



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY242067

DfES Number:

INSPECTION DETAILS

Inspection Date 13/05/2003
Inspector Name Sarah, Louise Gilpin

SETTING DETAILS

Setting Name Sidcop Road Community Nursery
Setting Address Sidcop Road Community Centre
BARNSELEY
South Yorkshire
S72 8ZQ

REGISTERED PROVIDER DETAILS

Name The Committee of Sidcop Road Community Group

ORGANISATION DETAILS

Name
Address

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 Sidcop Road Community Nursery opened in November 2002. It operates from and has sole use of the Sidcop Road Community Centre. The nursery serves the local area. The nursery is registered to provide full day care for 41 children aged from nought to seven years, to include not more than nine children under two years. There are currently 90 children on roll. This includes 24 funded three year olds and four year olds. Children attend for a variety of sessions each week. There is provision for children with special needs and those who speak English as an additional language. The nursery opens Monday to Friday from 8.00 am to 6.00 pm throughout the year. Sessional care is provided for 20 children Monday to Friday 9.15 am to 11.45 am. Out of school and holiday play care is provided for 20 children aged four to 11 years, Monday to Friday 3.30 pm to 6.00 pm during term time and 9.00 am to 6.00 pm during school holidays. There are 12 part time and full time staff work with the children. Nine hold appropriate childcare qualifications and some are currently on training programmes. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP). The nursery is a member of the Pre-School Learning Alliance.

How good is the Day Care?

The Sidcop Road Community Nursery provides good quality care for children aged 0 - 7 years. The nursery is well organised and managed effectively. There are suitably qualified staff who provide a warm and welcoming environment for children. The staff are well supported by the management team. There are comprehensive policies in most areas and procedures are implemented successfully by the staff. These promote the safety and well-being of children, however on occasion records are not kept fully. Staff work across all areas of the nursery providing consistent care for all children. There is effective management of children's behaviour throughout the provision. The quality of care for the children aged under two years is very good. Children are provided with a balanced and varied diet. The educational provision is very good. Staff work well as a team to provide an interesting curriculum; this is aided by the careful selection of good quality resources. The children are developing well and making steady progress towards the early learning goals. Staff in the out of

school club organise an interesting programme of activities for all children and encourage them to make their own choices about their play and learning. There is a good partnership with parents and carers. They are informed about the educational plans for children through regular newsletters and are invited to become involved in their children's learning. The home contact diaries and daily record sheets are used well in all areas of the nursery to share information.

What has improved since the last inspection?

n/a

What is being done well?

The carefully selected range of toys and equipment effectively supports the development of an interesting curriculum for all children. (Standards 3, 5, 9 and 10) The staff are familiar with and follow the comprehensive range of policies and procedures for keeping children safe. (Standards 2 and 6) The well organised management team support the staff and assist in creating a safe, secure and well maintained learning environment for the children. (Standards 1, 2, 4 and 6) The provision for the out of school children is very good and all children take part in a wide range activities; they choose their own games and make decisions about playing indoor or out. (Standard 3, 9 and 10) The successful partnership with parents means that relevant information is exchanged between staff and the parent or carer. (Standard 12) The effective management of children's behaviour throughout the provision ensures they understand the boundaries set for them. (Standard 11)

What needs to be improved?

the documentation of the procedures to follow if a child is lost or uncollected; (standard 14) the procedures to follow should allegations be made against a member of staff. (standard 13)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	devise a written procedure for lost or uncollected children (2)
13	develop the child protection procedures to ensure allegations made against staff are managed appropriately (13)

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

How effective is the nursery education?

