



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY219681

DfES Number: 550660

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Carol Ann Jeffrey

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Widmore Day Nursery
Setting Address	The Widmore Centre, Nightingale Lane Bromley Kent BR1 2SQ

REGISTERED PROVIDER DETAILS

Name	Bromley Adult Education College
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ORGANISATION DETAILS

Name	Bromley Adult Education College
Address	Widmore Centre Nightingale Lane Bromley Kent BR1 2SQ

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

Widmore Day Nursery is situated within the Widmore Centre (Adult Education College) in Nightingale Lane, Bromley. Since January 2002 Widmore Nursery provides full day care for babies and children aged 0 - 5 years whose parents are attending adult education classes, and also offers placements to children of non-students. The Nursery is open term-time, weekdays from 09.30 until 16.30 (16.00 on Fridays).

There are two self contained group rooms, both of which have their own wash and toilet facilities or nappy changing areas. There are enclosed outdoor areas for physical play and fresh air. All children are allocated to a key worker and are accommodated in the group rooms according to their age and stage of development.

There are 9 staff members who work full-time and part-time to ensure adult: child ratios are maintained. All of the staff members have a recognised child care qualification. Several members of the staff hold a Food and Hygiene Certificate, and most staff members have current first aid certificates.

The nursery provides meals, snacks and drinks for the children.

The nursery is registered with the Local Authorities' EYDCP to receive the nursery education grant for funded 3 and 4 year olds. Presently there are 70 children on the register, of whom 3 are funded 3 year olds and 1 is a funded 4 year old. The group supports children who have special needs and those who are learning English as an additional language. Activities are pre-planned in accordance with the Early Learning Goals.

How good is the Day Care?

Widmore Day Nursery provides good quality care for the children. The nursery focus on providing an environment where children can learn through play. In line with this philosophy, there is a wide range of activities for all areas of children's development. There is a consistent staff group who have a very good knowledge of each child's

individual needs and interests. All members of staff are qualified, and there is an ongoing commitment to staff training. Staff are competent within their roles and are aware of their responsibilities. They effectively use observations of what children can do to plan for their next stages of learning.

The group provides a welcoming environment for children and the organisation of the day gives children opportunities to partake in small group work, specific to their needs. The environment is clean, welcoming and well organised. All health and safety requirements are in place, and all members of staff have valid first aid certificates. The Widmore Centre has undertaken a fire safety review and is improving fire safety precautions by addressing the issues raised in the fire survey and risk assessment. Sleeping facilities in both of the group rooms is also under review.

The children are able to use space freely and enjoy the equipment and resources in the group rooms and outdoor play area. The nursery is very well resourced to enable the children to access a range of activities that promote their learning in all areas. Play resources positively promote anti-discriminatory practises, and festivals and celebrations are incorporated into the planning of activities.

Parents receive good written information about the setting, and all of the documentation is in place. Key workers are available to talk to parents on a daily basis and provide regular updates about their child's progress. Parental involvement is positively encouraged and parents are very happy with the quality of care provided.

What has improved since the last inspection?

N/A

What is being done well?

- Children take part in a wide range of interesting and well planned activities. They explore their environment energetically and play enthusiastically with the excellent selection of resources and equipment.
- The staff have developed very good relationships with children and are aware of their individual needs. They interact in a caring, supportive manner, enabling children to feel happy, settled and confident in their care.
- Staff are experienced in caring for children with special needs and have effective procedures in place to support their learning. Good liaison with parents and outside agencies enable children's individual needs to be met well.
- Staff have a consistent and fair approach to behaviour management issues. Clear guidance and praise ensures children are familiar with behavioural expectations. Children are confident with the well established routines.
- Staff provide parents with good information about the setting and their children's progress. Opportunities are available to parents to be actively

involved in the group and parents' suggestions are valued.

What needs to be improved?

- to improve fire safety precautions by addressing the issues raised in the fire survey and risk assessment
- to review sleeping arrangements in both of the group rooms.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Improve fire safety precautions by addressing the issues raised in the fire survey and risk assessment.
6	Ensure that suitable sleeping facilities are in place to meet the needs of all children.

