



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253113

DfES Number:

INSPECTION DETAILS

Inspection Date	22/09/2003
Inspector Name	Alison Putnar

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wollaton Village Day Nurseries Ltd
Setting Address	52 Church Street Eastwood Nottingham Nottinghamshire NG16 3HS

REGISTERED PROVIDER DETAILS

Name	Wollaton Village Day Nurseries Ltd 0319773
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ORGANISATION DETAILS

Name	Wollaton Village Day Nurseries Ltd
Address	52 Church Street Eastwood Nottingham Nottinghamshire NG16 3HS

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

Wollaton Village Day Nursery (Eastwood) is part of the family owned, Wollaton Village Nurseries Limited group. The nursery is situated near to the town centre of Eastwood, bordering Nottinghamshire and Derbyshire, and within easy reach of the A610 and M1 motorway. The facility is registered to accommodate 75 children under the age of eight years, although children up to the age of eleven also attend.

It is a two storey building, children under five years old are generally cared for on the ground floor. The first floor is mainly used for children over 5 years as an out of school care facility. There is a baby room to cater for children up to the age of eighteen months and other areas which accommodate pre-toddlers, toddlers and pre-school children. Children are grouped according to age and developmental stage. There is a tarmac and grassed outdoor play area, and when weather permits the facility makes use of nearby parks. A large car park is also available. The nursery is open from 07:30 to 18:00 Monday to Friday.

This facility accesses the nursery education grant funding for children aged three and four years. Of the 88 children on roll 12 are funded three-year-olds and 7 are funded four-year-olds. There are no children attending who have special educational needs. All the children speak English as their first language. Children attend a variety of sessions each week.

There are 14 staff available to work with the children 9 have relevant early years qualifications. Additional staff are employed to carry out domestic duties. The facility accesses support from teachers/mentors from the Nottinghamshire County Council Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Wollaton Village Day Nursery (Eastwood) provides good quality care for children overall and meets the National Standards for Full Day care. Staff are deployed effectively to ensure appropriately skilled and qualified staff are available to support the care needs of individual children.

The nursery is maintained to a good standard of cleanliness, staff implement suitable hygiene practices to ensure the good health of children is fostered. There are clear procedures in place for treating and documenting any accidents, and all staff have appropriate first aid knowledge and training. In the main safety aspects are good, staff supervise the children well to ensure they remain safe, systems are in place to review safety in the setting to minimise the risk of accidents occurring.

Staff plan a wide range of activities for all ages, toys and resources are plentiful, and staff on the whole use these well to engage and sustain children's interest throughout the day. Good use of the local environment enables children to learn about their local community; these include visits from the fire officers and trips to the post office. Staff know the children well and organise the daily routines to ensure children have opportunities to sleep and play according to their needs. However, access to snacks and fluids during the day for older children is sometimes limited.

The nursery staff team as a whole strive to develop good relationships with parents through planned social events and parents' evenings. Communication is effective and information is shared through newsletters, displays in the nursery and verbally.

What has improved since the last inspection?

There were no actions raised at the last inspection.

What is being done well?

- Staff understand and follow the clear hygiene procedures. They pay close attention to ensuring the equipment, outdoor play area and toys are clean and suitable for children to access. Good hygiene practices are promoted effectively with the children by encouraging hand washing throughout the daily routines.
- Children in the baby room are content and settled, staff use their knowledge of good child care practice to appropriately interact with them offering individual attention regularly to each child. Staff provide a stimulating range of toys and activities to meet the children's developmental needs and promote learning through play.
- Effective systems are in place to ensure that information is shared between parents and nursery staff. This enables staff to meet individual needs and care for children according to parents wishes. Staff make themselves available each day to pass on relevant information both verbally and in writing.

What needs to be improved?

- safety with regard to, children accessing the staff toilet, and security of the outdoor play area to ensure the general public cannot gain free access to the nursery and children playing outdoors;

- frequency and accessibility of healthy snacks and drinks during the day for toddler and pre-school children;
- organisation of change over time when toddlers move to the creative area, to ensure activities are prepared for children to use, thus limiting the disruption to their play.

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
3	review the organisation of change-over time with regard to the pre-toddler and toddler children, to ensure an accessible range of activities are presented to enable children to quickly settle and become interested and active.
6	improve safety in the setting with regard to ensuring children can not access the staff toilet and improving security of the out-door play area.
8	provide more frequent opportunities for the toddler and pre school children to access healthy snacks and fluids during the routines of the day.

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

How effective is the nursery education?

Wollaton Village Day Nursery (Eastwood) offers good quality provision, which helps children to make generally good progress towards the early learning goals. Effective systems are in place to support children with special educational needs in the setting.