The educational provision in the setting is very good. The leadership and management of the Sidcop Road Community Nursery which includes the Busy Bees Playgroup is generally very good and staff demonstrate their commitment to the care and education of all children. As a result the children are making very good progress in most areas of learning and generally good progress in their knowledge and understanding of the world. The quality of teaching is very good overall and staff have a sound understanding of the foundation stage, although some staff are less confident when teaching aspects of the mathematical curriculum, for example simple problem solving. Staff are enthusiastic, hard-working and manage the children well. They effectively monitor the development of children and use their assessments to plan for the next stage. The plans for activities are interesting and result in children being confident, interested and well motivated to learn. Leadership is strong and the staff are well supported by the management team. Management are appropriately confident about what they do well and remain open to change where needed. The managers have high expectations of the staff and work closely to achieve this. Regular appraisals are used to highlight training needs and to develop good practice across the provision. There is an excellent partnership with parents and carers. They have opportunities to contribute what they know about their child, are kept well informed about their children's progress. The regular newsletters detail how parents can become involved in the nursery activities and support their children's learning. Parents and carers comment positively on how friendly and approachable the staff are.

What is being done well?

Leadership and management is generally very strong and supports an already committed staff team. Children's learning in all six areas reflects the staff's sound understanding of the foundation stage and very good quality teaching by all staff. Staff provide an interesting and stimulating environment which develops children's independence and self-esteem. There are very good relationships between staff and parents and carers, who are well informed about their children's progress. Resources and the physical environment are of a good standard, helped by the setting's recent development as a neighbourhood nursery.

What needs to be improved?

the access children have to information technology to support their learning; staff's consistent approach to delivering the mathematical curriculum.

What has improved since the last inspection?

Busy Bees Playgroup was inspected in July 1999. There were four areas for

improvement and the playgroup has made satisfactory progress in the areas as follows; 1. Children are provided with a range of activities that enable them to make choices and operate independently, these include the snack area and the creative workshop. 2. The focus on using simple mathematical operations is still developing, there are now a number of activities and opportunities that allow children to estimate 'how many?' and this is encourage by most staff regularly. 3. The nursery do not have parent helpers at the present time, however there are plans to reintroduce this to the setting. Clear guidance on how to interact with the children will be issued to all parents and carers who assist in the setting. 4. The planning for physical activity is now very good. There is a developing curriculum that includes free choice for children to work on the six areas of learning inside and outside. The range of activities provided ensures children are making steady progress towards the early learning goals for this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They settle well and are very motivated to learn. Children are well supported and encouraged to make choices, use their initiative and growing independence. Children behave very well and build warm friendly relationships with the staff and work well along side their peers as part of a small or large group. They use their won experiences to extend and inform their role-play.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
In communication, language and literacy children make very good progress. They communicate and express themselves well and use an increasing vocabulary to converse with their peers and the staff. Activities provided encourage them to draw and paint. Some children are competent at forming the letters of their names. Children enjoy books and story telling activities where props are used to extend their understanding.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress overall in this area. They are able to count accurately to ten plus and some children can estimate how many, however this is not consistently encouraged by all staff. The practical approach to children's understanding of size and shape for example in the mark making areas, provides the children with opportunities to consolidate their learning.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
In knowledge and understanding of the world children make generally good progress. They are interested and knowledgeable about their environment. Children are becoming familiar with other cultures and beliefs. Children are skilled at constructing and use a variety of media and different size construction kits to create interesting models. They use scissors with increasing ease and use sticky tape to join competently. Children do not access a computer to support their learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in their physical development. They move confidently about the provision. Children show increasing proficiency when using both large and small equipment, which challenges and supports their play. They manage to negotiate the slide and play tunnel with increasing ease. They handle tools such as scissors safely and with increasing competence and can pour drinks carefully for themselves when required.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
In creative development children make very good progress. They are able to express themselves using a wide range of materials and media. They make delightful artwork in 2D and 3D for example making cameras. Children use their own experiences to extend their role-play and use facial expressions to illustrate their mood. Children enjoy musical activities and can sing familiar songs from memory and can maintain tune.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
Develop the provision of and access children have to information technology. Develop a consistent approach by staff to children's mathematical development particularly simple problem solving activities.

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.