



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY268626

DfES Number: 591801

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Zaida Parveen

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Rowley Village Nursery
Setting Address	Carlyle Road Rowley Regis West Midlands B65 9BQ

REGISTERED PROVIDER DETAILS

Name	Prima Healthcare Ltd 255144
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ORGANISATION DETAILS

Name	Prima Healthcare Ltd
Address	123 Longwood Road Walsall West Midlands WS9 0TB

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

Little Learners Too has been registered since 1998. It operates in a single storey building with a separate building for the 3-5 year olds. The nursery consists of four rooms and a hall. The fully enclosed play area available allows outdoor play for the older and younger children. The nursery serves families within the local community .

The nursery has 16 funded three and four year olds, and supports children with special needs and English as an additional language.

The nursery opens five days a week all year round, from 07:30 to 18:00.

Seventy five percent of staff hold relevant Child Care Qualifications.

The nursery will receive support from a teacher mentor Early Years Development and Child Care Partnership.

How good is the Day Care?

Little learners provide good care for the children.

The nursery is well organised and procedures for recruitment and selection are clear. Staff communicates with each other effectively and exchange information at regular staff meetings. The environment is child centred, children are able to move around the setting freely. The nursery is colourful, bright and children's work is displayed throughout. Children have access to a good range of toys and resources, however resources that reflect positive images are limited. All documentation is maintained and paperwork is stored securely.

Staff give satisfactory attention to safety issues indoors and out doors and assessments are regularly reviewed. Procedures for the collection of children are clear. Staff pay an active role in ensuring that any medication required is administered appropriately. Arrangements for meals are satisfactory, however meals did not reflect the variety of cultures that the nursery provides for. Hygiene

procedures are on the whole good and practiced proficiently in most rooms. Procedures for child protection are shared with parents and form part of the staff induction scheme.

Interaction between staff and children is good and staff involve themselves in children's play and offer assistance where necessary. All children are treated with equal concern and their individual needs are met appropriately. Staff manage behaviour consistently and in line with the written policy. Children are encouraged to take responsibility of their own behaviour.

Partnership with parents is good and staff ensure that all information regarding their child is shared with them daily, written and verbally

What has improved since the last inspection?

there were no actions raised from last years Inspection.

What is being done well?

- Children are cared for in a welcoming, child centred environment. Staff have good relationships with children, and meet their individual needs. There is a good range of toys and equipment for children which are stimulating and interesting.
- Space is well organised and children move freely between areas.
- Staff show a good understanding of children's individual needs and all are treated with equal concern. The group has clear procedures for managing behaviour and children are encouraged to take responsibility for their own actions.
- Good partnership with the parents
- who are kept fully informed about their child, progress and development, parents evening, parents notice, comment board.
- Children are grouped appropriately and staff working with them directly.
- there are good procedures for behaviour, child protection, organisation and health.

What needs to be improved?

- outside gate panels to be made safe
- risk assessment in the bathroom seats and use of hot water
- hygiene practices regarding preparation for meals and mealtimes
- availability of menus to parents
- availability of food reflecting all cultures
- resources that reflect positive images of culture, ethnicity, gender and

disability,

- the complaints procedure that shows Ofsted's contact number.

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
4	Ensure risk assessments are conducted indoors and outdoors, and appropriate action is taken to make any hazards safe.
7	Ensure staff are aware of and implement the necessary hygiene procedures regarding mealtimes.
8	Ensure that the menu is available to parents.
9	Ensure that resources reflect positive images of culture, ethnicity, gender and disability.
12	Ensure that the complaints procedure includes details of how parents can contact the regulatory body.

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

How effective is the nursery education?

Little Learners Too provides good provision for children.

Children are making very good progress in four areas of the curriculum; other areas progress is generally good.

The quality of teaching is generally good. Sessions are well prepared with good use made by the staff of time and resources. Staff interact well with the children, engaging them in meaningful conversation, fostering their self-esteem and promoting positive behaviour, however this can be over directed by staff at times. Staff know the children well, and are able to plan an interesting and stimulating range of activities that challenge children's learning. However the plans do not take into account the next stage of the children's learning.