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

How effective is the nursery education?

Widmore Day Nursery provides good quality nursery education where effective teaching helps children make very good progress towards the early learning goals.

Teaching is very good. The planning of activities offers a wide range of learning opportunities which enables children to explore and communicate their ideas. Staff have a good understanding of how children learn and question children well to encourage their thought processes. The outdoor play area is not always used to its full potential as it does not consistently offer a range of learning opportunities. Children's personal, social and emotional development is well supported through positive relationships, opportunities to develop confidence and clear expectations of behaviour. Plans link well to the areas of learning and include interesting themes although the systems used to adapt and evaluate activities could be used more frequently. The staff are experienced in caring for children with special educational needs and there are effective procedures in place to support their development.

Leadership and management is very good. The administrative procedures are kept to a high standard and the nursery has a wide range of good quality resources. The staff work well as a team and have clear roles and responsibilities. Staff are actively supported to develop their skills and experience through training and there is a ongoing commitment to improving the service provided.

The partnership with parents is very good. Parents share what they know about their child and parental involvement is actively encouraged. Parents receive clear information about the setting, curriculum and themes. Staff are available to discuss children's progress and the use of daily diaries offers a good source of information exchange.

What is being done well?

- Children are motivated to learn due to well planned activities that encourage them to explore and investigate. They are confident, eager to join in with activities, and have good relationships with staff and their peers.
- Children with special educational needs are well supported. Staff effectively liaise with parents and outside agencies to ensure children's individual needs are met and goals for the future are identified.
- Children's behaviour is very good due to positive relationships with staff and their consistent expectations.
- The nursery has strong links with the parents, who are happy about the standard of care provided. Parents are welcomed into the setting to be involved in the children's learning and they frequently make contributions towards the planned themes and festivals.

- The staff work effectively as a team together. Staff are given a specific area of responsibility within the nursery and they are valued and supported in their work. Staff frequently attend training and there are good procedures in place to ensure information learnt is cascaded to the whole team.

What needs to be improved?

- the frequency in which the systems are used to record how activities are evaluated, extended/adapted to help children progress
- the use of the outdoor play area, to ensure all areas of the curriculum are promoted outdoors.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, keen to try activities and can speak in a familiar group. They have good relationships with each other and with adults in the setting. Children behave well. They are learning to share, take turns and show consideration for others. They show increasing independence for example, whilst serving themselves at mealtimes, although the location of the coat pegs does not encourage them to extend their self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently and use language to talk about real and imagined experiences. They can link sounds to letters and some children can write their names. The organisation of resources encourages children to make marks as a means of communication, for example, writing shopping lists during role play. Children enjoy listening to group stories and anticipate what is going to happen next within familiar stories.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children show a keen interest in numbers and count confidently up to 10 and beyond. They use mathematical language during everyday situations and have a good vocabulary to describe and compare shape and size. They learn about simple addition and subtraction during practical activities, although the outdoor play area is not always used to further develop children's understanding of mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children design and construct with confidence and with a specific purpose in mind. Good opportunities to learn about the natural environment is incorporated within theme work. Children are confidently able to use ICT resources and can operate simple programmes with skill. Children talk about past and present experiences in their own lives. They learn positively about diversity in a variety of ways including celebrating a range of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate good coordination whilst using a range of small equipment such as scissors, pencils and construction equipment. They are developing a good understanding of health and bodily awareness that is supported through the daily routines. Children are confidently able to use bikes and wheeled toys. They skilfully manoeuvre themselves on the climbing apparatus and can move their bodies in a variety of ways for example, during action songs.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour and texture using a range of media and materials, for example whilst using sand, water and clay. They sing confidently and know the words to familiar songs from memory. They enjoy painting and have good opportunities to use their self-expression during creative activities. Children enthusiastically use role play resources, for example the home corner and shop where they act out scenes from their imagination and experiences.	

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:

- Use the systems to record how activities are adapted/extended to help children progress and how activities are evaluated on a more regular basis;
- Make better use of the outdoor play area to ensure it is used more effectively to promote children's development in all of the curriculum areas.

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.