



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254629

DfES Number: 511225

INSPECTION DETAILS

Inspection Date 06/02/2004
Inspector Name Anne Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Pelham Day Nursery
Setting Address Pelham Avenue
Nottingham
Nottinghamshire
NG5 1AL

REGISTERED PROVIDER DETAILS

Name New College Nottingham

ORGANISATION DETAILS

Name New College Nottingham
Address Basford Hall College
Stockhill Lane
Nottingham
Nottinghamshire
NG6 0NB

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

Pelham Day Nursery opened in 1994, it operates from a converted building and is one of several New College Nottingham nurseries. It is sited on the Clarendon Campus on Pelham Avenue, Sherwood Rise, close to the city centre of Nottingham. It serves parents who are studying at the college but also offers places to the wider community where availability allows.

There are currently 54 children on roll. This includes 13 funded 3-year-olds and seven funded 4-year-olds. Children attend for a variety of sessions depending upon parents' courses. Children are cared for in rooms according to their age and ability. There is a securely enclosed outdoor play area.

The facility operates 08:00-18:00 Monday to Friday and 08:00-17:30 on Fridays, throughout the year. The nursery opens on occasions outside of these hours to facilitate courses, if there is sufficient demand.

There are 13 staff who work with the children, 12 of them have early years qualifications to at least NVQ level 2 or 3. The other member of staff is working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Pelham Day Nursery provides good quality care for children. An effective key worker system and the way children are grouped means that they are happy and secure with the people looking after them. Staff are confident practitioners who work together effectively as a team to ensure the day is well organised and enjoyable for the children. The nursery has good resources to support children's care and development. Policies and procedures are in place and these are used well to underpin the day to day management of the nursery.

Good staffing levels ensure children are well supervised at all times. Emphasis is placed on providing a safe environment for children and staff use their initiative to

deploy themselves effectively, indoors and out. Older children understand good hygiene practice, such as washing their hands regularly, and staff foster these skills well through daily routines. Independence skills are gently fostered and older children take pleasure in their achievements. Staff share information as a team to ensure parents' wishes and children's needs are fully addressed.

Children are confident and approach adults for help or to share ideas during play activities or meal times. Younger children allow their carers to reassure them or settle them for a rest when tired. Staff have high expectations of behaviour. They acknowledge and value the children's good behaviour and are good role models. Staff provide activities of good quality throughout the day and balance these with children's needs for rest and relaxation.

The partnership with parents is good. The nursery has a wide range of information about its service. It aims to establish effective working relationships with parents through regular discussion about the child's development and time at the nursery. They canvass parent's and children's opinions through questionnaires, to reflect on and improve the service they offer.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Of the 13 staff 12 hold early years qualifications and the other staff member is working towards a qualification. The nursery has a well qualified workforce exceeding requirements of the National Standards for a minimum of 50% of staff to be qualified. All staff have attended first aid, basic food hygiene, health and safety and child protection training, all of which is mandatory. In addition, New College Nottingham provides good ongoing opportunities for staff training in order that they continue to develop their skills in areas of their choice and are a motivated workforce.
- All staff are knowledgeable regarding records, policies, procedures and the routines of the nursery. They understand the purpose and value of these to their work and use this knowledge effectively to promote the safety and welfare of children in their care. Good systems are in place for example, induction and risk assessments, to inform and update staff.
- Staff plan for, and engage children in a wide range of activities that promote all areas of their development. Children are confident to explore, they are involved, interested and enjoy their play.
- Children's free expressive art work is valued and displayed well throughout the nursery.
- Staff listen to parents and value the knowledge they bring about their child. They take account of their wishes and work closely with parents to meet children's individual needs.

What needs to be improved?

- the safety surface in the outdoor play area so that children can play safely outside.

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
6	Ensure that the suitability of the safety surface is monitored frequently until it is replaced, so that children can play safely outside.

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

How effective is the nursery education?

Pelham Day Nursery offers good quality provision that helps children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff use their knowledge of the early learning goals to plan a wide range of activities that cover the six areas of learning. Most areas are addressed on a regular basis to allow children to develop, practice and consolidate their skills. They have an understanding of how young children learn and work effectively as a team to provide activities that are attractively presented and encourage children to make choices; hence children participate keenly. Their organisation of group times is not always as effective in maintaining children's interest. Children's development is regularly recorded and they use this knowledge to plan for children's next steps in learning, although this is not used as effectively in some areas. Children are well behaved and caring. This is due to staff who are good role models and have consistent expectations of children's behaviour. There are clear systems in place to provide appropriate support for children with special educational needs and children with English as a second language.

Leadership and management is generally good. New College Nottingham's managers provide a supportive framework for staff to develop and enhance their skills through appraisals, training opportunities and cross working groups. There is a management structure with clearly designated roles and responsibilities that staff understand and use to support their work with the children, although this does not always help them identify their strengths and weaknesses in teaching.

