



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY102277

DfES Number: 530215

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Beverly Kemp-Russell

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care, Sessional Day Care
Setting Name Sleaford Day Nursery
Setting Address The Drove
 Sleaford
 Lincolnshire
 NG34 7AP

REGISTERED PROVIDER DETAILS

Name Mrs Rebecca Fraser

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

Sleaford Day Nursery and Kids Club opened in 1997 and relocated to the current premises in 2002. It operates from purpose built premises situated in Sleaford in Lincolnshire. The nursery comprises of three main play rooms with toilet facilities, a baby unit, office, kitchen, staff/ laundry room, disabled toilet and entrance. It is specifically designed for the care of children. A maximum of 84 children may attend the nursery/kids club at any one time. The setting is open each week day from 08.00 to 17.45 all year round. All children share access to an enclosed outdoor play area.

There are currently 120 children aged from birth to eight years on roll. Of these 20 children receive funding for nursery education. Children come from a wide catchment area. The setting has systems in place to support to support children with special educational needs.

The setting employs 22 staff. Eighteen staff hold an appropriate early years qualification.

How good is the Day Care?

Sleaford Nursery and Kids Club provides good care for children. A warm welcoming well maintained environment which helps promote children's all round development is provided. The premises are purpose built and maintained to a high standard. Staffing ratios provide supportive adult care and staff are well qualified. Documentation including records, policies and procedures which are required for the efficient and safe management of the provision are well maintained. They help promote the welfare and care of children.

All aspects of safety are good, written risk assessments are regularly completed and staff are vigilant about children's safety both inside and outside. The setting promotes healthy eating and can provide for individual dietary needs of children. Staff hold first aid certificate's to ensure they meet requirements and promote good health of children. Effective systems including policies and procedures are in place to include and support children with special educational needs.

Staff provide a good range and balance of activities for children to support their play and learning although activities and resources that give children an understanding of the wider world are not yet fully developed. Staff are attentive to the children and show genuine interest in what they say and do. Children's behaviour is managed well, using praise and encouragement to promote positive behaviour in most areas of the setting. However, some staff are not fully aware of effective ways to manage a wide range of children's behaviour in a way that ensures children's welfare. Staff work well as a team supporting each other to ensure the smooth running of the facility.

The setting has a positive approach towards working with parents and has established regular channels of communication. Systems for keeping parents informed about their children are in place and parents are encouraged to be involved in their children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The purpose built premises has been specifically designed to meet the needs of children. They are warm and welcoming and well maintained. Toys and equipment help to create a stimulating environment for children.
- Effective systems including documentation are in place to support children with special educational needs.
- The setting has a positive approach towards working with parents and has established regular verbal and written communication. Systems for keeping parents informed about their children are in place and parents are encouraged to be involved in their children's learning.
- Documentation including records, policies and procedures which are required for the efficient and safe management of the provision are well maintained. They help promote the welfare and care of children.

What needs to be improved?

- the range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability to ensure children have an understanding of the wider world
- some staff's awareness and understanding of effective ways to manage a wide range of children's behaviour in a way that ensures children's welfare and development is promoted.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

Since 1st April 2004 Ofsted have not received any complaints about this provider.

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
9	Improve the range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability.
11	Develop some staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

Sleaford Nursery provides nursery education, which enables children to make generally good progress towards the early learning goals. Provision for physical development is very good.

The quality of teaching is generally good and staff have an awareness of the early learning goals. Activities and resources are organised to enable children to make choices building their confidence and self esteem. Staff organise the play space and resources to create an interesting, rich learning environment. Resources that reflect diversity are limited due to staff's knowledge of certain cultures.

Planned activities are presented in an enthusiastic manner but do not always provide a balance of curriculum, leading to some missed opportunities for staff to develop children's learning. Staff record observations of children and assessments clearly to identify children's progress along the stepping stones. Staff promote children's behaviour by positive reinforcement but are not clear about managing a range of children's behaviour. The setting has very good systems in place, including documentation to support children with special educational needs.