Teaching is generally good, staff plan a balanced curriculum and provide a good range of activities which engage and sustain children's interest and encourages them to be active participants in their learning environment. Staff organise the time well ensuring children have opportunities to experience free play and planned group activities indoors and outdoors. This leads to children making very good progress in the areas of physical and creative development. However staff do not always seize opportunities for younger children to build on their mathematical skills during practical activities, such as counting cups for meal times. Staff enthusiastically read stories to children however, the organisation of resources and furniture in the pre-school room adversely affects the way in which children freely and independently access books. Staff effectively encourage good behaviour and children are well behaved in the setting. Missed opportunities for children to select their own resources during some activities leads to less progress in personal independence skills.

Leadership and management in the setting is generally good. The facility benefits from a supportive management team, who demonstrate a commitment to encouraging staff development. Good communication between the staff at this facility and with others in the Wollaton Village group ensures a shared ethos of good practice.

The partnership with parents and carers is generally good. Effective systems are in place to keep parents informed about the nursery routines, curriculum and their children's progress. Parents are encouraged to participate in their children's learning.

What is being done well?

- Staffs skills of interaction, and appropriate support and encouragement, ensure children are developing a positive self esteem. Children are confident and happy which sets the foundation for further learning.
- Good use of a wide range of equipment and resources both indoors and outdoors leads to children making very good progress in the area of physical development.
- Supportive leadership and management systems lead to stability in the staff team, and ensures continual improvement of the setting as staff develop upon their skills through a commitment to training and personal development.

What needs to be improved?

- provision and accessibility of a book area to encourage children to access these resources independently and develop pre-reading skills;
- use of practical activities to enable younger children to consolidate their mathematical knowledge and older children to further develop their skills in relation to simple addition and subtraction when comparing groups of numbers;
- increased opportunities for children to further develop their personal independence during meal times and during general play when freely choosing and selecting resources.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Staff have recently implemented a new development record system that covers the six areas of learning, and use their observational skills to identify children's progress. These observation records are used to enable staff to plan for children's next steps in learning.

Staff in the pre-school have attended relevant training to develop their knowledge and confidence in planning and implementing a curriculum that helps children to make progress towards the early learning goals in all six areas of learning. On the whole staff use this knowledge well to plan an interesting range of activities that are appropriate for children aged three and four years old. However, staff miss opportunities to develop children's personal independence and mathematical skills through practical activities and the routines of the day. The facility has developed its resources through provision of a discovery box containing equipment such as torches, tape recorders and measuring equipment to support children's development in the area of information and communication technology. This equipment is available for use throughout activities and children are able to freely access the computer on a daily basis.

The facility was required to make greater use of systems to keep parents and carers abreast of the content of the educational programme and of children's individual progress. Staff have produced a wealth of displays, including photographs, which inform parents of the current and future activities/topics planned. Regular parents' evenings provide opportunities for parents to discuss their children's development with key staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested and active in the environment, many persist at activities for long periods of time. Older children are forming close relationships with their friends they are sensitive to their younger peers and are beginning to show skills of negotiating. Younger children appropriately seek support from adults in sharing and turn taking. Children show some personal independence skills but rarely, independently, access additional resources to support their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Many children have good language skills and are confident to speak in groups. They talk amongst themselves during play using language to explore imagined experiences. Children are developing good pencil control; younger children attempt to make marks during play and when writing names on art work; older children are able to form recognisable letters and some write their names clearly. Whilst children enjoy listening to stories read by adults, they do not often access books by themselves.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing counting skills, many count objects during play up to 10 and some older children recognise these in numerals. They use mathematical language to correctly describe simple shapes and size. Older children are able to recreate simple patterns using equipment such as coloured beads. Children are not yet attempting problem solving and simple addition or subtraction during practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are keen to investigate and manipulate new objects and enjoy finding out more about them. They ask questions and describe what they observe. Children demonstrate their interest in the local environment and the wider world through a wide range of topics, they enjoy talking about current and past experiences. They are confident to operate equipment such as the nursery computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good large physical skills, they skilfully and safely use a wide range of equipment outdoors including; bikes, balls and balancing beams, showing good spatial awareness when moving around obstacles and avoiding collisions. More able children use tools such as scissors and cutlery skilfully and with precision during meal times and activities, whilst others appropriately practise these skills. Children use their bodies in a variety of ways during movement sessions.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Many children enjoy experiencing different textures and colours during their craft work. Older children describe real objects they have designed and select colour for a purpose, differentiating tones such as light and dark shades. Children enjoy musical activities, they join in with familiar songs and explore sounds using instruments, creating movement in response to these sounds. All children appropriately use role play equipment to act out familiar experiences during their imaginative play.</p>	

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

- extend staff's knowledge of planning and the use of a wider range of practical experiences that enable younger children to consolidate their mathematical knowledge, and enable older children to develop skills of simple addition and subtraction.
- review the organisation of resources in the rooms to further promote children's personal independence, with regard to the accessibility of equipment that children can freely select to support and extend their play, and to encourage children's independent use of books.

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.