



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 260738

DfES Number: 547036

INSPECTION DETAILS

Inspection Date 19/02/2004
Inspector Name Coral Hales

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Windermere Day Nursery
Setting Address Haweswater Road
Kettering
Northamptonshire
NN16 8XB

REGISTERED PROVIDER DETAILS

Name Child Base Ltd 2418535

ORGANISATION DETAILS

Name Child Base Ltd
Address Kingston House
Northampton Road
Newport Pagnell
Buckinghamshire
MK16 8NJ

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

Windermere Day Nursery opened in September 2001. It is a purpose built provision close to the hospital in the Northamptonshire town of Kettering, and is part of the Child Base chain of nurseries. The nursery serves the town and surrounding area. The nursery offers full day care and holiday care to primary school aged children. It is open from 07:00 to 19:00 each weekday except for bank holidays.

The accommodation comprises an early years room, toddler room, tweeny room, two baby rooms, holiday club room, toilets, staff facilities and a kitchen. There is an enclosed outdoor play area for all ages. There are currently 113 children on roll. This includes 22 funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. There are currently no children identified as having a special educational need or children who speak English as an additional language.

The provision is managed by an appropriately qualified manager supported by the senior management team of the Child Base company. Twenty staff work at the nursery, 17 of whom work directly with the children. Thirteen have recognised early years qualifications, and three are currently on training programmes. In addition a cook, support staff and cleaners are employed. The setting currently receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Windermere Day nursery provides good quality care for children aged between six weeks and five years. A manager and her staff run the nursery on behalf of the Child Base group of nurseries.

The premises are secure and effective procedures are in place throughout to ensure children's safety and well being. The nursery is well designed and decorated and creates a warm and welcoming environment for the children, parents and visitors. The space within the nursery is well organised and meets the needs of all the children.

The staff work well together as teams in their own areas, however deployment of staff particularly at the end of the day requires attention. They use the toys, equipment and materials well to provide a balanced range of activities that support learning in most areas of development. Staff offer help and support to all the children and encourage them to complete tasks and learn new skills. Children are confident and interested in the activities provided, and respond well to the clear boundaries and guidelines set by staff and as a result are well behaved. The quality of the care for children aged under three years is good, staff give high priority to meeting the individual needs of babies and toddlers.

Partnership with parents is good. They are provided with a prospectus that gives them information about the setting and the care and education that is provided. Parents receive verbal and written information about their child's progress and can view records at any time. Regular newsletters, information sheets and notices keep parents informed of developments within the nursery. Parents comment positively about the quality of care offered at the nursery.

What has improved since the last inspection?

At the last inspection the nursery agreed to ensure that all required documentation was kept up to date and displayed on the main notice board in the reception area. This has been satisfactorily addressed.

What is being done well?

- Provision for the babies and children under three is good. Staff give high priority to meeting babies individual needs for eating and sleeping and to exchanging information with the parents. They plan activities well to give babies and toddlers interesting sensory experiences.
- The staff build positive relationships with all the children and manage them well. They respond well to children's interests and regularly praise and encourage them.
- The operational plan works well in practice, procedures for deputising are effective and good use is made of staff, indoor and outdoor space and all other resources.

What needs to be improved?

- monitoring of staffing numbers to ensure ratios are met in all areas at the end of the day

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
2	Continue to monitor staffing to ensure that required ratios are met at all times, particularly at the end of the day.

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

How effective is the nursery education?

Windermere Day Nursery provides a welcoming learning environment and children are making generally good progress overall towards the early learning goals.

The quality of teaching is generally good. Some staff have very good knowledge of the Foundation Stage and are confident in their approach to teaching, however some staff's knowledge of the Foundation Stage is less secure and this impacts on the children's learning. The staff are successful in encouraging less confident children to take part in new experiences however not all activities planned offer sufficient challenge for the more able child. The new planning system is effective although it does not directly link to the Foundation Stage and there are significant weaknesses in the programme for Knowledge and Understanding of the World. Observations of children's progress are made but these are not always used effectively to ensure that children's learning needs are incorporated into short-term future planned activities. Staff reinforce clear boundaries and have high expectations for children's behaviour. They offer regular praise and encouragement, and children behave well. Staff have the knowledge and experience to support children with special educational needs and children who speak English as an additional language.

Leadership and management is generally good. The company has a clear development plan that includes continual monitoring and introduction of new systems when required. Regular training is offered to the staff. The staff are committed to the care and education of the children. Effective systems are in place that ensure that the setting is well organised and runs smoothly.

The partnership with parents is generally good and this makes a positive contribution to the children's learning and progress. Parents are well informed about the provision through good quality information. They are kept up to date with their child's progress, and have opportunities to attend parent's evenings.

What is being done well?

- The staff are skilled at encouraging and supporting children who are less confident to tackle new tasks and they help them to take part in new experiences.
- Children are developing good communication and listening skills, they recognise and sound letters in their names.
- Staff ensure that the children take part in regular planned activities in the outdoor area to develop a wide range of physical skills. The obstacle course used encourages children to learn new skills and build on existing ones.
- Children regularly look at books and the use of the William Bear book is fostering their interest in reading for enjoyment.

What needs to be improved?

- knowledge and understanding of all staff of the Foundation Stage
- the planning and observation and assessment systems
- the challenges set for more able children
- the programme for knowledge and understanding of the world.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are enthusiastic and have a positive approach to learning. They are keen to take part in activities and show good levels of concentration. They have good relationships with each other, respond well to staff, and are able to show their feelings. Children are becoming increasingly self-sufficient in personal independence. They are learning how to show care and concern for others and behave well. Their confidence and self-esteem is promoted through continual praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their speaking and listening skills. They speak clearly and use speech well to describe their experiences. Children handle books, listen to stories and enjoy looking at the 'William Bear' home book, which is shared with the parents. Some children link sounds with letters and can recognise and write their own names. Children are developing their early writing skills and regularly make marks as they write lists and letters to members of their family.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their mathematical skills well through a wide range of enjoyable practical activities. They compare different numbers of buttons, and are developing their understanding of problem solving as they weigh items. Children sing number songs and rhymes and can count to ten and above. They show interest in shapes when preparing their own snacks and understand and use positional language as they take part in the obstacle course.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children show curiosity and explore natural and man-made items. They identify features of living things and objects and note similarities and differences. They construct using a range of large and small equipment. Children have limited opportunities to learn about the local and wider world including other cultures, or to observe and learn about working technology. Children enjoy discussing events in their lives including those in the past as well as the present

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's physical skills are developing well; they move with confidence and skill and are developing a sense of space. They learn to climb, balance, jump and take part in challenging tasks when using the equipment in the garden. Children develop good manipulative skills as they work with a variety of mark making tools, other small equipment and playdough. They show an awareness of keeping healthy, and have a good understanding about personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show imagination as they match their movements to music, use instruments and sing familiar songs. They draw freely, use paint and collage materials with interest and show good colour recognition. Attractive displays enhance children's understanding of working with a variety of media in two and three dimensions. They take part in imaginative play based on their own experiences and feelings. Children's senses are stimulated during well planned tasting, tactile and smelling activities.

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

- Develop all the staff's knowledge of the Foundation Stage to ensure that they understand how to use this to support children's learning in all areas.
- Further develop the planning and observation and assessment systems to ensure they link to the early learning goals, identify the children's next learning steps and provide better challenge for more able children.
- Further develop the programme for knowledge and understanding of the world, in particular the area of working technology and children's awareness of the local community and the wider world.

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.