



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 100482

DfES Number: 524957

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Charlotte Jenkin

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Talbot Park Day Nursery
Setting Address	32 Talbot Road Bournemouth Dorset BH9 2JF

REGISTERED PROVIDER DETAILS

Name	Mrs Margaret Dixon
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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

Talbot Park Day Nursery is privately owned and operates from the ground floor of a residential property in Winton, Bournemouth. The nursery has exclusive use of the ground floor. There is a large enclosed, secure rear garden that has paved and grassed areas. There is a wide selection of outdoor activities for the children.

The nursery accepts nursery education funding and there are currently 14 funded three-year-olds and 11 funded four-year-olds on roll. It is open Monday to Friday 08.30 to 18.00 all year round. Children can attend on a full or part-time basis and are from a wide area of the community.

Four members of staff hold qualifications in Early Years and one is currently undertaking training. The nursery is an inclusive setting and supports children with special educational needs and those with English as an additional language.

How good is the Day Care?

Talbot Park Day Nursery provides good quality care for children.

Staff create a welcoming and child friendly environment for children. Space is well organised into clear learning areas and children confidently visit the activities on offer. Good adult to child ratios and effective staff deployment means children are supervised at all times and well cared for. There is a good range of toys and equipment that help children's development in all areas. Children can access some toys and staff respond to requests for different activities.

Staff are very aware of their responsibilities regarding children's safety and daily checks to the premises minimise risks to children. Staff promote suitable hygiene practices through daily routines and medication records are in place, although these lack detail. There are good arrangements to ensure staff are aware of children's dietary needs and these are well catered for. Staff have a good awareness of child protection issues and share their duties with parents.

Staff plan a good balance of structured and free play activities that cover most areas of learning. They interact well with the children and praise and encourage them. All children are treated as individuals and are included in all activities and routines of the nursery. Staff support for children with English as an additional language and with special educational needs is very good. Staff are good role models for children and treat one another and the children with respect.

Staff liaise very closely with parents regarding the care of their children and respect their wishes fully. Parents have good access to detailed policies and are made aware of these during flexible settling in arrangements. Parents and staff have regular exchanges of information with respect to their child's progress, as well as formal opportunities to view their work and contribute to individual learning targets. All documentation is in place, although registration arrangements lack detail.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff plan a good balance of structured and free play activities that cover most areas of learning. Staff interact well with the children during activities and praise and encourage them. Children, therefore, relate well to staff and peers, and are engaged in purposeful play.
- All children are treated as individuals and their differences are respected fully. They are all included in the activities and routines of the nursery and adaptations made where necessary. Support for children with English as an additional language is very good.
- Staff support for children with special educational needs is very good. They liaise closely with parents and outside agencies and gain advice to ensure children's development is well supported. Individual targets are set up and these are regularly monitored and reviewed to ensure consistency of care.
- Staff are good role models for children and treat one another and the children with respect. They are calm and gentle in their manner and praise children for their achievements and for displaying kindness to one another. Children's behaviour is, therefore, good.
- Staff liaise very closely with parents regarding the care of their children and respect their wishes fully. Parents have formal opportunities to discuss their child's progress, view their records and contribute to individual learning targets for their child.

What needs to be improved?

- the registration arrangements to include times of arrival and departure for staff and children

- the medication records to ensure parents acknowledge medication administered to their children.

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
2	Ensure times of arrival and departure for staff and children are recorded.
7	Ensure parents acknowledge medication administered to their children.

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

How effective is the nursery education?

Talbot Park Day Nursery is acceptable provision of good quality, where children make very good progress towards the early learning goals in personal, social and emotional development and in physical development, and generally good progress towards the early learning goals in all other areas of learning.

Teaching is generally good. Staff have a generally good knowledge of the early learning goals and this is reflected in their interaction with children during activities, planning of a suitable range of activities and displaying of information about what children are expected to learn from these. Staff have appropriate expectations of children and challenge them suitably, although more able children are not extended through routines activities. Staff support for children with special educational needs and with English as an additional language is very good. Staff have a very good knowledge of where children are at in their learning. Children are not able to independently select resources to initiate their own art, writing and modelling activities.

