



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122620

DfES Number:

INSPECTION DETAILS

Inspection Date 28/07/2003
Inspector Name Ann Moss

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Nutfield Day Nursery
Setting Address Church Hill
Nutfield
Redhill
Surrey
RH1 4JA

REGISTERED PROVIDER DETAILS

Name Miss Sarah Chance

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

Nutfield Day nursery opened under new management in 2002. It operates from the ground level of a large detached house in the village of Nutfield in Surrey. The house is surrounded by fields. The nursery has an open plan layout with low level barriers and windows separating the various age groups.

There are currently 80 children from three months to five years on role. This includes eight funded children. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 07:00-19:00.

Fifteen 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 mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Nutfield Day Nursery provides a satisfactory standard of care for children. The manager maintains responsibility for all key areas. Most staff are qualified and experienced childcare practitioners, however there are few opportunities for them to take on additional responsibilities; this restricts their personal development.

The premises are well maintained and provide a welcoming and stimulating environment for children. Sufficient space is available indoors, although it is not always used to its best advantage; this limits the space available for some activities. Staff have no area available for breaks, away from areas being used by children. Children make good use of the outdoor area where an excellent range of high quality, age appropriate resources and play materials are available.

Health and safety checks are completed daily. However, as staff work in a flexible manner, areas of responsibility are unclear and hygiene practice is not consistently followed. Although staff receive an induction into all the nursery's policies and procedures, their knowledge is insecure and some staff lack the confidence to

implement the policies and procedures accordingly. The Child Protection policy is incomplete.

The nursery has clear routines that help children feel secure and staff attend to their individual needs well. The nursery has effective security systems and children are well protected from non-vetted persons.

Staff are very dedicated and develop good relationships with the children. Staff spend time talking and playing with the children which creates a happy environment for children to develop and learn in. The nursery staff's relationships with parents are generally good due to their friendly, professional approach and policies. Most regulatory documentation is in place and maintained to a satisfactory standard.

What has improved since the last inspection?

This is the first inspection since registration. Therefore, this section is not applicable.

What is being done well?

- The interaction between staff and children is good. Children approach staff confidently and are happy in their care. Staff engage in conversation with children, listen to them and take part in their activities.
- Staff provide a very relaxed, friendly and welcoming environment. They value each child and respect his or her differing needs.
- Play resources are easily accessible to children enabling them to select their own materials and engage in activities of their own choice.
- Staff support each other well in daily activities and share their skills and experiences.
- Staff promote equality and diversity positively and demonstrate good role models to children.
- Staff make children's safety inside and out a high priority.
- The nursery is committed to working in partnership with parents and meeting their wishes in the daily care of their children. Information sharing is very good and parents are kept well informed about their child's progress.
- Documentation is well organised and easily accessible.

What needs to be improved?

- the child protection policy in relation to allegations made against members of staff or volunteers;
- organisation of space in both the toddler and pre-school rooms;
- facilities for staff during breaks;
- facilities for maintaining good hygiene practice in relation to nappy-changing, and the storage of cleaning equipment;

- staff's knowledge and understanding of policies and procedures relating to child protection, equal opportunities, behaviour management and health and safety.

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

Std	Recommendation
4	organise space for toddlers and pre-school children to ensure children can play and work with ease both individually and as a group
4	ensure staff have a room or area available for breaks, away from areas being used by children
4	ensure facilities for nappy changing meet with current health and safety requirements
4	provide sufficient storage to accommodate cleaning equipment such as mop & buckets
13	ensure the policy for child protection includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
14	ensure all staff are familiar with and able to implement policies and procedures including child protection, equal opportunities and behaviour management.

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

How effective is the nursery education?

The quality and standard of the educational provision of Nutfield Day Nursery is acceptable but children's progress towards the early learning goals is limited by some significant weaknesses. Children are happy and settled within the provision and enjoy the quality of facilities offered. However, more able children do not have sufficient opportunities to extend their learning.

The quality of teaching has significant weaknesses. Long and short term plans are in place and key members of staff plan activities each week. Staff have good skills at questioning children to reinforce learning, but not all staff are fully aware of the specific areas of learning. Staff miss opportunities to extend children's learning and this restricts children's progress, especially in maths and language and literacy.

The leadership and management has significant weaknesses. The new owner/manager has introduced some improved methods of working and lets her staff work out their own weekly plans, but she takes all responsibility for supervision and training and does not delegate effectively to staff.

Partnership with parents is generally good. Parents receive an informative starting pack when their child joins the nursery, and a regular newsletter outlining current events. Staff are warm and friendly and make parents welcome. Parents are kept informed about their child's progress on a daily basis, and invited for individual consultations where they can contribute to the on-going assessment of their child's progress.

What is being done well?

- Children's personal, social and emotional development is generally good. They express themselves well and are confident within their surroundings.
- The use of the outside area is included as part of the planning and this fosters children's physical development well.
- Staff are able to question children well on their activities which reinforces their learning.
- Partnership with parents is good. Staff welcome them into the nursery and they are kept informed through newsletters and on-going consultations.

What needs to be improved?

- opportunities for children to extend their writing skills through mark making in role play situations.
- opportunities for children to make use of the library corner.

- opportunities for children to extend their knowledge of comparing numbers and sorting objects into groups, and the use of a range of resources to extend children's understanding of numbers.
- the range of programmes available so that children can develop their skills on the computer and work independently.
- planning for the use of television, to ensure that programmes are introduced that extend children's learning.
- records of staff supervision, and opportunities for staff to take on responsibilities and develop specific skills.

What has improved since the last inspection?

This is the first inspection since registration, so this section is not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. They have a sense of belonging, are confident within their surroundings, and relate well to their peers and staff. They enjoy their play and are able to sit quietly and listen to stories. During supervised activities, however, they are not always allowed to make choices and develop their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy has significant weaknesses. They are confident speakers and participate in discussions about stories. The children can recite known rhymes and they are able to link language with physical movement. Most children are able to recognise their written name and are aware that print carries meaning. However, effective use is not made of the library, and facilities for making marks are limited and are not extended through role play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematical development has significant weaknesses. Children learn to count as part of everyday activities and most children are able to count to 10. They also have an awareness of size and shape, working with available resources. However there is little opportunity for more able children to match and compare numbers and to develop their comprehension of early addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in knowledge and understanding of the world has significant weaknesses. Themes that incorporate the world around them are introduced, however, they are not extended adequately enough to give children a fuller understanding. Children explore various materials and objects and play effectively to build and construct. Children however have limited opportunity to role play. They have recently obtained a computer but the range of available programmes is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's physical development is generally good. Their confidence is developing with the aid of the well planned outdoor play area where they can run, climb, jump and practise an assault course using different ways of moving. Opportunities for children to develop their fine motor skills are available, however children lack encouragement to develop these. They are made aware of safety and the importance of eating the right foods and staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Most children recognise and name colours. They explore colour, shape and form in two and three dimensions and they are encouraged to describe texture and to use shapes effectively to represent objects. Children enjoy a limited repertoire of favourite songs and sing with confidence.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issues:
- provide opportunities for children to see that writing is used for a purpose such as messages, shopping lists and letters, and include opportunities for writing in role play and other activities.
- create opportunities for more able children to compare groups of objects and understand the concepts of more and less than.
- re-evaluate the use of the television in the nursery and make more effective use of the computer.
- develop a plan to promote all staff's awareness of the curriculum guidance for the foundation stage and assist them to develop specific skills so they can accept more responsibility within the nursery.

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.