



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 305379

DfES Number: 524243

### INSPECTION DETAILS

Inspection Date 05/07/2004  
Inspector Name Rachel Ruth Britten

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name The Nursery  
Setting Address Standevens Yard, Wagg Street  
Congleton  
Cheshire  
CW12 4BA

### REGISTERED PROVIDER DETAILS

Name Mrs Shirley Gates

## 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 Nursery opened in 1989 and operates from a former detached house within walking distance of Congleton town centre. It consists of a nursery downstairs and an out of school and holiday club upstairs. There are two nursery rooms and an outdoor play area. The provision serves the local community and beyond.

There are currently 56 children aged from two to five years, and 19 school age children on roll. This includes 16 funded three year olds and six funded four year olds. Children attend for a variety of sessions. There are currently three children attending who have special needs and the setting caters for children who have English as an additional language.

The nursery opens five days each week for 51 weeks of the year. Times of opening are 07:30 to 18:00.

One part time and four full time staff work with the children. Five have an early years qualification to NVQ level two or three, and one student is working towards a recognised early years qualification.

The setting receives support from a teacher from Sure Start and a special needs teacher.

### How good is the Day Care?

Overall the quality of the day care is judged to be good.

The organisation of the day care is good because the staff are well qualified, committed, and work well as a team with the children as one group of two to five year olds. However, staff clearances and notification to Ofsted of the staff group are not all complete.

Daily registers are accurate and up to date, although a policy for uncollected children is needed, as is a procedure to ensure that parents sign medication records.

The toys and resources are extensive and well organised so that children can move between activities which are attractively presented.

The environment is welcoming and the outside play areas and equipment are now an asset.

The safety and care of children is generally good, with staff committed to teaching children to observe good hygiene and every staff member qualified in first aid. Staff are vigilant about safety in the play areas, although safety gates require fixing and there should be some additions and updates to the records about named drivers and vehicles.

Meals and snacks are healthy and nutritious and the setting provides a good service to children with special needs and those for whom English is an additional language.

The quality of the activities and their effect on the children is good, because staff are skilled and enthusiastic in utilising a variety of resources to provide diverse and stimulating activities to promote children's development. Children are interested and well occupied and are encouraged and praised for their efforts and when they behave well.

Staff are vigilant to children who require extra support and help, ensuring that the individual needs of every child are met.

Partnership with parents is good, because staff have formed caring and informed relationships which make families feel confident in the nursery. Parents make unreserved praise for the staff's commitment to the progress and wellbeing of their children.

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

Ten actions were raised at the transitional inspection in July 2002.

Six of these have been completed with adjustments to the enrolment form and register system and the devising of a suitable special needs policy and incident recording system. This means that there is now parent consent for the obtaining of emergency medical treatment or advice if needed, and that visitors, staff and children are all registered in and out, with times of arrival and departure shown.

The location of the Play Station in the Out of School club has also been moved so that the wires do not pose a hazard.

Four actions remain incomplete and have been raised again as recommendations following this inspection. These are changes needed to the child protection policy; the need for parent signatures of acknowledgement for medication administered; the need for a list of named drivers and up to date details of them and their vehicles; and the confirmation by Ofsted of the completion of vetting upon all staff.

These items will ensure that the requirements of the National Standards are complete and that staff, children and parents are fully protected.

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

- The skill, experience and qualification of the staff group, so that they work well as a team to provide a stimulating, fun and productive atmosphere in which children, flourish, progress and behave well.
- The grouping together of all children in the nursery, with use of small groups, individual work and circle times and joint play and meal times to provide a family type atmosphere, where children can mix in small or larger groupings.
- The well set out play environment into a number of inviting areas indoors and out, where children can go to read, construct, role play, messy play, create, play games, and explore, with or without staff input.
- The inclusion of all children by the vigilance of staff to notice the individual needs of shy, upset or tired children, as well as the needs of children with particular learning, behaviour, emotional or physical needs.
- The provision of healthy and nutritious, simple meals and snacks, and the teaching of social and personal hygiene skills to children.
- The work of the staff with parents and other agencies, so that all children and families are supported appropriately, particularly when there are special educational needs or child protection concerns.

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

- the systems for vetting and liaison with Ofsted, so that all staff are known to Ofsted and evidence of clearance is available
- the safety of the environment, so that stair gates are mended and a list of named drivers is kept, alongside up to date copies of insurances, driving licenses and M.O.T.
- the policies, so that there is an uncollected child policy and so that the child protection policy contains contact numbers for the police and social services, along with the procedures that would be followed in the event of an allegation of abuse being made against a member of staff
- the medication recording system, so that a parent signature of acknowledgement is given for every administration.

