



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507728

DfES Number: 584194

### INSPECTION DETAILS

Inspection Date 15/06/2004  
Inspector Name Benita Catherine Hart

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Warwick University Nursery  
Setting Address Warwick University  
Room 31, Westwood Site  
Canley  
Coventry  
CV4 7AL

### REGISTERED PROVIDER DETAILS

Name Warwick University Nursery

### ORGANISATION DETAILS

Name Warwick University Nursery  
Address Warwick University  
Room 31, Westwood Site  
Canley, Warwick

## 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

Warwick University Nursery opened in 1993. It operates from two self contained units in the grounds of Warwick University on the Westwood site. The two adjacent buildings are interlinked by a covered walk way. One is for the baby unit and the other is for older children. All the children share access to a large, secure outdoor play area. The nursery offers full day care and serves the university staff and student community only.

There are currently 63 children on roll from four months to five years. This includes 13 funded three year olds and 16 funded four year olds. Children attend a variety of sessions to meet the needs of parent's courses and staff working patterns. The nursery currently supports children where English is an additional language and also makes provision for children who may have special needs.

The nursery opens 5 days a week, 50 weeks of the year. Sessions are from 08.15 to 17.45 Monday to Thursday and 17.15 on Fridays during term time and 08.15 to 17.00 Monday to Thursday and 16.45 on Fridays during the university holidays. Thirteen staff work with the children either full time or part time. All the staff have an early years qualification, either the Diploma in Nursery Nursing (NNEB); the B.tec in Nursery Nursing and Education or the National Vocational Qualification (NVQ): Early Years Care and Education level 2 or 3. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Warwick University Nursery provides good quality care for children aged nought to five years. They offer a safe and stimulating environment in spacious premises. Organisation is very good and the staff use all the areas available effectively. The nursery have independent access to their premises and a secure outdoor area. By way of service improvement the nursery will be developing their outdoor facilities to incorporate the early years curriculum.

Health issues are well addressed and hygiene standards are good. Consistent daily

routines encourage good hygiene practices with the children. The children's dietary needs are well catered for.

There is a comprehensive range of good quality equipment and resources available, which are plentiful and age appropriate. Staff plan interesting and stimulating play experiences and activities taking into account the children's individual needs. The staff have a good relationship with the children and they in turn are confident in their surroundings and interact and play well together. Staff talk and listen to the children and give good support in their play. The children are well behaved and co-operative. Staff have a calm and consistent approach to behaviour management and acknowledge good behaviour with praise and encouragement.

Provision for babies and children under two is very good. Staff give excellent attention to meeting the babies individual needs for eating and sleeping and exchanging information with their parents. The staff are kind and caring and provide a nurturing environment where the babies are happy and settled. They plan activities well to give the babies and toddlers interesting sensory experiences.

Partnership with parents is well established and the staff keep parents well informed of nursery life and their children's development and progress. The nursery has a comprehensive range of policies and procedures to cover all aspects of management and good practice in childcare.

#### **What has improved since the last inspection?**

From the transitional inspection the nursery was asked to complete the following, make the laundry facilities inaccessible, laundry has now been rendered inaccessible to the children. Keep a record of visitors; recording system has now been introduced. Develop an operational plan, which has now been completed. The following records to be introduced, complaints procedure, compliance of child protection procedures to the Area Child Protection Committee's guidelines, storage of food, times of arrival and departure on the registration system, records of risk assessments. All have now been satisfactorily completed.

#### **What is being done well?**

- The nursery is well organised throughout and uses qualified and experienced staff who work effectively together as a team.
- The nursery provides a wide range of learning and play opportunities for the children. Adult and child interaction is good and the staff support the children to make independent choices in their play and activities.
- Equipment and resources throughout the nursery are plentiful and of good quality which meet the varying needs of the children. The staff have created an environment where the children have good access to activities and resources.
- The nursery is committed to equality and ensure the children feel valued and free from discrimination. All children are treated with equal concern.

- The nursery works well in partnership with parents and have nurtured a good parent / staff relationship to benefit the children's overall well being and progress.

#### **What needs to be improved?**

- the outdoor facilities to incorporate the outdoor curriculum.

#### **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
4	Continue to improve the outdoor area in preparation for the outdoor curriculum.

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

### How effective is the nursery education?

Warwick University Nursery provides very good quality education which enables children to make very good progress towards all of the early learning goals. All areas of learning are effectively promoted with a strong emphasis on personal, social and emotional development.

