



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY241972

DfES Number: 542320

INSPECTION DETAILS

Inspection Date 09/11/2004
Inspector Name Susan Catherine McGarry

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Hatfield Peveral Nursery
Setting Address Church Road
 Hatfield Peverel
 Chelmsford
 Essex
 CM3 2RP

REGISTERED PROVIDER DETAILS

Name Mrs Belinda Frances Wakelin

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

Hatfield Peverel Nursery is a privately owned nursery. It opened in 2002 and operates from three rooms on the site of Hatfield Peverel Infants School. It is situated within the village of Hatfield Peverel. A maximum of 42 children may attend the nursery at any one time when two rooms are being used. When the third room is in use this extends to 58 children. The nursery provides out of school care and is open each week day from 08:00 to 17:00 during term times. All children have access to a secure outdoor play area.

There are currently 93 children aged from 2 to under 8 years on roll. Of these 54 children receive funding for nursery education. The nursery currently supports a small number of children with special educational needs.

The nursery employs eight staff. Six of the staff including the manager hold appropriate early years qualifications. Two members of staff are working towards a qualification.

How good is the Day Care?

Hatfield Peverel Nursery provides good care for children.

There is a well organised staff team with relevant childcare qualifications, providing a secure setting for children. The environment, which includes an outside play area is used regularly and resources are well maintained and deployed. There are high quality displays including children's work, linked to the Foundation Stage throughout the setting. Staff training needs are identified by the manager through an appraisal system and induction for new staff includes a mentoring system. There are policies and procedures provided within a well organised operational plan. Records are stored securely and confidentiality is observed by the staff using them.

All the procedures and arrangements for safety and security ensures that children are safe. Staff have a good awareness of safety issues and make daily checks of the premises. There are procedures in place to protect children through the health and

child protection policies. A proactive approach to the support of children with special needs has been adopted by all the staff. Snack times offer children choice and independence but lunchtimes can be rushed and "noisy" with all the children taken to the school dining room area. They eat school dinners or provide their own packed lunch.

Activities are planned throughout the nursery by all the staff. These are sometimes offered to children who come to the nursery after school. Children are provided with a balanced range of experiences with opportunities to explore and select resources for themselves. Staff are knowledgeable, intuitive and responsive to children's individual needs. The setting's policy regarding behaviour is clearly implemented and children's behaviour is highly valued.

The parents have full access to information about the setting. Home visits are conducted prior to children coming into the nursery, establishing positive links. Parents have full access to their children's records.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children's welfare and safety are carefully considered; the staff have clear procedures to follow throughout the setting and children's individual needs are responded to by the staff sensitively and proactively .
- There are a good range and balance of activities and play experiences provided throughout the pre-school room and nursery classroom. Staff work closely together to plan these activities and support children according to their individual stages of development.
- Very good use is made of the premises. It is well organised including the use of an outside play area. Children can move safely within it to access resources or to take part in more adult-led activities.
- Partnership with parents is strong. Home visits are conducted by the manager or deputy before children start attending the nursery and productive relationships are established. This is reinforced by daily contact with key workers and staff. Information is provided throughout the nursery for parents through the use of excellent displays.

What needs to be improved?

- the arrangements at lunchtime.

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.)

There are no complaints to report.

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
8	Review existing arrangements for the organisation of lunchtimes to ensure that children are being fully supported by the staff, are grouped appropriately and independence is encouraged

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 Hatfield Peverel Nursery is of a high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. The accommodation and resources are used effectively to support learning taking place. There is a separate session for all 4-year-old children provided in a classroom within the school for one term only. This is prior to them commencing full-time school in January. Some good use is made of the outside play area. Children's learning is promoted through planned experiences. Staff use their knowledge of the early learning goals and individual children's development to provide activities that are challenging but achievable. This is clearly reflected in the planning process. Very good levels of interaction take place between staff and children. This encourages high levels of independence and self-esteem. All children engage in a variety of activities that are interesting and hold their attention but also provides them with time to explore and extend their skills independently.

Curriculum planning and assessment systems have recently been developed to include clearly defined differentiation. This is linked to learning intentions and some self-evaluation. Staff complete records daily and use these to inform their planning. Children's progress towards the early learning goals is being recorded based on the stepping stones.

Leadership and management is very good. There is strong leadership provided. There are high levels of staff involvement. The nursery is committed to improving the quality of care and education and is looking to achieve PSLA accreditation. It has very good links with the school and other agencies.