The leadership and management are generally good. The proprietor and manager's show a constructive approach to reviewing their organisation and ways to develop improvement for any areas identified from this inspection. Staff work directly with the children and show a genuine interest in what they say and do. Staff work as a team and there is a commitment to providing a good quality service for all children. Relationships between staff and children are generally good.

The partnership with parents and carers is very good. Staff have developed positive relationships with them. They receive written and verbal communication linked to the educational provision and any planned events. Parents are encouraged to be involved in their children's learning by participation at the nursery and by suggestions for continuing learning at home.

What is being done well?

- The programme for physical development is promoted very well and children are making very good progress.
- Systems including documentation are in place to offer very good support for children with special educational needs.
- The partnership with parents and carers is very good. Good quality information is regularly shared and parents are actively encouraged to be involved in their children's learning.
- Staff are committed to improvement of care and education for all.

What needs to be improved?

- staff's management of a wide range of children's behaviour to ensure that children are clear about boundaries within the setting and self control
- the planning to ensure the curriculum is balanced and effective and promotes all areas of learning
- staff's knowledge of others cultures and beliefs to ensure children are beginning to gain an awareness and the resources that reflect diversity to support planned activities.

What has improved since the last inspection?

The progress made by the setting in response is generally good.

Teaching methods staff use to achieve learning outcomes are regularly discussed at staff meetings although staff do not yet deliver the curriculum planning to ensure it is totally effective in some areas. At the end of each theme staff reflect and assess the success of each activity. A formal end of year review reflects on the planning and observation which leads to assessment. A staff guide to observation and planning has been devised and displayed on the noticeboard. Communication, language and literacy and mathematical development have been improved since the last inspection and staff are now encouraged to use resources more effectively by giving children choices.

The nursery has moved to purpose built premises since the last inspection which have been planned to meet children's needs in all areas.

Resources that support communication, language and literacy and mathematics have been purchased and a specific teaching area for use with educational resources has been developed. Staff are aware of resources that will assist them in helping children achieve.

The nursery has developed a good range of information and communication technology resources to support children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to try new activities and speak in familiar groups. They have a strong exploratory impulse. They are able to separate from main carer with support and have a developing awareness of their own views and feelings. They show willingness to tackle problems and enjoy self chosen challenges. However, there are missed opportunities to develop children's independence skills particularly at meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use books appropriately and enjoy stories. They are able to use language effectively, expressing imaginative ideas within their play. Children can recognise their name and are starting to associate meaning to print. They have some opportunities for mark making and more able children can write their name. Children do not always respond to simple instructions or listen to each other although staff use questioning to encourage children's language .

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to 9 and above. Children are developing ability to recognise and follow simple patterns. They are using mathematical language, for example, more/less and developing knowledge and understanding of space and measurement. There are opportunities for children to use mathematical ideas and methods to solve practical problems. There are missed opportunities to say and use number and names in familiar context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing ability to use information technology including programmable toys and a computer to supports their learning. They have a sense of place within their local environment but have little opportunity to develop an awareness of other cultures and beliefs. Children make use of practical learning activities to explore and study living materials. They are developing knowledge of why things happen and patterns of change. They select materials and use construction techniques.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children access a variety of resources which help them to develop physically. They use a variety of tools with good control to make changes to materials, to shape and construct. Children engage in healthy practices, including very good hygiene routines and healthy eating. They are able to move confidently around each other, showing good balance and spatial awareness. The opportunities for children to use large equipment and develop large body movements are practiced.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their imagination through role play activities and music. They recognise and explore sounds and match movements to music. Children communicate their ideas by using a widening range of materials and tools in self chosen and adult directed activities although there are too few opportunities for children to explore a variety of mediums on a day to day basis.

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

- Key issues:
- improve staff's management of a wide range of children's behaviour to ensure that children are clear about boundaries within the setting and self control
- improve the planning to ensure the curriculum is balanced and effective and promotes all areas of learning.

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.