Management and leadership are very good. The staff team, manager and new owner are working well together to address issues that previously existed. A plan of how the setting is planning to move forward is currently being implemented. This includes a re-structuring of recording observations and assessments. The manager supports the staff through regular staff meetings and appraisals. More opportunities for staff to attend relevant training is also within the planning.

Partnership with parents is very good. Parents receive a comprehensive welcome pack outlining the aims and objectives of the setting. Planning is on display for parents, and they also receive a monthly sheet on children's progress on which they are expected to offer feedback. Two formal parents evenings per year are organised, where they receive a formal written report. The setting operates an open door policy where parents are free to discuss any issues or concerns they may have in confidence. Parents are informed and invited into the setting to take part in events such as Christmas plays, Easter bonnet parades etc. Plans are in place to invite parents into setting to allow them to become more involved in their children's learning and progress.

What is being done well?

- Staff have high expectations of the children's behaviour and children respond to praise and encouragement for their achievements. Children are encouraged to build positive relationships with both their peers and adults and demonstrate care and consideration for others.
- Children enjoy physical play both indoors and outdoors. They engage in a variety of activities that challenge and extend them supported by a wide selection of equipment.
- Staff work well with parents and encourage them to become involved with

their child's learning. Regular progress sheets are distributed to inform parents and invite comments concerning their children's progress.

- Management and staff have clear ideas of how the setting can be improved. They have made an assessments of the provision ,and plans for the future developments are currently being implemented

What needs to be improved?

- the opportunities for children to experience free play and child initiate learning
- to link planning to the learning objectives within the Foundation stage
- to improve resources provided for creative development and reading materials
- the use of observations carried out to inform future planning
- to include within planning how activities can be adapted to include children with special needs or English as a n additional language

What has improved since the last inspection?

Validation Inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and work well independently and together. They make decisions and are keen to learn. They express their ideas and needs with confidence to adults and peers. Children are learning about relationships, behave appropriately and know their boundaries within the setting. Staffs promote children's self esteem through positive re-enforcement and praise

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and fluent speakers, and engage in conversation with adults and each other. More able children use descriptive language to express their feelings. Children recognise letters and connect them with sound. Children are learning to use books for pleasure, and show enthusiasm with familiar stories, rhymes and songs. Choice in resources for writing is good, however the standard in quality can be unappealing to children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities to develop number operations in practical situations, such as a meal times, whilst playing games. Children are familiar with number rhymes and explore the concept of addition and subtraction in a practical way. Many children can count beyond ten with some able to relate to written numbers. Children use language to compare size, shape and progress is further developed through the use of songs and rhymes that have as a feature mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to discuss freely past, present and future events relating to their families and daily lives. Children have the opportunity to care for living creatures and learn about different habitats. They are involved in a range of activities that relate to other cultures, nationalities and customs. This is extended through all areas of learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an awareness of developing a healthy lifestyle through good hygiene practices, and appreciating that certain foods promote good health. They have access to a range of activities that support their development such as music and movement. They are aware of their physical well-being, and are encouraged to be independent when toileting, and preparing for mealtimes, however this could be extended for more able children.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children respond to and are able to express their preferences in activities and food. Children enjoy participating in a wide range of activities. They are confident in experimenting with paints and other mediums. Children are able to express their thought and feeling through role-play. They engage in musical activities with enthusiasm, enjoying both singing and dancing. Children respond spontaneously to all creative opportunities, but do not always have the opportunity for free play.</p>	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Provide more opportunities for children to experience free play ,and child initiated learning
- Ensure planning is linked to the learning objectives within the Foundation stage
- Improve resources within the areas of creative development and reading materials
- Ensure observations carried out are used to inform future planning
- Demonstrate within planning how activities will be extended or adapted to include children with special needs and English as an additional language.

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.