



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY274532

DfES Number:

INSPECTION DETAILS

Inspection Date	12/01/2005
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bakewell Nursery School
Setting Address	Derbyshire House Matlock Street Bakewell Derbyshire DE45 1EE

REGISTERED PROVIDER DETAILS

Name	The partnership of Bakewell Nursery School
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ORGANISATION DETAILS

Name	Bakewell Nursery School
Address	Derbyshire House Matlock Street Bakewell Derbyshire DE45 1EE

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

The provision was established in 2000 and registered under new ownership as Bakewell Nursery School in December 2003.

It occupies a Grade 2 listed building very close to the town centre. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday excepting Bank Holidays from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 67 children aged from 3 months to under 5 years on roll. Of these 25 children receive funding for nursery education. The nursery serves families from the market town and surrounding area.

The owner, as head of nursery, leads a staff team of seven, four of whom hold appropriate early years qualifications. A further three members of staff are working towards a qualification.

How good is the Day Care?

Bakewell Nursery School provides good quality care for children.

Families are welcomed into an inviting and caring environment where children are secure and settled. Children are grouped appropriately enjoying stimulating and comfortable accommodation and high levels of interaction from staff who maintain a consistent approach in their care and practice. Children respond to clear instructions and guidance from the staff and as a consequence, behaviour is good. The setting is pro-active in maintaining systems which support children with special needs.

Staff develop close relationships with the children and enjoy their company. Younger children experience individual routines of playing and sleeping in inviting and spacious accommodation, using a wide range of appropriate resources and materials. Staff are involved in the play extending developmental skills and understanding.

Pre-school children are secure in their daily routines and enjoy an excellent range of equipment and activities which develop learning both through focused and free play. All children enjoy the use of the outside play area.

Safety, health and hygiene practices are good. Children routinely learn about hygiene and the nursery follows a healthy eating regime. Risk assessments are in place to ensure the safety and well being of the children.

The nursery establishes very good relationships with parents and carers who are provided with a wealth of detailed information on the setting and their children's learning. Information about the children is also shared on a daily basis. Parents are very supportive of the nursery and happy with the care and education provided.

The nursery is managed to a high standard with good levels of care and concern. All statutory recording is maintained to a professional standard and in a confidential manner. The staff attendance register, however, is not consistently completed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The provision of good quality care and comfort for babies.
- The routine provision of a range of creative activities for toddlers.
- The provision of an extensive range of good quality, well considered play in a warm and stimulating environment.
- The creative use of space which invites safe exploration and investigation of resources extending children's play and learning.
- The establishment of a consistent relationship between the children and staff which enhance children's self-confidence and independence.
- The provision of a varied and nutritious diet.
- The expectation that the setting works in full partnership with parents and carers; the quality of the information afforded to them and the commitment of the nursery to improvements in practice by supporting training and continuing high standards of management.

What needs to be improved?

- the management of the staff attendance register to ensure arrival and departure times of all personnel are consistently maintained.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

Ofsted received a complaint in June 2004 relating to National Standards 2 - Organisation, 3 -Care Learning and Play,4 - Physical environment and 8 - Food and Drink. The provider was asked to investigate the complaint. Ofsted found no evidence to suggest a breach of any of the Standards.

A further complaint was received in December 2004 relating to Standard 2 - Organisation and Standard 3 - Care, Learning and Play. Ofsted carried out an investigation as part of a Combined Inspection and a recommendation regarding standard 2 was made at the inspection to ensure that all personnel completed the attendance register. There was no evidence to suggest that standard 3 had been breached. The Registered Person continues to meet the National Standards and remains qualified for registration.

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	Ensure all personnel routinely complete the staff attendance register.

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals.

The quality of the teaching is very good. The nursery head is a teacher with long experience and is very secure in her role. She captures children's attention by interactive teaching and makes learning a happy experience. All members of staff have a firm knowledge and understanding of the Foundation Stage. They use appropriate questioning and interaction with the children to develop and extend learning. Children are confident, curious and eager to learn. They are taught in small and large groups and sometimes individually to ensure their needs for learning are met sensitively through appropriate challenges.

Children's behaviour is well managed. Staff act as positive role models and have high expectations of the children.

The nursery is exceptionally well resourced. Space and time are used creatively, allowing children to explore and create freely, alone or with their peers. Staff continuously aim to extend and develop all areas of learning through planned and spontaneous play.

The management of the provision is very good. Strong leadership ensures good early years practice is shared and areas for future development are identified. Training for staff is valued and encouraged.

The partnership with parents and carers is very good. Staff share information about the children on a daily basis and parents receive a wealth of good quality and well presented information about the setting and the Foundation Stage. Displays, folders and notices reinforce the nursery's commitment to a learning partnership with parents. They are encouraged to contribute to and support their child's learning at home in a variety of ways from carrying out simple experiments as a base to scientific knowledge, to joining in reading schemes.

What is being done well?

- The promotion of children's self-confidence and independence enabling them to form positive relationships with their peers and members of staff.
- The development of children's letter recognition and phonic application to enhance vocabulary and pre-reading skills.
- The provision of a range of activities and role play scenarios which develop language and imagination.
- Opportunities for children to discover science and technology through exploration and simple experiments.

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| <ul style="list-style-type: none">● The creation of a stimulating and inviting learning environment which encourages children to reach their full potential.● The establishment of professional partnerships with parents and carers, and the numerous ways in which they are included in their children's learning. |
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What needs to be improved?
<ul style="list-style-type: none">● opportunities for children to routinely experience a variety of music for leisure listening.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and separate happily from their carers. They are eager to learn, curious and are questioning. They participate in both focused and independent play and contribute in group activities. They sit and listen well and respond to instruction and praise. Behaviour is good. They are given many opportunities to develop independence both in thought and practical ways. They are encouraged to share and care for each other. They are comfortable and able to express and discuss emotions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident communicators. They experience quality teaching which encourages the use of language and the development of vocabulary. Phonic linking is used most effectively to enhance pre-reading skills. There are numerous opportunities to make marks and develop writing skills both in role play and focused activities. Children use books well and understand the pattern of reading. They enjoy being read to and participate well at story time.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Continual opportunities to consolidate learning of number, size, shape and position. Staff spontaneously use mathematical language in everyday situations, particularly that of position. Children are aware of pattern and use calculation during practical activities such as construction and baking. Children count routinely and a numerate environment and access to plentiful resources encourage their number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good sense of time and place. They explore their locality and role play their findings. They experience change through investigating simple experiments of magnetism, absorption and the properties of water. They discover growth and change in the natural world. They have good constructional skills and can design and build with a variety of materials. A computer and other technological equipment is routinely available. They celebrate festivals and use multi cultural resources.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control around each other and equipment, demonstrating a good sense of space. They manipulate wheeled toys well and can run, kick and jump. They are well co-ordinated and move with care as when clearing away and pouring drinks. They skilfully use a wide range of tools and equipment. Photographic evidence demonstrates that children have access to large equipment to develop climbing, balancing, other gross motor skills and dance.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a good sense of colour. They are able to mix colours and use a variety of brushes when painting. They have numerous opportunities to develop their creativity using a broad range of craft materials, design, role and small world play. They respond to experiences by using their senses such as with the baking, ice and coloured cornflour. They enjoy singing and using musical instruments. They do not however have routine access to a variety of music for leisure listening.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the
- following:
- Ensure children routinely have access to a variety of music for leisure listening.

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.