



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 650123

DfES Number: 519609

### INSPECTION DETAILS

Inspection Date	14/10/2003
Inspector Name	Amanda Jane Morris

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Saffron Walden Nursery School
Setting Address	ShireHill Industrial Estate Saffron Walden Essex CB11 3AQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Patricia Lloyd-Ruck 308228
------	---

### ORGANISATION DETAILS

Name	Patricia Lloyd-Ruck
Address	4 Elms Close Duxford Cambridge Cambridgeshire CB2 4RD

## 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

Saffron Walden Nursery School operates from its own premises on an industrial estate, close to the centre of Saffron Walden. The nursery consists of three classrooms each with toilet facilities, a large hall area, resource room, kitchen, office and staff room. The nursery also has a large outdoor play area.

The nursery serves the local and surrounding communities and is registered to provide 50 places for children aged between two and five years. There are currently 114 children on roll. This includes Nursery Education Grant Funded three and four year olds.

The nursery is open five days a week, during school term times. Sessions last from 09:00 until 15:15; children are able to attend either full time or part time.

Ten members of staff work regularly with the children and are assisted by eight lunch time supervisors and a school secretary. More than 50% of the staff working with the children hold Early Years qualifications. All members of staff attend regular training workshops provided by the Early Years Partnership.

### How good is the Day Care?

Saffron Walden Nursery School provides good care for children. The Manager and staff are committed to expanding their knowledge through training, which provides children with a richer experience. Staff are well deployed within the setting and good use is made of space and resources. Children are given adequate support and care. The premises are clean, well maintained and have sufficient, accessible storage both indoors and out. There is a wide range of suitable toys and play materials available to provide stimulating activities and play opportunities for children. Records are well maintained, comprehensive and accessible to parents. There is an effective system for managing access to the premises and security is maintained at a high standard. Staff have a good awareness of health and safety and are vigilant about this at all times. Staff promote the good health of the children and take positive steps to prevent the spread of infection. Children are provided with regular drinks. Water

jugs and cups are accessible to all children who can help themselves. Staff have a good working knowledge of child protection issues and ensure that any concerns are dealt with effectively. Staff plan and provide children with a calm and relaxed environment in which to play and learn. There is a broad range of activities available. Children are effectively supported in their play and development and are encouraged to be independent and confident. Children are valued, respected and listened to by staff, who ensure that individual needs are met. Staff value good behaviour and use lots of praise and encouragement with the children. Strategies for dealing with behaviour are appropriate to children's ages and stages of development. The Nursery is successfully working in partnership with parents. Comprehensive written information is available to keep parents informed of their child's development and care at the Nursery.

#### **What has improved since the last inspection?**

At the last inspection the person in charge needed to provide an action plan showing how a level 3 qualification would be obtained. The Manager has since updated her qualification. This has been of benefit for the supporting staff and has given the manager a better understanding of current early years practise. It was required that the staffing policy be revised to show appropriate ratio's for children under 3 years of age. The policy was been re-written making it make clearer for staff and parents. Staff records required evidence of qualifications, these records are now all in place. Electrical sockets were to be made inaccessible to children. All sockets are now fitted with safety covers. Drinking water needed to be presented to children in a hygienic manner. Trays have now been provided and are positioned away from the sink area. The water is now in a more accessible place for all children and presented in a more hygienic way. An incident book was to be introduced to record behaviour management issues. This has been addressed, the book is stored in a locked filing cabinet. The settling in procedure was to be revised to ensure the personal, social and emotional needs of the children were met. Parents can now spend more time on classroom visits prior to admission. An extra member of staff was in place for new children starting in September to provide additional support for children and staff. The staff have found that a more relaxed approach to visits has been more beneficial to all concerned. The complaints procedure needed to included Ofsted contact details. This has been addressed. The child protection procedure was to be revised to reflect current practises. The policy has now been re-written and is in line with Area Child Protection Committee Procedures (ACPC). As a result the procedure is now much clearer.

#### **What is being done well?**

- The Manager and Staff are committed to expanding their knowledge through training, which further enhances the care and education offered to children.
- Play equipment is stimulating and offers sufficient challenge. There is a broad range of activities available.
- Staff effectively support children in their play and development and plan the next steps in children's learning.

- Staff listen to children and value what they say, responding to them in a respectful manner, which builds children's self esteem.
- There is a comprehensive risk assessment in place, significant risks are addressed. The setting maintains a high level of security. Providing children with a safe and secure environment.
- There is a strong emphasis on equal opportunities throughout the nursery. All children are included in the activities. Differences are acknowledged and valued by staff. Good support is given to children who have Special needs or English as an additional language.
- The group are successfully working in partnership with parents. Written information about Themes and the Early Learning Goals is provided and parents are encouraged to extend these experiences at home with their child.

#### **An aspect of outstanding practice:**

The headmistress and staff have worked together to create the large garden of the nursery into an excellent, safe, outdoor play area. Children can make music, develop their number skills, create their own physical challenges with the wide range of small and large equipment, use their imagination in the African hut or playhouse and devise their own games such as hide and seek. There is a small area of the garden, attractively planted with flowers and with wooden seats and an archway, known as the Millennium garden, where children can go to sit quietly. Staff have further exciting plans to develop the garden, including a maze, a weaving fence, mirrors, target boards, a jungle area, a muddy area and a patch of garden where children can plant things and see them grow. The garden provides a wealth of learning opportunities for the children attending the nursery. Staff effectively plan the activities and resources to cover all areas of the curriculum, as well as giving children lots of opportunities for free play.

