



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 113675

DfES Number: 549054

INSPECTION DETAILS

Inspection Date 15/09/2004
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Robins Nest Day Nursery
Setting Address Perrymount Road
 Haywards Heath
 West Sussex
 RH16 3BJ

REGISTERED PROVIDER DETAILS

Name Mrs. Jeanette Hyde

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

Robins Nest Day Nursery registered in 2001. It operates from a self-contained site situated close to Haywards Heath main line station and is registered for children aged from 2 years to under 5 years. Robins Nest Baby Unit is registered for children up to the age of 2 and is situated on a separate site nearby. Both buildings have their own enclosed garden. Robins Nest Day Nursery provides full and part day care for children from the local area as well as for children whose parents work in nearby offices and who commute to London and other areas.

There are currently 50 children on roll. This includes 18 funded 3-year-olds and 1 funded 4-year-old child. Children attend for a variety of sessions. The nursery opens from 08:00 to 18:00 Monday to Friday for fifty-one weeks a year. The nursery supports children who have English as an additional language and children with special educational needs.

Seventeen staff work with the children. One member of staff is a qualified teacher and there are eleven members of staff who hold a recognised early years qualification with four members working towards a qualification in childcare.

The setting offers traditional methods of teaching and receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Robins Nest Day Nursery provides a good standard of care for children. The owners of the setting have kept Ofsted informed about changes in staffing and premises. The nursery is led by qualified and experienced managers and effective strategies are in place to encourage staff to train for their own professional development. The nursery is bright and welcoming and children settle quickly. The children have a good variety of toys and equipment that meet their needs. Most documents pertaining to the running of the nursery are in place and stored securely in the manager's office.

Staff plan and provide a varied programme of activities and they warmly encourage all children to take part. The children enjoy their play and make generally good progress. Staff observe and make notes on children's progress and maintain development records in line with the recommendations made under Birth to Three Matters. There is a suitable policy and agreed procedures for any child who may have special needs, although areas for privacy are restricted. Staff are calm and consistent in the approach to behaviour management.

A risk assessment has been carried out to identify and avoid possible hazards to children and access to the nursery is carefully monitored. Staff are active in promoting good health and hygiene throughout the daily routines. Staff cater for children's dietary needs very well. Fresh meals are prepared daily and every child's requirement is carefully met. Staff have a clear understanding of child protection issues.

Parents are made to feel welcome and talk to the staff each day, at collection time, on the welfare and progress of their child. Formal meetings are also arranged. Parents receive useful information through letters and clear notice boards.

What has improved since the last inspection?

Not applicable

What is being done well?

- Key staff are well qualified, they work effectively together and encourage staff to develop their potential through training opportunities.
- Staff are caring and interact well with children, they make observations and implement a varied range of activities that support learning in all areas.
- Staff provide a pleasant outside play area where children can use various equipment that develops their gross motor skills.
- Meals are freshly prepared each day that are nutritious and special attention is paid to children's individual dietary needs.

What needs to be improved?

- documentation on accidents and incidents and the complaints procedure
- facilities for nappy changing for older children.

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
10	Ensure that older children and those with special needs have an area where they have privacy when intimate care is being provided.
14	Ensure that the written procedure on where to go if there is a complaint includes the address and telephone number of Ofsted.
14	Ensure that records on accidents and incidents are kept separate and confidentiality is maintained.

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

How effective is the nursery education?

The provision of nursery education at Robin's Day Nursery is acceptable and is of good quality overall. Children are making very good progress in personal, social and emotional development and generally good progress in all other areas.

The quality of teaching is generally good. Staff plan a broad range of activities and practical experiences to maintain children's interest and broaden their learning, which is structured within a balanced curriculum. The daily structure enables children to choose their activities and work independently, as well as taking part in adult directed exercises. However, more able children are not always fully extended, especially in mathematics. Effective long term plans are in place and are used to create meaningful weekly plans that cover specific themes and link into key areas of learning. Assessment of children's progress is in place and information is available showing individual progress, although this is not always linked to future planning for children's individual needs. Staff are positive role models and this reflects in the children's caring attitude towards their friends and others.

The leadership and management of the nursery is generally good. Staff relate well to supervisors and the managers. They work well as a team to ensure staff have good support in the daily operation. They are well qualified and through regular meetings and appraisals staff develop good practice and are encouraged to take training opportunities. The management is constantly evaluating the quality of the provision and takes advice from outside organisations to help them develop new ideas for improvement. However, children's progress is not linked to the next steps of the early learning goals to help with planning.

The partnership with parents and carers is very good. Parents are welcomed and receive regular newsletters and are actively encouraged to be involved in children's learning through discussion and individual consultations.

What is being done well?

- Children's' personal, social and emotional development is very good. They interact well with their peers and adults, they show confidence and are able to work on their own.
- Children are taught the importance of healthy eating with appetising daily meals. Staff sit and eat with the children making meal times an enjoyable social experience.
- Partnership with parents is strong and views of parents are valued and acted upon by management and staff.

What needs to be improved?

- staff development with planning
- staff's awareness to extend children's mathematical abilities during activities.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and interact positively with each other and adults in the group. They have good relationships and enjoy co-operative play. The organisation of activities and equipment provides opportunities for children to develop confidence with familiar activities and have sufficient challenge to develop skills with new experiences. Children are encouraged to take part in group discussions and each child's views are listened to. Children take turns and show consideration to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have the confidence to ask questions, express views and use language to communicate their feelings and experiences. Children recognise their own name as they place this on the board each day. They are able to link sounds with time and music. Printed words are placed in areas around the nursery and there are opportunities to write and make marks. The library corner is not inviting and this restricts children's interest in books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good counting skills. They use opportunities to count throughout the day and songs and rhymes make early calculating fun. Children are made aware of specific shapes and sizes through art work and posters. Children's awareness of addition and subtraction is not developed through everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children take advantage of their surrounding areas to explore nature and the world of mini beasts and they show care and understanding. They build and design with large and small materials. Children learn about technology by the use of a computer where they can work independently, although access is occasionally limited. Children are provided with good opportunities to develop a sense of community by going on outings. Staff however do not question children sufficiently on how things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with co-ordination and a sense of direction. They show ability to control speed and have spatial awareness, both indoors and outside. They use their bodies to investigate different ways of moving. Children use a range of apparatus with increasing confidence, although limited space outside restricts larger equipment being used. Children learn about healthy eating through meal and snack times when freshly prepared food is available.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Most children name a range of colours and show interest in the way colours can be mixed together to form a rainbow. Children use their imagination when playing with small world toys, the puppet show and when in the home corner. Children enjoy singing with different musical instruments and taped music is played during the day. Children have opportunities to play with sand and water although these are not easily accessible throughout the day.

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

- continue with the programme of developing staff's skills of their knowledge of the foundation stage and encourage them to follow, through child observations, with recommended activities that would develop children's skills that would take them along the next steps of learning
- develop children's understanding and awareness of mathematics by extending their participation in everyday exercises.

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.