



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 318120

DfES Number: 535000

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Sandra Jean Russell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Corkers Day Nursery
Setting Address	East Lane House 60 East Lane, Stainforth Doncaster South Yorkshire DN7 5DR

REGISTERED PROVIDER DETAILS

Name	Miss Keeley Corker
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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

Chestnuts Day Nursery opened in August 1998. The nursery offers 20 places to children aged between two and five years.

The purpose built single storey building is situated to the rear of East Lane House, in the village of Stainforth, approximately eight miles from Doncaster. Opening times are 08:00 until 18:00 Monday to Friday, all year round with the exception of bank holidays.

The premises consist of one large play room, sub-divided into various play areas. Outdoor play is provided; the enclosed paved area to the front of the nursery is accessed through the playroom. An off the road car park is provided at the front of the nursery.

Three staff have appropriate childcare qualifications, with the remaining two staff currently working towards relevant childcare qualifications.

The nursery has teaching support from the Early Years Service and provides funded nursery education places for three and four year olds. At the time of inspection 14 funded three year olds and 4 funded four year olds were on the register. The nursery provides appropriate support for children with special educational needs and for whom English is an additional language.

How good is the Day Care?

The Chestnuts Day Nursery provides satisfactory care for children. Clear routines help the children feel secure and they have access to a variety of play opportunities. The children are settled and happy and are helped to feel comfortable by the caring attitude of the staff. However, there is a lack of organisation with regard to staff vetting and the implementation of a key worker system. Most areas for promoting children's health and safety are satisfactory.

A good range of easily accessible toys and equipment, ensures that the children

gain enjoyment from their play, whilst learning in a friendly environment. Staff pay attention to the individual needs of children and ensure that they receive the support they require. Behaviour is managed well. The positive re-enforcement of aspects such as sharing and manners ensures that the children learn respect for each other.

Some small issues with regard to documentation are not satisfactory, although on the whole documentation is clear and concise. Information provided for parents is relevant and an informal policy of exchanging information verbally with parents, ensures that they are kept up to date with their child's progress.

What has improved since the last inspection?

At the last inspection the provider agreed to develop existing procedures for the checking of staff's suitability/experience and vetting status, also to keep a record of staff attendance; there is now an appropriate system in place. However the procedure for vetting staff is still ineffective.

The provider was asked to ensure that the water in the children's toilets was kept at a safe temperature; the boiler has been regulated, ensuring that children cannot accidentally be scalded.

The provider agreed to keep a record of significant incidents and to provide a named member of staff responsible for behaviour management; an incident book has been provided, there is now a named member of staff responsible for behaviour management.

The provider agreed to improve their child protection procedures. This issue has been addressed, ensuring that any issues that may arise within the setting may be dealt with smoothly and effectively.

The provider was asked to implement a key worker system, to date this has not been addressed.

What is being done well?

- The children are involved in a varied range of structured and free-play activities that enable them to progress through the different areas of development.
- Toys and equipment provide interesting and stimulating play opportunities, ensuring that the children enjoy their time in the nursery.
- The friendly staff relate well to the children. They display interest in them as individuals, listen, ask questions and respond; promoting self esteem and confidence.
- Behaviour is managed well. The children are polite and show respect for adults and their peers. They learn to share and have concern for each other.

What needs to be improved?

- the organisation, to ensure that all staff are suitably vetted and that a key worker system is implemented
- the documentation, by keeping children's attendance records up to date and devising procedures outlining what will happen if a parent fails to collect a child
- health and safety, by ensuring that gas and electrical appliances conform to safety requirements and stickers show when they were inspected or tested and by ensuring refrigerator temperatures are correctly monitored.

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
2	Ensure children's attendance records are kept up to date.	26/01/2004
1	Devise an action plan outlining procedures that are to be implemented to ensure suitability and vetting of staff.	25/05/2004
2	Devise an action plan outlining the implementation of a key worker system.	25/05/2004

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

Std	Recommendation
2	Ensure procedures for uncollected children inform what will happen in the event of a parent failing to collect a child.
6	Ensure gas/electrical appliances conform to safety requirements and stickers on appliances show the date of inspection and maintenance.

7	Ensure refrigerator temperatures are correctly monitored.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Chestnuts Day Nursery provides a friendly and welcoming environment where children make generally good progress towards the early learning goals. Progress made in communication, language and literacy, physical, mathematical, and personal, social and emotional development is generally good. Children make satisfactory progress in knowledge and understanding of the world and very good progress in creative development.