### **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
6	Ensure that stair gates are properly maintained and that a list of named drivers is kept alongside up to date copies of insurances, driving licenses, and M.O.T. if applicable.
14	Ensure that an uncollected child policy is written and that your child protection policy contains contact numbers for the local police and social services, along with the procedures that would be followed in the event of an allegation of abuse being made against a member of staff.
14	Ensure that all medication records are acknowledged with a parent signature.
1	Ensure that Ofsted is informed of all staff and that these are cleared through Ofsted by completion of DC2 and CRB disclosure application.

## 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, in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff have a secure knowledge and understanding of the foundation stage. There is a planned programme of activities and experiences across all six areas of learning. Organisation of staff and resources enables all children to make very good progress. Children's behaviour is well managed. Observations and assessments are used to record children's achievements and progress, although the system used for recording is inconsistent. Resources and accommodation are used very effectively to promote all children's learning.

The quality of leadership and management is very good. The manager liaises closely with staff to ensure its aims are carried out. The manager also leads regular staff meetings, these clearly identify roles and responsibilities. The newly developed appraisal system ensure development plans for staff are discussed and any training needs addressed. They recognise that self-evaluation is the key to continuous improvement and carefully monitor and assess their provision, practice and children's progress. They know their strengths and weaknesses and act on their evaluations to make improvements.

Partnership with parents is very good. Parents receive comprehensive written information about the setting, however this has no reference to the educational programme. They are kept well informed about the activities children do and the areas of learning that these cover, on a daily basis. They share information daily and discussions about their child's progress and learning contributes to their record. They support the activities and themes by bringing in items from home.

### What is being done well?

- Children benefit from effective teaching to help them design and make things. They show excitement as they participate enthusiastically in forming a band and play musical instruments. including some which they have made.
- Staff are good at developing children's language and communication skills. They value what children say, introduce them to new vocabulary, and encourage them to listen to others.
- Staff use very good strategies to promote good behaviour and consideration of others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.

- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities.

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

- the consistency in the recording of children's achievements and progress through the observation and assessment system.
- the introduction of written information for parents on the educational programme.

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

Very good progress has been made towards implementing the three key issues made at their last inspection. These required the nursery to allow children to have more input into creative sessions , develop a special needs policy referring to the 1994 Code of Practice and implement the appraisal system currently being developed.

Children are actively involved in their own creations during art and craft sessions, this enables them to develop and achieve their own expressions and interpretations. The special needs policy introduced is followed in practice and the newly devised appraisal system ensures any professional training needs identified, are addressed. This has an effective impact on children's well-being and learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and secure within the setting. Their confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children demonstrate a high level of personal independence, such as dressing themselves and washing their hands. They choose between activities and select resources for themselves. Their behaviour is very good. They are kind and considerate to each other and treat each other with respect.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

All children communicate well with each other and the staff, using language with increasing confidence and developing skill. Dialogue in conversations is descriptive as they share with others, events in their lives and forthcoming holidays. Children are learning to recognise their names, can match sounds to letters and letters to form words. Children enjoy stories, they freely select books to support their understanding of text. They all engage in writing for a purpose in role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to use their counting skills, counting to 18 at registration. They independently count in their everyday activities. They solve mathematical problems well in planned practical activities, as they use the tape measure 'you need to add some more on, because you go to the ceiling'. They have a good understanding of addition and subtraction, as they sing number songs. Children recognise shape, they use language well to describe, size and quantity in water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment through observing their immediate surroundings. They are encouraged to find out more about the natural world as they explore the nurseries outdoor area which displays various natural materials, grasses, leaves and flowers which they care for. They enjoy looking at similarities, differences, pattern and change as they explore soap flakes. They are developing an awareness of the wider world as they are taken out to observe local buildings.



### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move around the environment with confidence and good control. Outdoors, children are set challenges to develop their physical skills. They balance and climb, manoeuvre wheeled toys around obstacles, and roll and push large plastic barrels. Staff are on hand to give support and help the less able children. They handle small tools such as writing implements, scissors, brushes and glue spreaders with increasing control, as they complete their sail boats.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

The children enjoy exploring colour in imaginative ways through art and craft activities. They use many different textures and materials to create pictures and wall displays. They express and communicate their ideas, thoughts and feelings by using a widening range of tools. They enjoy imaginative role play, as they become firemen, using the tape measure for the water hose. They use small equipment well, fitting building and construction kits with dexterity.

**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:
- the consistency of how observations and assessments of individual children's achievements and progress are recorded.
- the inclusion of the six areas of learning in the documentation of information given to parents about the setting.

*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.*