



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309644

DfES Number: 511337

INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Joan, Patricia Flowers

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Newlands Nursery School Ltd
Setting Address	Singleton Farm 17 Tower Lane Fulwood, Preston Lancashire PR2 9HP

REGISTERED PROVIDER DETAILS

Name	Newlands Nursery School Ltd 4184077
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ORGANISATION DETAILS

Name	Newlands Nursery School Ltd
Address	Singleton Farm 17 Tower Lane Fulwood, Preston Lancashire PR2 9HP

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

Newlands Nursery School Ltd was established in 1990. It became registered to provide day care for children under eight from the current premises in 1996. The nursery is located in Fulwood, a suburb of Preston in Lancashire with the building itself a converted farmhouse located amidst predominantly residential houses.

Children may attend on a full time or part time basis from age two years until they start school at aged five years. The nursery is open during term times only between the hours of 08:00 and 17:30 each weekday. The registered provider who is also the day to day manager employs 13 other staff all of whom are either qualified or trained in child care. A qualified teacher is employed part time and also a cook part time.

Children are accommodated in group rooms on two floors according to age and also have timetabled access to a dedicated 'gym room'. There is an outdoor play area provided within the premises site which is secure and is offered in three zoned areas, with a variety of surfaces such as bark chippings, tarmac and grass. Two pet rabbits are housed in a hutch outside. Meals and snacks are freshly prepared each day on the premises.

The nursery is registered to provide funded nursery education places for eligible three and four year old children of whom there are 42. There are 84 children on roll in total, 35 of whom are under three. One child attends who has special educational needs. No children speak English as an additional language.

How good is the Day Care?

The provider of Newland's Pre-school offers good quality care for children.

The setting is very well organised with children grouped together according to age. The qualified staff team work co-operately together. There is good commitment shown to on-going training thus benefiting the quality of the care delivered to children. Documentation has been formulated that underpins the day to day running

of the establishment and which is made available to parents. Policies are, in most part, informative and clear.

The Pre-school welcomes all children and parents and offers a warm and friendly environment. Children are cared for in a secure and safe environment within areas designated to meet their all round needs. Staff exercise good practice in ensuring that the premises and equipment are clean and in good order. They pay attention to children's individual needs for hygiene, sleeping and meal requirements are in the main satisfactory.

The range and quality of activities provided for the children is well planned by staff. This helps children develop to their potential. Resources are age appropriate and provide opportunities that challenge children as well as fun and enjoyment. Children are settled and happy and can access all their play and learning activities easily and can make choices. Planned daily routines help children feel secure and offers them variety as well as consistency.

Partnership with parents is well addressed and staff develop close relationships with their key children. Parents are provided with regular opportunities to learn about their child's progress through daily discussions and weekly written records as well as parents evenings. Parents are encouraged to spend time with their child to ease the settling in process and are welcome in the setting at any time. Good quality information about each child is obtained at enrolment which informs staff about children's individual needs and parents wishes.

What has improved since the last inspection?

At the last inspection the registered provider agreed to provide suitable secure storage for hazardous materials. This was addressed by placing cleaning materials in a locked cupboard which is inaccessible to children.

The children' safety as a result has become more effective and risks therefore greatly reduced.

What is being done well?

- There is a wide range of age appropriate toys and equipment provided which children can make choices about and can access freely and easily. The well planned activities promote development and provide children with enjoyable and fun opportunities which are available to all. Children learn to play together co-operatively in for instance the role play hospital.
- Parents are well informed about the group's operations and procedures. Comprehensive policies, documents and records are shared and made freely available to them. Confidentiality of individual children's information is maintained. Partnership is fostered well through the good use of notices, regular news letters, daily discussions and parent evenings.
- Relationships are fostered well between children and staff and children and

children through routines that encourage independence and respect of each other and adults. As a result children are well behaved, learning to form meaningful relationships with their peers and staff in a non discriminating environment where equality is a strength.

- Staff are active in promoting good health and hygiene to ensure children are cared for in a clean and safe environment. They have opportunities throughout the day to learn about their own personal health and hygiene through everyday routines such as hand washing before meals. They learn to recognise their own needs as they become increasingly independent and help themselves to drinking water from a dispenser.
- The premises is welcoming and well maintained, with an abundance of children's art and theme work displayed throughout the setting. Children's self esteem and their sense of achievement is therefore promoted.
- Excellent attention is given to the security of the premises and a clear registration system ensures a true record is made and kept up to date of children, staff and visitors. Staff are vigilant about Health and Safety issues. Safety equipment such as stair gates for example are used effectively.

What needs to be improved?

- the way hot meals are served to the children
- the child protection policy.