The partnership with parents and carers is very good. Parents are well informed about the nursery routines and early learning goals. They share information about children's development on a regular basis and strive to involve them in sharing their knowledge of the child, which is used to plan future learning.

What is being done well?

- Children are confident in their surroundings. They independently select activities and demonstrate good levels of involvement at activities of their choosing.
- A good range of activities are regularly provided that foster children's hand, eye coordination. All children use tools such as scissors and brushes confidently and with increasing control. Older children have developed good writing skills and form recognisable letters.
- Staff's attention to developing children's confidence and self esteem enables them to feel happy, secure and ready to learn.
- Four year olds play cooperatively to engage in imaginative play and use resources to develop their ideas.

What needs to be improved?

- staff's knowledge of effective questioning techniques to encourage children's thinking skills, problem solving and to help them express ideas and feelings, especially in regard to 4-year-olds
- planning for physical play so that children have more regular opportunities to use large climbing equipment
- the organisation, management and learning intentions of group times, so that children's attention and concentration is fostered and maintained
- further develop the use of assessment records to enhance planning for children's next steps in learning.

What has improved since the last inspection?

The nursery has made generally good progress since their last inspection. They agreed to consider how to record children's progress on a more regular basis and use the information gained to show how activities will be adapted to meet the needs of children of different ages and at different stages of development. Staff take opportunities to observe children in their play and use these observations to update records on a regular basis. They recognise the importance of using the information gained to plan effectively, and do so in small group activities. However they do not always use their knowledge as effectively when supporting activities of the children's choosing, for example, extending a water activity for older children by effective questioning. They have strengthened the programme for language and literacy and now provide purposeful activities for children to learn to write their name and recognise letters of the alphabet by shape and sound. These are planned regularly and allow children to practice and consolidate what they know. Children now have regular opportunities to recognise and use numbers 1-10 and these activities are also delivered in a manner that allows for practice and consolidation to occur.

They agreed to consider how to provide learning situations which encourage the children to question why things happen and how things work. Planning does offer good learning opportunities for this. Recent activities have included planting seeds as well as regular activities such as "show and tell", a variety of construction equipment and water and sand play. Although staff use questions to check children's knowledge and understanding, there remains a tendency to impart information rather than encourage children's problem solving or thinking skills by effective questioning techniques. They have improved the programme for creative development by increasing the opportunities for children to explore sound and use musical instruments on a regular basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children have good levels of personal independence fostered through daily routines such as pouring their own drinks and helping to tidy away. They have good relationships with the adults and their peers. Older children are kind and considerate of the younger children, supporting them in understanding routines and expectations. All children demonstrate good levels of involvement at activities of their choosing but do not always manage this as well during group times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are developing well. Older children use a good range of words to express remembered experiences. They do not have sufficient opportunities to develop skills to express ideas for problem solving. Four year olds can hear and say the initial sounds in words and recognise a growing number of letters, which represent the sounds. Children manipulate tools such as pencils and brushes with increasing control, while older children are able to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are interested in numbers and counting and use their skills spontaneously such as counting how many children are having snack. All 4-year-olds can count and recognise numbers 1-10, some can count beyond this. During a range of activities they show a developing understanding of mathematical language such as light/heavy, top/bottom. Children sustain interest when constructing and use appropriate shapes to make models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use items such as the tills and telephones during role play and demonstrate an understanding of their uses. They all access the computer regularly and older children use the computer to support their learning, for example writing familiar words and phrases. During conversation older children differentiate between the past and present. Although they enjoy investigating older children are not always encouraged to develop these skills through talking about similarities and differences.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good hand/eye coordination which they develop at activities such as the computer and jigsaws. They use tools and materials to achieve a planned effect, such as scissors to cut around their drawn body shapes as part of their "Jack and the Beanstalk" topic. Children use control and coordination when accessing bikes and cars but do not have regular access to the large climbing equipment. They are developing good awareness of a range of healthy practices regarding hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy exploring a good range of media such as paint, collage, water and sand in a free expressive way, however they do not always have enough opportunities to talk about their ideas and feelings or what they observe. They have a repertoire of simple songs which they sing together enthusiastically. Musical instruments are used by the children to tap out rhythms, or to explore sound and movement. Children are imaginative during role play and older children play cooperatively.

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 staff's knowledge of effective questioning techniques to encourage children's thinking skills, problem solving and to help them express ideas and feelings, particularly for 4-year-olds.
- Improve planning for physical play so that children have more regular opportunities to use large climbing equipment.
- Improve the organisation, management and learning intentions of group times, so that children's attention and concentration is fostered and maintained.

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.