



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 503755

DfES Number: 523673

INSPECTION DETAILS

Inspection Date	27/10/2003
Inspector Name	Rod Green

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Silver Birches Nursery School Ltd
Setting Address	Longsands Lane Fulwood Preston Lancashire PR2 9PS

REGISTERED PROVIDER DETAILS

Name	Mrs Lorraine Godlington
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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

Silver Birches Day Nursery opened several years ago. It operates from ten rooms in a detached house in Fulwood, Preston. Silver Birches serves the local area.

There are currently 101 children from birth to seven years on roll. This includes 17 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The facility opens five days a week all year round. Sessions are from 07:30 until 18:00.

Eighteen part, full time, and agency staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Silver Birches provides satisfactory care for children. There are a good range of toys and equipment available to provide for a variety of interesting activities for all ages and abilities of children. Toys and equipment include many reflecting diversity. Staff and children interact well and children are confident and curious about their surroundings, and keen to ask questions of each other and adults present.

Most records are in place and up to date and several policies are very comprehensive and well written, these include the sick child policy, the child protection policy, and the behaviour management policy. Staff child ratios are generally good. Some of the sleeping arrangements need to be reviewed as does the arrangements for keeping the building secure.

Relationships with parents are very good and there are good lines of communication between staff and parents.

What has improved since the last inspection?

At the last inspection a number of actions were agreed to be addressed. These included putting certain policies in place and keeping records up to date, maintaining appropriate staff child ratios, obtaining required parental consents, and reviewing the complaints procedure. All policies are now in place and most records are being well maintained, staff child ratios are mostly up to the required minimum standard, all parental consents are in place as is a complaints procedure. These actions have improved how the facility runs and had a consequent effect on the care of the children.

What is being done well?

- The resources available to children are very good with a wide variety of toys and equipment for all ages and abilities including a good range reflecting diversity.
- The hands on care of the children is good with staff and children interacting well, the older children asking questions and showing interest in the activities on offer. Children are confident and inquisitive and ready to take on responsibility for helping to serve meals or hand out activity materials.
- The policy and procedure documentation is good with a good number of clear and comprehensive policies in place explaining the providers stance on all aspects of the Standards. Parents are encouraged to read this information and offer any comment they wish.
- The menus are varied and reflect an understanding of healthy eating. Meals and snacks are enjoyable occasions with staff sitting with children and helping to turn the mealtimes into social occasions.

What needs to be improved?

- the procedures for recording staff attendance
- the arrangements for maintaining staff child ratios
- the sleeping arrangements for children aged two plus
- the arrangements for ensuring the security of the building.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
6	make sure that premises are secure and that children are unable to leave them unsupervised	27/11/2003

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

Std	Recommendation
2	implement a record of attendance for staff showing times present
2	ensure at least minimum staff:child ratios are maintained
5	ensure that sufficient and suitable sleeping equipment is available to meet the need of children aged two plus

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

How effective is the nursery education?

The children at Silver Birches Nursery school are making very good progress towards the early learning goals in all areas of learning. Children's progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development is very good. Progress in personal, social and emotional development and creative development is generally good.

Teaching is very good. Staff have a good understanding of the early learning goals and are fully aware of the aspects of learning. The curriculum planning is good with a key staff having responsibility. Staff have high expectations of the children's behaviour with a consistent approach taken by all staff. The staff encourage the children to take responsibility for their own behaviour and the children respond well to this philosophy. Staff foster self-esteem through the use of praise and encouragement and through the use of sensitive questioning. The special educational needs co-ordinator has due regard for the code of practice. The setting receives support from the special needs teacher team. The sessions are well planned although there are limited opportunities for the children to make choices and decisions. There are missed opportunities for children to partake in lunch time.

Leadership and management is very good. Training is encouraged and staff are very clear about their roles and responsibilities. The staff work together as a team and support each other in their roles. There are appraisals and evaluations of the staff and the settings performance in regard to their teaching and planning.

Staff meetings are held weekly.

The support of the early years teacher team is used by the setting.

There are effective links with the parents. Parents are involved in their child's learning through links made with home. Parents evenings are held where information regarding the foundation stage is presented. Staff have a commitment to working with parents.

What is being done well?

- Children use and compare numbers in everyday activities. They use mathematical language and can count to sixteen competently. Some 4 year old children count to thirty-one on the calendar.
- Staff have high expectations of children's behaviour and the children know what is expected of them and respond positively to instructions. Staff encourage the children to take responsibility for their behaviour.
- Children use language for negotiation and for discussion. They make up

stories to each other and talk about their home life. Children are beginning to link sounds to letters and are using their phonic knowledge when sounding letters to spell their name.

- Children are developing control over their bodies and move with confidence. They can kick a ball, climb under and over the climbing castle. They skip and run, negotiating pathways without bumping into each other.
- Children learn about some of the features of living things. They observe and find out about the spines on leaves and conkers and how they grow.

What needs to be improved?

- planning to ensure there is a balance of adult led and child led activities.
- opportunities for children to participate during lunch time.

What has improved since the last inspection?

Progress in addressing the key issues has been generally good.

The key issues for action were to plan more opportunities for children to take the initiative and ensure a balance between adult led and child led activities. To formulate a policy for special needs and to extend educational information for parents.

The provider has made some progress in planning activities to provide a balance of adult led and child led activities however this could be further improved upon. This would assist the children in making decisions and in taking the initiative.

The provider has a policy for children with special needs that links to the code of practice and of which staff are aware. This ensures that children who have special needs have their needs met and that staff are of their role.

The information given to parents is now displayed and they are made aware of this during the parent's evenings and presentations on the ELG's.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in personal, social and emotional development is generally good. Children are confident, motivated and interested to learn. They form good relationships with adults and other children. They sit quietly and concentrate during focussed activities. The children's behaviour is good and know what is expected of them. The children speak in a familiar group with confidence. Children have limited opportunities to select resource for themselves and partake in lunch time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's progress in communication, language and literacy is very good. Children use language for discussion and for negotiation. They make up stories and relate them to each other. Children are beginning to link sound to letters and use their phonetic knowledge when sounding letters to spell their name. They understand print is read from left to right when reading their name. Children write their name on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in mathematical development is very good. Children are becoming confident in their recognition of basic shapes, knowing circle, square and rectangle. The children count during their play using numbers. They count to 16 competently with 1 child counting to 31 (4 yr-old). Children compare size during their play i.e. is it bigger / smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. Children have the opportunity to use information and communication technology to support their learning. Children talk about events in their own lives appropriately. They have the opportunity to explore and investigate malleable materials in the sand. Children observe and identify features of living things and discuss the growth pattern of leaves and conkers.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in physical development is very good. Children are developing control over their bodies and move confidently. They kick a ball with confidence and increasing skill. They climb over and under the climbing castle. They skip and run in the large room negotiating pathways without running into each other. They demonstrate they can use implements with control i.e. cutlery at lunch time. The children recognise the changes that occur to their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in creative development is generally good. The children know red, blue, pink, yellow and green competently. They make up songs and sing them with confidence. They use their imagination in the sand and make birthday cakes. Children have the opportunity to use malleable materials in the sand. They make models and collage pictures in 3-D images.	
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:

- consider how planning can be improved to ensure there is a balance of child led and adult led activities.
- improve opportunities for children to participate at lunch time.

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.