



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 125060

DfES Number: 516323

INSPECTION DETAILS

Inspection Date 17/06/2003
Inspector Name Pamela Patricia Paisley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Whytebeams Nursery School
Setting Address Dale Road
Purley
Surrey
CR8 2EF

REGISTERED PROVIDER DETAILS

Name Whytebeams Limited 04460083

ORGANISATION DETAILS

Name Whytebeams Limited
Address 13-17 Station Avenue
Caterham
Surrey
CR3 6LB

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

Whytebeams Nursery School opened in 1995.

It operates from a church hall and also has use of an additional room within the church. The Nursery School is situated in a residential area of Purley, close to the town centre. The Nursery School serves the local area.

There are currently 55 children from two and half to five years on roll. This includes 27 funded three-year-olds and 19 four-year-olds. Children attend for a variety of sessions. 6 children have special needs and the group support 3 children who speak English as an additional language.

The group opens four days a week during school term times. Sessions are from 9.15am-12 noon for three days and 9.15am-2.45 for one day.

Five part time and seven full time staff work with the children. Seven have early years qualifications. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

Whytebeams Nursery School provides good care for children.

The Nursery School organise their space and resources well to meet the children's needs effectively. The premises are clean and well maintained. They provide a wide range of toys, play materials and equipment, which promote equality of opportunity and are easily accessible to the children. There are policies and procedures in place, which promote the welfare and care of the children.

The Nursery School take positive steps to promote safety and the children have a good awareness of potential dangers. Staff promotes good health and hygiene practices within the children's daily routine and there are clear medication procedures in place. Dietary and religious requirements are taken into account,

however staff need to organise lunch times to meet the needs of the children effectively.

The children's individual needs are taken into account and they have access to appropriate toys and learning resources, which reflect positive images. The staff are active in promoting the welfare and development of children with special needs, in partnership with parents. Staff have a good knowledge and understanding of child protection issues. There are procedures in place to ensure the protection of children.

The Nursery School provide a good range of activities, which support the children's development. There are clear procedures in place for behaviour management, which are implemented by staff and shared with parents.

There are procedures in place that keep parents informed about the provision, however regular meetings need to be planned to share information with parents on a regular basis.

What has improved since the last inspection?

At the last inspection, the Nursery School agreed to devise risk assessment of the premises, identifying actions to be taken to minimise identified risks, provide evidence that electrical appliances conform to safety requirements. Devise and implement a system to record any incident of physical restraint and develop the nursery school's child protection policy to include procedures for allegations of abuse made against a member of staff or volunteer.

There is now a risk assessment procedure in place that incorporates the building and all equipment used, written procedures to record incidents of physical restraint and the child protection policy has been updated to include procedures to follow if a member of staff or volunteer has an allegation of abuse made against them.

What is being done well?

- Nursery School organise their space and resources well to meet the needs of the children effectively (Standard 2)
- Good range of activities provided that support the children's development. (Standard 3)
- Wide range of toys, play materials and equipment provided that promote equality of opportunity. (Standard 5)
- Staff take positive steps to promote safety and the children have a good awareness of potential dangers. (Standard 6)
- The staff are active in promoting the welfare and development of children with special needs, in partnership with parents. (Standard 10)

What needs to be improved?

- Organise meal times to meet the needs of the children effectively
- Plan regular meetings to share information with parents

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
8	Organise meal times to meet the needs of the children effectively
14	Plan regular meetings to share information with parents

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

How effective is the nursery education?

Whytebeams Nursery offers very good quality nursery education where children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of children's development and are able to relate the early learning goals to everyday provision. Individual assessments are completed and under review.

Personal and Social Development is supported by the good relationships children and staff have. Children are encouraged by staff to be independent and form positive relationships with their peers and adults.

Communication Language and Literacy and Mathematics is good due to the staffs ability to skilfully question children, engage them in conversation and extend their vocabulary. Practical opportunities are provided to support children's understanding of mathematical concepts.

In Knowledge and Understanding of the World opportunities are provided for children to investigate the natural world, recall past events and use a range of tools in practical everyday situations.

Physical and Creative development is very good children are able to use a range of both of equipment, have an understanding of healthy eating and participate in a range of creative activities.

Leadership and management are very good. Staff work effectively as a team and are well managed. Through induction and on going 1-1 supervision staff are fully aware of their responsibilities and are supported by regular training opportunities. Staff meetings are held and staff are encouraged to participate in planning of the curriculum.

The partnership with parents and carers is very good. Parents are well informed about the nurseries planning and activities. Parents stated that staff are approachable and willing to discuss individual children. Parents are invited to discuss children's individual learning and progress. However a more formal approach would enable parents to be fully aware of individual children's learning and assessment.

What is being done well?

- children are confident and eager to participate and explore.
- children have good relationships with each other and staff.

- children are confident speakers due to staff's ability to fully engage them in conversations.
- planning supports children's individual learning needs.
- many practical opportunities are provided to support children's understanding of mathematical concepts.
- good leadership provides a commitment to on going assessment and development, ensuring staff are aware of their role and responsibilities.
- staff work effectively as a team and are well managed.
- staff have attended training and have good knowledge of the early learning goals.
- partnership with parents and carers is very good. Staff and parents communicate well together.

What needs to be improved?

- ensure parents are fully informed of children's individual achievements on a more formal basis.
- to continue to review children's assessment and planning of the curriculum.

What has improved since the last inspection?

A key issue at the last inspection was to give children more opportunities to closely observe the features of the living world and the behaviour of animals and plants.

The group has addressed this well by including in curriculum planning a wide selection of themes and topics that include, for example following the life cycle of the caterpillar.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. Children appeared very confident in expressing their needs and ideas and relate well with each other and other adults. Children are confident and very keen to try new activities. Behaviour is very good and children show care and concern for their self and others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. Many children are confident and fluent speakers; they can express their experiences and negotiate well. They responded with enjoyment and listened attentively to stories. Good use is made of the written word to enable children to understand that text carries meaning. Many of the children can write their name and recognise simple everyday words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good, supported by a number of practical, hands on experiences where children work through problems to consolidate their knowledge. Many children count beyond twenty and many recognise numbers up to ten. They learn about shape and size through practical activities and are able to colour match and identify individual colours.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children's design and making skills are developed through practical activities and a wide variety of resources. Resources and many practical situations are also provided to enable children to learn about different cultures and festivals. Children were observed frequently talking to staff and each other about past events and showed great excitement when observing the life cycle of the caterpillar.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Planned activities and the use of outdoor play give children lots of opportunities to develop their large and small motor skills. Large activities included the use of bikes and a climbing frame, where children were seen to be agile and confident. Opportunities are made available for children to use a range of small tools, such as pencils and scissors to develop fine motor skills. Children also learn about keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. Children are given the opportunity to express themselves through a variety of activities such as role-play to develop their imaginations. A wide selection of craft activities are provided. Opportunities are provided to enable children to recognise songs / rhymes and explore music through musical movement and musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration
- ensure parents are fully informed of children's individual achievements on a more formal basis.
- to review children's on going assessment and planning of the curriculum.

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.