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	Consider ways of serving the children's midday meal so that it is of an appropriate temperature when presented to them at the table.
13	Ensure that the child protection policy includes procedures to be followed

	in the event of an allegation being made against a member of staff or volunteer.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Newlands Nursery School provides high quality education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff work well together as a team. They are highly motivated, committed and enthusiastic in their approach. They form excellent relationships with the children who are well behaved and responsive to staff's high levels of encouragement and support. Staff have a secure understanding of how children learn. They respond to children's interest and ideas, encourage conversations to extend their thinking, allowing them to work and develop at their own pace. Staff plan a comprehensive programme of interesting and exciting activities that cover all aspects of learning. Children have many opportunities to learn through practical experiences. The grouping of children for the most part works effectively, resulting in them gaining full benefit from their learning experiences. Children's specific needs are carefully considered and developed through all aspects of play and the daily routine. Rigorous observation and assessment systems in place are used as a means of monitoring progress and determining what individual children need to learn next.

Leadership and management is very good. There is an excellent staffing structure with strong lines of communication in place. Staff meet on a regular basis to discuss all aspects of the nursery provision with planning and training being major focal points. There are effective induction and appraisal systems in place. Staff are clear about their role and responsibilities.

Partnership with parents is very good. Parents receive good quality information about the setting, activities provided, current and forthcoming events. They have regular opportunities to discuss their children's progress. Parents are warmly welcomed into the nursery and they make valuable contributions to the nursery's activities.

What is being done well?

- Staff's enthusiastic and positive approach to teaching result in children being highly motivated and eager participants. Staff planning and organisation is very good. Adult led and child initiated activities are well balanced.
- There are good support systems from management, clear direction about the learning environment, care and education for children. Good systems are in place to review, monitor and develop the setting's educational provision. Effective team work and communication takes place across the nursery.
- Children are thriving in a calm, consistent atmosphere where there are clear

expectations for how they should behave and familiar routines. Children are confident, interested and well behaved.

- An excellent range of physical activities and skilled teaching ensure that children's progress in physical development is exceptional. The provision for physical play is excellent in that it allows children to move in different ways, such as climbing, balancing, crawling over and under. Children enjoy digging in the garden using spades and hop in and out of the tyres. There is a separate gym used to facilitate music and movement activities.
- Children are developing good caring attitudes towards one another aided by the nurturing experiences they have. Children, for example, look after the 'special' dog with three legs, feed the lambs and learn about the care of a new born baby. Children act out a role play scene which involves the doctor and nurse looking after the patient at 'Sunflower hospital.'

What needs to be improved?

- the grouping of children outdoor when restricted to play on the hard surfaces particularly with the more able children in mind.

What has improved since the last inspection?

There were no key issues identified at the last inspection, however the setting agreed to consider the following points, namely to : develop storage facilities in order to make toys and equipment more accessible to children, develop resources to support the six areas of learning and implement the long term plan to develop a separate audio/computer area.

The setting has since made very good progress in that storage units and rails have been purchased to store a variety of equipment at a low level, hence improving children's ability to access and self select resources. Children, for example, choose a story pack from the low level rail and listen to tapes using audio equipment with interest. The resources as a whole across the nursery have been strengthened with the purchase of further play equipment including small world figures. The setting has extended the provision outdoor by cordoning off an area where children can dig in the garden and discover features of nature and the environment. The setting now has a separate audio/computer which is well resourced with computers, books and audio equipment. Children relax in comfort, listen to tapes and read books at their own leisure.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are highly motivated and eager to learn. They are happy, confident individuals who work harmoniously together in small or larger groups. Children enjoy socialising with their peers and interact well with adults. Children self select and concentrate well in their chosen pursuits. Children are well mannered and learn the importance of sharing and being kind. Children learn about individual responsibility and play the role of 'toilet teacher' with increasing confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are developing well. Children talk eagerly about their experiences to the group during 'news time' and communicate their ideas well. Children show good levels of interest in books, handle them carefully and imitate what adults do when reading stories to peers. Children are learning to extend their vocabulary and are introduced to new words. They enjoy writing for a wide variety of different purposes and learn the skill of linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to 10 and some beyond. Children willingly count in the correct sequence. They extend their counting skills as part of everyday activity and also learn about simple calculation at snack time. Children are developing their ability to problem solve for themselves and during activities such as 'measuring our feet' children learn about comparisons, ie, 'bigger' 'smaller'. Children are learning well in their recognition of shape and use of numbers as labels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children engage in many exciting, nurturing activities where they learn and explore features of the world in which they live. Children learn about 'how chicks hatch'. Children are learning that there is a sequence to events and developing a good sense of community belonging. Children keenly explore and learn how to operate a range of IT equipment. Children self select a range of tools, including scissors, hammers and use these safely with good technique and control.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children with great vigour and enthusiasm learn to move their bodies in a variety of ways to the rhythm of the music. With increasing control and co-ordination children bend their knees, swing their arms and tip toe around. They enjoy a variety of play activities outdoor which includes climbing and balancing.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children draw on their experiences and use their imagination well. Children, with great enthusiasm role play at the 'Sunflower hospital' and use supportive props to assist them. Children enjoy participating in songs and rhymes and are building up a repertoire. Children explore and manipulate different textures and learn what happens when colours mix. Children enjoy the freedom to work creatively, exercise choice and produce work that is their own.	

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:
- Review the practice of how children are grouped, when restricted to play on hard surface areas outdoor, as a means of maximising the more able children's ability to extend their movements more freely.

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.