Leadership and management is generally good. The manager supports staff well and enables them to access good training opportunities. The well established staff team communicate well and share responsibilities. They develop confidence in identifying their own strengths, as well as areas for future development. Long term plans are monitored, although this does not successfully identify gaps in the curriculum. Staff demonstrate a keen commitment to improving the educational provision, and staff meetings are well utilized to cascade information.

Partnership with parents is very good. Parents receive very good information regarding the curriculum implemented, are kept up to date with the current themes for learning and have easy access to activity plans. Staff give parents detailed information on how they can support their child's development at home and parents actively contribute to their child's individual targets.

What is being done well?

- Children are confident and relate very well to staff and peers. They form good friendships and link up with their friends for activities and conversations.
- Staff have a very good knowledge of where children are at in their learning. They observe children during activities and link these to the stepping stones. They gain photographic evidence and samples of children's work to create portfolios of children's progress. Individual targets are set up for each child to move them on to the next stage in their learning through planned activities.
- Staff support for children with English as an additional language is very good. They support children's communication skills well and liaise with parents to gain familiar words in their first language. Staff create a photo diary for

parents to enable them to discuss their child's day at nursery with them.

- Parents are actively encouraged to comment on and contribute to individual learning plans for their children, and agree future learning targets with staff.

What needs to be improved?

- children's independence in selecting resources to initiate their own painting, drawing, writing, collage and modelling activities
- challenges for more able children through routines activities to help them extend their skills, especially in linking sounds to letter, linking counting to numbers, comparing numbers, recording and communicating their ideas and in solving simple problems.

What has improved since the last inspection?

Talbot Park Day Nursery has made generally good progress since the last inspection.

At the last inspection the nursery agreed to include details of the stepping stones on written plans.

Written plans are now clear in identifying what children are expected to learn from activities, and are clearly linked to the stepping stones. This means staff know what they want children to gain from activities. Written plans do not, however, include extension ideas for more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enter the nursery with confidence and initiate conversations with staff and peers. They are eager to explore the activities on offer and develop confidence in choosing those they wish to participate in, by putting their names against a photograph of the activity. Children demonstrate a sense of belonging in the nursery and are very familiar with the routines. Most children develop sharing and turn taking skills and show an awareness of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use a widening range of vocabulary and expression when talking, and take turns in conversation. They are in a print rich environment and become aware that print carries meaning, recognising some familiar words. Children develop an interest in books, and select them independently and handle them carefully. More able children are not suitably challenged through routines activities, and are not able to independently select writing equipment to initiate their own learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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More able children count up to 20 objects with confidence and recognise some numerals during games. Children observe and use language to describe position, size and 2D shapes. They sort objects according to colour and shape, and observe and make their own patterns. Children persevere and complete puzzles with adult help. More able children are not suitably challenged through routine activities in linking counting to numbers, comparing numbers and in solving simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children examine living things and comment on their features. They have opportunities to take objects apart and question how things work. Children use their senses and observe and listen to sounds in the environment. Children develop skills in using programmable toys and simple equipment, and have opportunities to develop skills in IT. They remember and talk about past events. Children have limited opportunities to independently select materials and join them together using various resources.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and negotiate space well, both indoors and outdoors. They move in a range of ways, for example crawling, walking and skipping and combine various movements with ease. Children show an awareness of healthy practices with respect to hygiene, and observe the effects of activity on their bodies, and say, for example, 'I'm hot now'. Children demonstrate increasing control using writing implements and various tools and use the climbing frame with confidence.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children mix colours and explore what happens. Their drawings are developing well and are becoming detailed with faces and features. Children freely move in response to music and enjoy joining in songs. They engage in imaginative play and imitate adults, using available props to support their play. Children become confident in talking about their creations. Children do not develop independence in selecting resources to freely express themselves through collage, painting and drawing.

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

- ensure that everyday routines and activities offer appropriate challenges to extend the older and more able children
- develop children's independence in selecting and using resources, to initiate their own learning, especially in writing, painting, collage, drawing and modelling.

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.