



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254653

DfES Number: 580762

### INSPECTION DETAILS

Inspection Date	21/04/2004
Inspector Name	Sue Carrington

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wollaton Village Day Nurseries Ltd
Setting Address	Wollaton Village Day Nursery 741 Wollaton Road Wollaton Village Nottingham NG8 2AN

### REGISTERED PROVIDER DETAILS

Name	Wollaton Village Day Nurseries Ltd 0319773
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### ORGANISATION DETAILS

Name	Wollaton Village Day Nurseries Ltd
Address	52 Church Street Eastwood Nottingham Nottinghamshire NG16 3HS

## 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

Wollaton Village Day Nursery is part of the family owned, Wollaton Village Nurseries Limited group. The nursery was registered in 1994 and is situated in the Wollaton area of Nottingham. It is a self-contained building. There is a baby room to cater for children up to the age of eighteen months and another area that accommodates toddlers and pre-school children. Children are grouped according to age and developmental stage. There is an outdoor play area, and when weather permits the facility makes use of nearby parks.

The nursery is open from 08:00 to 18:00 Monday to Friday. There are currently 43 children on roll, this includes seven three-year-olds and six four-year-olds who receive nursery education grant funding. There are currently no children who attend who have special educational needs or children who speak English as an additional language however there are systems in place. Children attend for a variety of sessions each week.

There are eight full-time and two part-time childcare staff. There are five qualified staff members and three are currently undertaking childcare training. Additional staff are employed to carry out domestic duties. The facility accesses support from the Nottingham Early Years Development and Childcare Partnership.

### How good is the Day Care?

Wollaton Village Day Nursery provides good quality care for the children. The staff team work well together to provide a stimulating environment for the children. They continually increase their knowledge in child care by attending training courses.

The wide range of equipment and play materials are suitable for children's stage of development. They include many items reflecting different cultures and lifestyles. Effective use of available space enables all children to access appropriate activities of their choosing. Staff ensure a safe and comfortable environment and checks are carried out to ensure this is maintained at all times. Many staff have attended child protection training, increasing their knowledge in this area. They provide suitable

standards of hygiene, and toys and equipment are well-maintained. Documentation is suitably recorded.

A wide and suitable range of activities and play opportunities to support children's learning are planned and provided, however, clear planning for babies activities is not in place. Staff interact well with the children and encourage their progress in all areas of development. They manage children's behaviour in a very positive way and encourage children's self-esteem and confidence by praise and encouragement. A variety of nutritional meals and snacks are provided.

Staff work well with parents, they exchange daily information about the care of the children to ensure their needs are met. Development records are available to parents at all times and they are very involved in many ways in their children's learning. Parents are well informed about the aims of the nursery, and the policies and procedures are available to parents at all times.

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

At the last inspection the nursery agreed to ensure individual records of staff members are kept on the premises; improve the system for registering children on a daily basis and ensure that all staff are physically and mentally suitable to work with children.

The nursery now keeps a record of all staff employed within the nursery both on the premises and at their registered office. The system for registering children's attendance on a daily basis now records their exact times of arrival and departure and the vetting procedure for staff includes a health declaration in which they declare their suitability.

Now these actions have been met it ensures a safer environment for the children and more efficient management of the provision.

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

- A bright colourful environment is provided for the children, children's art work relating to the topics, and displays depicting numbers and letters, enable children to feel welcome and provides a stimulating environment for the children to learn in. A safely enclosed play area with both grass and hard surface ensures children can access a variety of activities in comfort. There is a covered area where children can play in shade or in inclement weather and ensures that children can have fresh air daily.
- The setting has a wide range of equipment that promotes all areas of children's learning and development. It is all colourful, clean and well maintained. They interchange with other nurseries within the group to increase the selection to the children.
- The nursery provides a healthy balanced diet for children and has a good understanding about meeting their needs for regular drinks. A wide selection of menus are displayed for parents to see and information is shared daily

regarding the children's food and liquid intake so they are well informed.

- Staff work together well to ensure consistency in managing children's behaviour. Children are treated with respect, they learn to value each other and the environment. Staff encourage independence therefore building up confidence and self-esteem. Staff set good examples and are positive role models for children's behaviour.

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

- planning for babies activities.

#### **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
3	Improve the system for planning and implementing a suitable range of activities for babies, which is appropriate for their stage of development and based on their individual needs.

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

### **How effective is the nursery education?**

Wollaton Village Day Nursery offers good quality nursery education in a friendly and stimulating environment where children make generally good progress towards the early learning goals.

