



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 512663

DfES Number: 521319

INSPECTION DETAILS

Inspection Date	23/06/2004
Inspector Name	Abigail Caroline Cunningham

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ireland Wood Nursery and Pre-school
Setting Address	Raynel Gardens Leeds West Yorkshire LS16 6BW

REGISTERED PROVIDER DETAILS

Name	Ireland Wood Nursery and Pre-school 1062704
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ORGANISATION DETAILS

Name	Ireland Wood Nursery and Pre-school
Address	Ireland Wood Nursery and Pre-school Ireland Wood Primary School Raynel Gardens, Leeds West Yorkshire LS16 6BW

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

Ireland Wood Nursery and Pre-school opened in 1973, the group was previously called Little Acorns Pre-school. The nursery is situated in the Ireland Wood area of Leeds 16. The nursery operates from three converted classrooms, located in Ireland Wood Primary School. The nursery serves the local and surrounding areas. The premises comprise of three play rooms, milk kitchen, laundry, office, staff room, kitchen and toilet facilities. There is a fully enclosed outdoor play area available for outside play. The nursery also has use of the school hall.

There are currently 35 children from six months to four years on roll. This includes fourteen funded 3-year-olds and five funded 4-year-olds. One child has identified special educational needs and four of the children speak English as an additional language.

The nursery opens five days a week, all year round. Sessions are from 07:30 until 18:00. There are eight part time/full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two of the staff are currently working towards a recognised early years qualification.

The setting receives support from the Pre-School Learning Alliance (PSLA) and the Local Authority.

How good is the Day Care?

Ireland Wood Nursery and Pre-School provides satisfactory care for children. The premises are inviting and well maintained with the exception of the outdoor play area which is unwelcoming. There is good evidence of children's work displayed attractively throughout the building. The staff have ensured that most of the physical environment is safe.

The staff team are organised and work well together. They are aware of what needs to be improved and demonstrate a commitment to developing their practice. A good staff induction programme encourages staff to effectively implement the settings

policies and procedures. All of the required documentation is in place and records are confidentially stored.

The staff recognise the children as individuals and meet their differing needs well. The children are settled, have warm relationships with the staff and are keen to communicate with them. The staff set clear and consistent boundaries through discussion, praise and encouragement. The children are well behaved.

A good range of toys and activities are available for children from six months to five years. There is a good selection of resources which reflect positive images of culture, gender, ethnicity and disability. The children are able to access toys and equipment independently. They are interested in their surroundings and engage in activities, which sustain their interest for periods of time. Planning systems are fully established for all age groups and assessment systems are currently being developed.

The staff are friendly and approachable, they warmly welcome the children, parents and visitors into the setting. Parents are well informed about the provision and their child's progress.

What has improved since the last inspection?

Most of the actions raised at the last inspection have been completed. The registered person has taken positive steps to promote safety within the setting, by ensuring that all electrical equipment is checked annually and all recommendations made by the Fire Safety Officer have been met. The setting has provided a good range of furniture, equipment and toys which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition and conform to safety requirements. This has ensured that the furniture, toys and equipment used are safe, well maintained and meet the varying needs of the children.

What is being done well?

- The staff create an orderly environment in which to care for the children, each session is planned for in advance. Staff are effectively deployed. A well organised, established system is in place for staff, student and parent inductions. The registration system is effective, this clearly shows when staff, visitors and children are present.
- Resources are effectively organised so that all children can independently access these e.g. low level sand pit in under two's room. The children are interested in their surroundings, engage in activities which sustain their interest and are happy and occupied e.g. looking at mini beasts. The staff build positive relationships with the children, manage them well and take an interest in what they say and do.
- The children are treated with equal concern, each child's individuality is valued. The nursery staff collect good information regarding family customs, beliefs and dietary requirements. A good range of activities are provided,

which help the children to learn and value each other's similarities and differences, e.g. Rangoli patterns. All the children have access to age appropriate toys and resources regardless of gender. The setting has a good range of play materials, which reflect diversity and show positive images of gender, culture, ethnicity and disability.

- Effective procedures are in place to support children with identified special educational needs and for children who speak English as an additional language. Staff work well with parents and outside agencies to ensure that children receive appropriate support.
- The children are provided with a good range of freshly prepared healthy and nutritious snacks and meals, ensuring parental wishes and children's individual dietary needs are catered for.

What needs to be improved?

- the outside play area, to provide children with a welcoming and stimulating environment to play
- safety, in regards to the outside drain
- safety, in regards to the children's access to dangerous substances.

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
6	Make sure that dangerous substances and other potential hazards are inaccessible to the children.	23/06/2004
6	Ensure that the drain and fall pipe are made safe.	07/07/2004

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

Std	Recommendation
4	Make improvements to the outdoor play area, so that it is a welcoming and stimulating environment for children to play.

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

How effective is the nursery education?

Ireland Wood nursery and pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy and mathematics is generally good. In all other areas children are making very good progress.