#### **What needs to be improved?**

- the organisation of group activities for younger children; the hygiene procedures at snack time; child protection procedures for staff allegations.

#### **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
3	consider smaller groups when providing organised activities for younger children.
7	revise hygiene procedures at snack times.
13	revise child protection policy and procedure to include allegation being made against a member of staff. Ensure staff are made aware of this.

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

### How effective is the nursery education?

Saffron Walden Nursery School offers high quality nursery education which helps children to make very good progress towards the early learning goals.

The staff are well qualified and have a good knowledge of the early learning goals. They use their observational skills to record the children's progress which is linked to the stepping stones. Activities are well planned and carefully selected to support the children's learning in all areas of the curriculum, although some opportunities are missed for older and more able children, to use calculation in practical everyday activities. Staff work well as a team and organise a child centred, stimulating environment for children to make very good use of the wide range of equipment and resources. Children with special needs and English as an additional language are well supported by appropriately trained staff.

Leadership and management is very good. The headmistress is responsible for the day to day running of the nursery and is well supported in her role by a management committee. She has a very good understanding of her role as overseeing staff in all areas of their work. The staff are actively encouraged to be involved in the planning and delivery of the curriculum. The monitoring system is on-going and staff are aware of the children with special needs, using their individual education plans affectively. The setting is committed to providing a high quality provision, which is evidenced by the many training programmes attended by staff to up-date skills.

Partnership with parents is very good and positively contributes to the children's progress. Parents are well informed about the group's activities and routines. The key worker system works well and parents have many opportunities to share their observations and discuss their children's progress with staff on a daily basis, also on more formal occasions arranged at the nursery.

### What is being done well?

- Children's personal, social and emotional development is very good. The nursery provides an environment in which children can feel confident and are eager to try new activities. Children are able to share and take turns and their behaviour is very good.
- Staff have a good knowledge of the foundation stage and understand that children learn through interacting within a stimulating environment and with the provision of challenging activities.
- Staff work well together to create a well resourced and stimulating environment where children can learn through a wide range of practical activities and experiences. They provide a shared ethos of good early years principles, and their roles and responsibilities are clearly defined.

- Staff have close links with parents and carers and they encourage them to be actively involved with their children's learning. Parents are well informed about their children's routines and activities within the group.
- Children use and express their imagination in creative development through opportunities to engage in detailed role play and during time spent outside in the well planned, organised and resourced play area.

#### **What needs to be improved?**

- further opportunities, especially for the older and more able children, to use calculation in practical, everyday activities.

#### **What has improved since the last inspection?**

There were no significant weaknesses to report at the last inspection, but very good progress has been made in addressing the points for development. Staff have looked at ways in which listening skills could be developed and this is evident in the ways the children are encouraged to listen, especially at circle time.

Parents are given lots of information about the nursery and the way it delivers the curriculum. Notice boards, staff presentations and the prospectus gives detailed information about the early learning goals and the activities children have on offer to help them make progress towards them.

The nursery has introduced progress sheets which are shared with parents regularly. Parents are encouraged to contribute to the children's records of progress and have frequent opportunities to discuss them with staff.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to explore the learning environment, showing willingness to try out new activities. They co-operate with one another and with adults and are learning to respect each other by sharing and taking turns with equipment. They are encouraged to develop confidence and independence in their everyday routines. Children with special needs are well supported and make very good progress in this area.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk freely and confidently to staff and each other about their experiences and ideas. Children's reading skills are developing well. They can recognise their name in a variety of contexts and staff encourage them to recognise letters and sounds. Children enjoy a wide variety of fiction and non-fiction books which are made easily available to them in the attractive book corners. Children are provided with many opportunities for mark making and developing their writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in everyday situations. Counting is included on many occasions in practical and meaningful contexts, including number rhymes, snack time and registration. They are beginning to use comparative and positional language and they explore concepts of full, empty, more and less in practical situations. However, there is less challenge for the older and more able children to develop and extend the use of calculation in their practical, everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy using their senses to explore materials in practical activities and also in topic work. They confidently use a range of materials and tools to cut, join and build. They use glue and scissors with increasing skill, and tools to cut and shape playdough. Staff support these activities with appropriate vocabulary. Children enjoy discussing their experiences during circle time and are beginning to understand the wider world through celebration of a range of festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children benefit from a variety of physical challenges both indoors and outside. They learn to move with increasing skill and control using both small and large equipment. They are aware of the importance of space for themselves and others. They take turns and play co-operatively when using the toys and equipment. Small muscle control is developed by use of a range of small and large equipment. Children learn about a healthy lifestyle through circle time, snack time and topics.



CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children draw and paint confidently. They are able to use a variety of materials to explore textures, shape and form. Children enjoy singing familiar songs and rhymes, joining in with appropriate actions. They use and express their imagination through role play activities and stories. Staff provide a good variety of role play situations, supported well with props and clothes. Children's work is praised and valued, and displayed attractively around the rooms.	

**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:*

- ensure that further opportunities for calculation are provided for the older and more able children during practical, everyday activities.

*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.*