The quality of teaching is very good and the staff have a secure knowledge of the Foundation Stage and the stepping stones leading to the six areas of learning. They provide an excellent range of meaningful and interesting activities using good quality resources and equipment. Planning is detailed and organised using appropriate topics and themes to lead the educational programme. The nursery staff wish to give all staff the opportunity to become involved in the planning of activities, especially those who work part time and this is their point of consideration from this inspection. Assessments and records of the children's progress is closely linked to the stepping stones and the staff use this information to plan the next stage of the children's learning.

Staff have good relationships with the children and the children are co-operative and well behaved. The staff are well organised and work effectively together to provide a happy and nurturing environment for the children in their care. Staff meet the children's individual needs well and incorporate additional support for children where English is an additional language or for children with special needs. Partnership with parents is very good and regular information is shared about their child's progress and well being. Parents are actively encouraged to participate in their children's learning.

The leadership and management of the setting are very good. Staff morale is high and they are enthusiastic and committed in their work. The staff group is stable with few changes and the nursery has an ongoing programme for staff development. There is an effective system in operation to monitor and evaluate the quality of teaching.

### What is being done well?

- The setting has a strong programme for personal, social and emotional development. Children attend from many different countries and in some cases do not speak English when they arrive. The staff use excellent strategies to give good support and nurture the children's confidence and self esteem to settle the children into nursery life.
- The staff have a good knowledge of the early learning goals and the foundation stage curriculum. They have produced an effective educational programme where three and four year olds are making very good progress in the six areas of learning.

- The nursery has developed a very good partnership with parents and carers. They are well informed about their children's learning. The staff are friendly and approachable and parents are able to freely exchange information about their children.
- The manager and staff team are committed and enthusiastic. They regularly attend ongoing training to enhance skills and as a team are effective in assessing the strengths and weaknesses of the provision.

#### **What needs to be improved?**

- the provision for all the staff group, especially those who work part time, the opportunity to become involved in the planning of activities.

#### **What has improved since the last inspection?**

There were two points for consideration from the previous inspection. The nursery have made very good progress and addressed both issues.

The nursery was asked to provide more opportunities for children to freely access resources and initiate their own play. New furniture has been purchased which provides an open storage system which is at child height. The children now have good access to resources and equipment. New working practices have allowed for the children to initiate their own play.

The setting was also asked to continue to monitor and develop planning and assessment in order that the existing high standards are maintained in the nursery. The staff continually monitor and review planning and assessment to meet the changing and developing needs of the nursery children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children's confidence and self esteem is built up by staff who know the children well and are sensitive to their needs. The children are confident and independent, choosing between activities and selecting resources. They take care of their personal needs such as dressing themselves, washing their hands and brushing their hair. Behaviour is very good. They co-operate with each other and the staff and are taught to share, take turns and show consideration to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently interact and chat to one another and the staff. They respond well to the staff's open questioning to extend their language. The children appreciate books and enjoy listening to and participating in stories. They are encouraged to notice the wealth of print displayed around the nursery on signs, captions and labelling. Children can recognise their names and many of the other children's. They have good opportunities to make marks, 'write' and practise writing their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's understanding of numbers is reinforced as they take part in routine tasks. Most children can count up to ten and beyond and can recognise numerals in sequence. They use mathematical language in their play and planned activities to compare shape, size and quantity and use calculation in songs, rhymes and stories. The staff give good support to the children and provide excellent resources for the children to progress well in their mathematical development.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are able to investigate, explore and observe objects and living and growing things, such as growing flowers and vegetables and looking after the nursery pets. They can use a range of construction materials to create and build using their imagination and skill. They are learning about time and place and past and present events. They use information technology with confidence and skill. They are becoming aware of their community and are learning about other cultures and beliefs.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

The children move around the nursery with confidence inside and outdoors. They participate in energetic activities and have good opportunities daily to balance, climb, jump, practise throwing and catching and to ride tricycles and scooters. They play football and use their strength to manoeuvre the swings and see saw. Children are taught to use small objects and tools to develop their fine motor skills. They handle scissors, cutlery, paintbrushes and pencils with good control.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

The children have good opportunities to explore their own creativity within planned and spontaneous activities. They express themselves through role-play, using musical instruments, dressing up, singing, dance and action rhymes. They use resources such as puppets to tell stories and use their imagination. The children draw freely and use paint in a variety of ways. They use a range of medias to create pictures and explore texture, colour and design.

**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:*

- Provide all the staff group especially those who work part time, the opportunity to become involved in the planning of activities.

*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.*