understanding of simple calculation through skilful staff interaction as they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given a good variety of opportunities to explore and experience different materials and objects. They learn about, and show interest in, the natural world through the various activities. They talk about events in their own lives and learn about the lives of others. They are developing a good sense of time through the effective use of PECS. The children have regular opportunities to explore and use everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience, and confidently use, a good range of small and large equipment. They show good co ordination, moving safely and confidently. They move well in a variety of ways and in different directions. They are able to repeat movements easily. Children are developing good fine motor controls and hand - eye co ordination through a wide range of equipment and activities. Children are learning a basic understanding of good hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children enjoy participating in music and movement sessions, showing an interest in sounds and rhythms. They enjoy exploring the instruments and become very absorbed in listening to music. They have a good variety of opportunities to explore using their senses. They respond positively to the new experiences provided. Children are encouraged to use their imagination and to express their ideas and feelings through a wide variety of activities.</p>	

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:

- There are no significant weaknesses to report, but consideration should be given to the following:
- extend written plans to show clearer links with the stepping stones.

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.