The quality of teaching is generally good. Staff work well as a team, and good relationships are developed with the children. Staff have appropriate knowledge and understanding of the early learning goals, the curriculum is planned to challenge and extend children's learning, but opportunities are missed to link sound to letter and use calculation during play. Not all staff are able to disseminate information effectively; explanations are sometimes pitched too high and several attempts are made before children fully understand what is expected of them. Record keeping is in place but children's progress through the stepping stones is not easily understood.

Staff encourage children to become independent learners by planning a good range of activities for them to freely choose from. Children with English as a second language are effectively supported through an interesting selection of resources. For example, a teacher who speaks their mother tongue.

The leadership and management of the setting is generally good. The nursery benefits from strong leadership from the manager and good support from the reception teacher. Evaluating and monitoring of the provision is developing gradually. The staff understand their roles and responsibilities regarding children's learning and are committed to improving the care and education of the setting.

The partnership with parents and carers is very good. Parents are given good information about topics, activities and routines. They are able to share information regularly with staff about children's progress and have good opportunities to be involved in their children's learning.

What is being done well?

- The setting works very effectively with parents to support children's learning. Parents are kept very well informed of their child's progress. They are able to access their children's progress reports easily and speak with their child's key worker when they want to. A parent committee is set up and all parents are encouraged to join. They are actively involved in their children's learning and well informed about how to support this at home.
- Strong emphasis is given to equality of opportunity. Children are beginning to know their own culture and cultures of other people. Parents are invited into the nursery to share their culture with the children. Effective systems are in place to encourage children who speak English as a second language.

Resources such as a specialist teacher who speaks the same language as the children is employed. These children are confident in their play and show a strong sense of self.

- Children's creative skills are promoted very effectively through a variety of activities such as arts and craft, musical instruments, singing and opportunities to develop their imagination.
- Children's personal, social and emotional development is very good. They are confident and eager to participate on their own and as part of a group. They choose activities such as drawing with stencils and competently carry these out. Children explore their environment; they are interested in what is provided and seek others to share experiences.

What needs to be improved?

- the opportunities to provide activities for calculation during play
- the opportunities to link sound to letter
- the assessment of children's progress and monitoring of the methods used for teaching.

What has improved since the last inspection?

Good progress has been made since the last inspection. The staff have introduced suitable methods to provide more opportunities for children to recognise and use number to ten, as well as activities to foster children's ability to explore sound. Both of which were raised as point for considerations in the previous inspection report.

Good opportunities are given to children to extend their knowledge and interest in counting. Older children are beginning to understand the concept of number. The staff provide opportunities for children to explore sound but have not incorporated it in planning or children's progress files.

Children have developed a keen interest in counting and do so confidently. However, opportunities to link sound to letter are not fully included in planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children display high levels of involvement in activities. A four-year-old sticks strips of paper together, he shows a high level of concentration as he designs his construction. All children have a sense of belonging, they are settled and know the routine well. Younger children are beginning to make relationships, one three-year-old seeks other child to share experiences in the home corner. Older children are able to take the initiative and manage developmentally appropriate tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff and each other. Older children talk activities through with each other for example, a child says what she intends to make during the sticking activity. Most older children are able to write their names and good opportunities are in place for children to write for different purposes. Children enjoy rhyming and rhythmic activities. They join in with the rhyme "days of the week". However, opportunities for children to link sound to letter are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show a good level of involvement in counting, for example, they count plastic butterflies for the focussed activity. Most children understand the concept of number up to three. Older children are beginning to recognise measurement, for example, one four-year-old uses his own method of measurement, "I want this much" he says as he holds up two trips of paper and points to where he wants to cut it. However, there are missed opportunities for children to use calculation during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a strong sense of self. Very good attention is given to the cultures and beliefs of others, for example, parents of different cultures are invited to do activities with the children which relate to their culture. Children are given frequent opportunities to use information technology. Very good examples are seen of children using the computer. Children realise tools can be used for a purpose. They use the scissors, spatula and glue effectively to create different pieces of art.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children skilfully negotiate appropriate pathways; they move spontaneously and manage their bodies well to create intended movements, for example, riding bicycles using the peddles. Older children show awareness of their own needs. A four-year-old removes his wet shirt saying "it is wet I need a new one". Children competently wash their hands using soap and water. All children use increasing control as they push prams and propel bikes.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children competently differentiate colour; they recognise primary colours. They are developing their imagination. A three-year-old imitates what adults do as she vacuums the home corner. Children join in favourite songs and show interest in the way musical instruments sound. Younger children play musical instruments in spontaneous adult led activity. A four-year-old uses facial expressions to shows her dissatisfaction when another child takes her seat during singing time.	

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 the assessment system to ensure there is a clear link with the early learning goals and stepping stones to enable staff to plan and effectively deliver what individual children need to learn next
- extend planning to show how activities will be adapted to meet the needs of the more able children, particularly to extend their understanding of numbers in adding and subtracting in practical activities and linking sound to letter.

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.