Quality of teaching is generally good. Staff form good relationships with the children and create a happy learning environment. Good behaviour is promoted well with staff taking opportunities to praise and encourage children as they work and play. Planning systems have been established and link closely with the early learning goals. Staff encourage and support the children appropriately, they reinforce learning by providing a range of interesting activities in most areas of development. Children's progress is recorded and used to plan for further learning opportunities. There is suitable support for children with special educational needs or for whom English is an additional language, although none attend at the moment.

Leadership and management are generally good and the management play a very active role in the day to day running of the setting. They show a commitment to on-going development. Staff are supported by the management, who ensure that staff are supported and valued for their contributions. Effective monitoring is carried out and the management have a clear view of how they want to progress.

Partnership with parents is generally good. Parents receive information about the setting and some about the curriculum, although this is limited. Progress reports are discussed at parent's evenings and parents have access to their child's development file at all times. Links with home are through a book share scheme and parents have opportunity to contribute to their children's development record from their observations at home.

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

- Children's reading and writing skills are very good. Most children are able to recognise and spell their own name and some more able children can also read the name of other children and familiar words within the setting. Children take part in an established reading scheme which they take home to share.
- Children's creative skills are very good. They are given many opportunities to freely explore and express themselves through imaginative and creative play.
- Targeted work in small groups for both 3 and 4 year-olds is challenging, and focused at the children's individual level of development. This helps the children to progress appropriately and develop their thinking. Staff's careful observations of the children ensure they are learning from each activity.

**What needs to be improved?**

- opportunities for children to begin to solve mathematical problems through practical activities with particular regard to calculation
- opportunities for children to learn about the concept of time
- opportunities for increasing parents knowledge of the Foundation Stage and the early learning goals.

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

Generally good progress has been made in addressing the key issues from the last nursery education inspection in 1999.

They have ensured that staff are aware of the Code of Practice for the identification and assessment of children with special educational needs and that the special educational needs policy is in line with it. Staff have now undergone training and a staff member within the nursery group has undergone additional training to enable her to offer specific support and guidance where necessary,

They continue to develop planning for 3 and 4-year-old children so that what they expect them to learn from activities is clear.

They have developed an effective assessment and record keeping system which ensures that all areas of individual children's learning is linked to the curriculum.

They have provided climbing and balancing equipment; a small climbing frame is available in the outdoor play area and the children are taken to the local park for them to use the larger equipment. This provides challenge for the more abled children. Tyres and crates in the outdoor play area provide opportunities for children to develop balancing skills.

Now these issues have been addressed it ensures a more effective learning environment for the children.

The nursery were also asked to provide more opportunities for children to begin to solve mathematical problems through practical activities. Although there are many opportunities throughout the day for children to count, there are insufficient opportunities for them to consolidate their knowledge of calculation, and this key issue is carried forward from this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and motivated to learn, they select resources and activities independently. They understand what behaviour is expected of them. Children take turns and share well, waiting patiently for their turn during activities. Children show care and concern for others, helping each other to pour drinks and to tidy away the equipment. They are developing independence and most children can fasten coats. Children are developing their understanding of diverse cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen attentively to stories in small groups. They are developing good communication skills as they talk to each other and staff. All children are learning how to use books appropriately and know that print carries meaning. Children have opportunities to link sounds with letters in activities such as storytimes and jigsaw puzzles. Children make marks in their play and some can write their own name. Many children can read and spell their own name and familiar words in the environment.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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All children are beginning to count confidently in their play and recognise numerals around the room. Children sort, sequence, match and make patterns at a variety of planned activities. They recognise shapes and use the computer to extend this area of learning. Children sing number rhymes and everyday events such as lining up to go outside are used to increase children's knowledge of counting. There are insufficient opportunities for children to consolidate their knowledge of calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy growing seeds and watching eggs incubate and hatch out. They build with a variety of construction toys and make maps of the village. Children are familiar with using the computer and are learning to operate the mouse. Plans show they are given opportunities to discuss people who help us, through visits from the police and fire service. Although the children discuss the calendar, there are limited opportunities in their daily routine for them to learn about the concept of time.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment. They balance on tyres and crates, throw balls and beanbags with skill. Children move confidently and in safety when responding to music. They can handle small tools including cutters, paintbrushes and scissors well. They are learning about health and hygiene through the routines of the setting and have some opportunities to notice the effect that activity has on their bodies.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children use paint and different materials to create their own pictures and 2 and 3 D animal masks. They enjoy singing and are successfully learning songs from memory. They enthusiastically joined in with the rhythm when playing a range of musical instruments. They use their imagination through a variety of experiences; role-play, construction toys and musical movement. Children enjoy handling materials such as sand, peat, cornflour and play-dough, noticing the different textures and smells.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- Continue to extend opportunities for children to solve mathematical problems through practical activities with particular regard to calculation.
- Extend opportunities for children to learn about the concept of time.
- Take further steps to help parents understand the Foundation Stage and the early learning goals.

*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.*