Teaching is generally good. Staff give good support to children. They create a friendly, positive atmosphere and manage children's behaviour very well. They have a satisfactory knowledge of the foundation stage curriculum and plan a well organised programme of suitable activities, although there are not always appropriate challenges for more able children. This leads to some minor weakness in the progress children make in communication language and literacy and mathematical development. Assessments of children's progress are in the early stages of development and are not yet used to plan the next step in children's learning.

The leadership and management of the setting is generally good. Staff work well as part of a very supportive team and their development is managed in a very friendly, informal manner. There are, however, some minor weaknesses in the organisation of the nursery. The nursery is undergoing expansion and the manager has a good understanding of the steps needed to improve the setting, including the provision for funded children and has made a commitment to do so.

The partnership with parents is generally good. Parents receive useful written information about the setting, including details of the curriculum for funded children, and are well informed of day to day activities through bright displays and the informal sharing of information. Parents are happy with the setting, and are encouraged to be involved in their children's learning. There are, however, no planned systems to keep parents informed of their children's progress.

What is being done well?

- Management and staff work well together as part of a friendly and supportive team. They develop good relationships with children and parents.
- Children behave very well. Staff create a positive atmosphere and use praise and encouragement effectively to support the achievements of children.
- Staff have created a bright and interesting environment, with different areas to support all aspects of learning. Children have easy access to play materials and are able to make their own choices in play.
- Children show good imagination in their play. This is well promoted by the organisation of the setting with different role play areas and easily accessible

resources.

- The nursery have good systems in place to support children with special educational needs. Staff work well with outside agencies to ensure children's individual needs are identified and met.

What needs to be improved?

- the challenges provided for children, particularly in communication, language and literacy and mathematical development
- the opportunities for children to find out about the local environment and its features and the natural world and living things
- the assessment of children's progress, making sure it is used to inform the next step in their learning
- the opportunities for children to develop skills using large equipment.

What has improved since the last inspection?

Children are now encouraged to write to express meaning, when writing their own names, or lists in the hairdresser's or home corner.

There are still weaknesses in the challenge planned for more able children, particularly in communication, language and literacy and mathematical development.

There are limited opportunities to promote discussion about the local environment and its features.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children come confidently into the setting and show a good attitude to learning, when playing with dough or independently selecting items for playing in the sand. They develop good relationship with their peers and adults. Children behave very well and are becoming increasingly independent when tidying away, washing hands, and putting on coats. However, some more able children are not always sufficiently interested or challenged by the activities provided.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak clearly and confidently in small and large groups. Many listen attentively to stories and can ascribe meanings to marks in the role play areas, or on the writing table. They hold pencils and other mark making equipment correctly and show increasing skill when using dough tools. Children are beginning to recognise familiar words, for example their names when hanging up their coats. However, there are no planned opportunities for more able children to learn letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy counting as a group and individually when playing Kim's game, or counting pieces of dough on a plate, or rectangles on a worksheet. Many recognise some numerals under five and the value of a group of objects to five. Many children name basic shapes and use some basic mathematical language correctly when playing in the water, or at snack time. Children are not always sufficiently challenged due to missed learning opportunities when solving simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children explore with interest and notice changes when, for example, baking. They have opportunities to develop skills through the use of a good range of information, communication technology equipment. They talk freely about their families and events in their own lives. There are, however, limited opportunities for children to develop an awareness of other cultures and beliefs, to learn about the natural world and identify features of living things and the place where they live.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the indoor and outdoor areas of the nursery, negotiating space well. They have planned opportunities to express themselves through dance and music. Children show a good level of skill when playing with malleable materials and small equipment, for example stilts. Opportunities to develop skills using large equipment are, however, limited.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There are opportunities to explore colour, texture, and form effectively through painting, collage, printing and drawing. Good use is made of suitable resources to support role play. Children use their imagination well when playing on the stage, in the hairdresser's and the home corner. They use their senses appropriately, expressing a range of feelings when tasting fruit, playing in the sand and water, and playing outdoors in the cold weather.	
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.
- provide more planned opportunities for more able children to be challenged, particularly in literacy and numeracy
- assess children's progress and use this information to plan for the next step in their learning
- provide more planned opportunities for children to find out about features of the local environment and to learn about the natural world and living things.

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.