



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY244743

DfES Number: 583858

### INSPECTION DETAILS

Inspection Date 13/07/2004  
Inspector Name Gillian Noble

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Davison Day Nursery  
Setting Address Selborne Road  
Worthing  
West Sussex  
BN11 2JX

### REGISTERED PROVIDER DETAILS

Name The Committee of Davison Day Nursery

### ORGANISATION DETAILS

Name Davison Day Nursery  
Address Selborne Road  
Worthing  
West Sussex  
BN11 2JX

## 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

Davison Day Nursery provides full day care for children aged from three months to up to five years, Monday to Friday from 08:00 until 18:00, term time only. The nursery is located in a single storey, self contained building located in the grounds of Davison Church of England High School for Girls (Technology College), in Worthing. There are two rooms available for the children, one is a baby room devoted to the under two's, the second room caters for children aged between two and five years. The nursery has an enclosed garden and can access the school tennis courts for physical play. Parents provide breakfast and tea, and can choose for their child either to have a packed lunch from home, or a hot meal cooked on the school premises. There are currently 36 children on roll, six children receive Nursery Education Funding- including three who are three and three who are four. The nursery can support children who have special needs or English as an additional language.

Of the twelve staff working with the children nine are qualified in childcare. The group receives support from the Local Authority.

### How good is the Day Care?

Davison Day Nursery provides good quality care for children.

Staff are well qualified and use their continually updated knowledge to provide children with a stimulating range of activities and experiences. The nursery is divided into two welcoming base rooms, which are organised to meet the needs of babies and preschool children. Documentation is up to date although the complaints procedure does not include all of the required contact details.

The group is committed to meeting high standards of hygiene and promoting the good health of children. Records relating to children's wellbeing are recorded carefully and staff use well thought out routines to keep them safe. A choice of balanced food ensures their dietary needs are met.

Individual interests and abilities are valued and children are encouraged to use the varied resources. They have fewer opportunities to develop a positive awareness of disability. Staff use consistent strategies, appropriate to the child's stage of development, to encourage good behaviour.

The nursery staff develop good working relationships with the parents. There are effective systems in place to exchange information regularly and this is used to ensure the care provided meets children's individual needs.

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

Not applicable

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

- Staff know children well . In the baby room they adapt activities to allow all children to join in and enjoy a stimulating range of experiences. Babies sit in high chairs to explore cooked spaghetti, while toddlers use saucepans to "cook" it.
- The group uses comprehensive policies and procedures to ensure high standards of hygiene are observed at all times. Staff incorporate practical measures, for example wearing different coloured aprons and sterilising toys, into their everyday routines. Children are encouraged to wash their hands regularly and to have an awareness of their own hygiene needs.
- The nursery promotes a positive attitude to nutritious food. A selection of healthy snacks is offered including fruit ,toast and bread sticks. Children choosing a " school dinner" receive a hot meal which takes into account any special dietary requirements.
- The nursery develops strong links with parents. They are encouraged to share information about their child. Their wishes regarding the care and routines for their children are incorporated into the nursery day. Babies leave with written details about their day, while pre school children have their time described on a daily white board. Staff discuss individual achievements or concerns with parents at the end of each session .

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

- the complaints policy so that it includes Ofsted's contact details
- the range of resources which promote positive images and awareness of disability

#### **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	Extend the range of resources, throughout the nursery, which promote positive images and awareness of disability
14	Update the complaints policy so that parents have written information regarding Ofsted's contact details

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

### How effective is the nursery education?

The provision for nursery education at Davison Day Nursery is acceptable and is of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff know the children well. They praise and encourage the positive actions of the children and offer appropriate support when needed. They plan a broad range of activities to cover all areas of learning, and have effective systems in place to record the children's progress and achievements. Some staff are unclear how children learn, as a result some activities do not always provide sufficient challenge for four year olds.

The quality of leadership and management is generally good. The current leadership and management committee have been in place for approximately one year. They recognise the strengths and weaknesses of the setting and are committed to the continuing improvement of facilities for children and their parents. The supervisor welcomes the support and advice offered by the Local Authority using it to improve practice.

The partnership with parents is generally good. Parents have access to clear information about the setting and are extremely enthusiastic about the positive changes which have made within the group. Parents meet with staff informally on a daily basis to discuss any concerns they may have and regular parent's evenings are arranged to share details of the child's progress and achievement profile. Parent are informed of the forthcoming themes and topics but there are few opportunities for them to be actively involved in their child's learning.

### What is being done well?

- The leadership and management work closely together and are extremely committed to the continuing improvement of resources and facilities for the benefit of the children.
- Staff know the children well and are interested in what they do. They introduce new vocabulary into practical experiences which supports and enables them to become confident communicators.
- Children's growing interest and fascination with the natural world is fostered effectively. They plant and grow seeds in their own garden recording and monitoring their growth and development.

### What needs to be improved?

- staff's understanding of the stepping stones and early learning goals

- staff's recognition of the spontaneous learning achievements of the children
- the challenges set for more able children
- the opportunities for parents to become actively involved in their child learning experience.

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

At the last inspection the setting was asked to

1 expand the system of recording children's progress by including in the records all the desirable learning outcomes.

2 Improve the programme for knowledge and understanding of the world.

The setting has made generally good progress in addressing this. There has been a complete change of management and staff since the last inspection. The current supervisor and staff plan a broad based curriculum, providing activities and experiences which cover all areas of learning. There are effective systems in place to record children's progress and achievements.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are curious and motivated to try new activities. They are familiar with the daily routine and are sensitive to the feelings of others. Children work well together, they understand the agreed protocols for sharing and taking turns during activities. Children's physical independence is supported and encouraged, they manage their personal hygiene, dress and undress themselves. There are limited opportunities for children to self select resources and make independent choices.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are introduced to new vocabulary which they then include in everyday conversation. Children enjoy listening to stories being read, and are encouraged to predict and think about what might happen next. They handle books appropriately, recognising print in English is read from left to right. Some children are able to form recognisable letters and write their own names, however they have limited opportunities to practice and further develop their hand writing skills in everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting, three year olds willingly attempt to count some numbers in the correct order. More able children are confident to count from 1 to 10, have a good understanding of the value of number, and can count on from a given number. Children use songs, rhymes and fun games to re-enforce number values. There are few opportunities for children to develop their problem solving skills during practical activities for example at snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and note the changes to materials, they are curious and ask questions, but their interest and thinking is not always challenged effectively and consistently by adults. Children construct purposefully with an end idea in mind. Children talk about past and present events which are important to them. They explore the natural world around them, enjoying planting and growing seeds. They find out about their local environment through topics such as 'people who help us'.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are able to run freely in the garden showing an awareness of space ,themselves and others. They skilfully negotiate obstacles in their way. Children are encouraged to have an awareness of the importance of healthy eating and the things which contribute to this. Children show a clear consistent preference for their left or right hand. Older children do not have access to sufficient challenging and stimulating equipment to develop their balance and climbing skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore texture, colour, shape ,form and shape in two and three dimensions. They enjoy singing and moving to music. Children often become very engrossed in activities to the exclusion of all else. Children play alongside others engaged in the same activity and cooperatively in groups organising themselves to act out experiences both real and imagined, however the development of their imaginative role play is dependent on the skill of the adult present.

**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**

- increase staff's knowledge and understanding of the stepping stones and the early learning goals enabling them to recognise the incidental learning achievements of the children
- ensure all activities reflect and meet the differing needs of the children

*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.*