Partnership with parents is very good. Parents are well informed and actively contribute towards the assessment process. Home visits and parent's evenings establish positive links with new parents.

What is being done well?

- There is strong leadership and management of the staff. Staff are fully included within the nursery with allocated roles and responsibilities. They make positive contributions towards the planning and assessment process. Effective links have been made with the reception class teacher, head of the school and other agencies.
- Partnership with parents is clearly valued and there is high quality written information provided. There are well produced displays relating to the Foundation Stage within the nursery demonstrating what their children are learning and regular opportunities for parents to hear and read about their children's progress.

- The accommodation and resources are being used effectively to support children's learning. The classroom used for a term, during the morning sessions, offers highly appropriate, well planned and organised activities and play experiences for 4-year-old children. All children using the rest of the nursery's facilities have access to a full range of play opportunities which enables them to progress very well in all areas of learning. Planning is adapted to clearly present appropriate challenge for individual children's needs.
- Children are developing very good relationships with adults and each other. They work co-operatively together, sharing and taking turns. They have good levels of independence when accessing resources and engaging in the routines of the nursery. They demonstrate high levels of involvement in their play.
- Opportunities for children to become aware of the link between sounds and letters are provided through an exciting range of activities planned for them on a weekly basis. These are clearly adapted to suit individual children's needs.

What needs to be improved?

- The availability of the pre-school activities for all children and access to the curriculum through outside play.

What has improved since the last inspection?

Very good progress has been made in addressing the two key issues identified at the last inspection.

The nursery has reviewed and re-developed the assessment system on two occasions since the last inspection. All the staff contribute towards the recording of children's progress within the six areas of learning. They record observations which are dated and filed in the children's records. Every child is assessed when they take part in a planned activity and this is recorded by the member of staff conducting the activity. Parents are encouraged to attend "assessment weeks" each term. Children are making very good progress in mathematical development which was a specific area identified in the previous inspection.

Systems have been extended to ensure that parents receive information of their children's progress. Parents are invited into the nursery for the assessment week and are offered an alternative time during the evening if necessary. They can contribute to the record keeping systems in place for their child. Parents are visited before their child starts to attend the nursery by the manager or deputy. They complete a booklet about their child, visit the nursery and attend a "new parent's" evening. This encourages parents to share observations with the staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. There is time and space for them to focus on activities and experiences. They select from a very good range of resources, have high levels of personal independence and work with confidence both independently and in group situations. They show curiosity and exploratory skills when playing. Children feel secure and have good self-esteem. Effective relationships exist between adults and each other. Their behaviour is managed very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to express imagined experiences, thoughts and ideas. Their vocabulary is extended. They are encouraged to sequence and recall. Children are learning to name and link sounds and letters using "finger phonics". They use their reading skills to find their names and are provided with excellent labelling and captions to read. They enjoy listening to stories. Children have regular access to writing materials, write their own name labels and use writing materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confidently using numbers and are counting to well beyond 10. They use excellent resources to count and recognise numerals through games, songs and rhymes and engage in daily activities to promote their understanding. Children compare groups of numbers and engage in simple calculation tasks. Staff provide a very good range of practical activities to promote their understanding of shape, size and quantity and children use mathematical language to describe and compare them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are actively investigating and exploring their environment. They access materials and objects independently and through planned activities and discuss what they have seen. Children are building and constructing. They use tools such as scissors confidently and safely. They have access to a computer and other technical appliances. Children are gaining an interest and awareness of their own culture and beliefs and those of others through a range of celebrations held within the nursery.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children run and move confidently and with control during games and activities. They show an awareness of space both for themselves and others. This includes regular music and movement sessions. Children can practice and refine their skills using small and large equipment, materials and tools such as cooking utensils and scissors effectively and with safety. They often handle and explore clay and play dough. They are gaining health and bodily awareness through personal hygiene routines.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience an extensive range of activities and opportunities using their senses. Children use media and materials to explore colour, texture, shape and form through printing, painting and collage work. Good opportunities and resources are provided for children to use their imagination when playing alone or within groups. They regularly engage in musical activity including singing, using, listening and moving to a range of musical instruments including recently, a harp and flute.

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 key issues identified from this inspection. A point for consideration is
- review existing arrangements to provide pre-school activities to all children that attend the nursery at any time during the planning cycle including further access to outside play facilities.

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.