



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 319160**

**DfES Number: 524195**

### **INSPECTION DETAILS**

Inspection Date	23/07/2003
Inspector Name	Kathleen Cairns

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Culverdene Day Nursery
Setting Address	32 Grainger Park Road Newcastle upon Tyne Tyne and Wear NE4 8SA

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Sandra Shotton
------	--------------------

## 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

Established in 1992, Culverdene Day Nursery has 54 places and takes children aged from three months to under five years who live in the local and surrounding communities.

It is open from 08:00 until 18:00 Monday to Friday throughout the year except for bank holidays. Overnight care is not included in the registration.

Children are accommodated in five rooms spread over two levels. The baby room takes children from three months until approximately one year; the "one-to-twos" room and "two-to-threes" room take children in the corresponding age groups; the latter room is complemented by the "Split Group" which accommodates children from two and a half years to three years; finally there is the "three years plus" room.

In addition there are rooms designated for physical play, role play, a library area on the first floor landing and a fully enclosed outdoor play area.

There are currently 76 children on the register, four of whom have special educational needs and three of whom speak English as an additional language. Of the 76 children, there are 20 funded three-year-olds and four funded four-year-olds. Of the four children with Special Educational Needs, two are funded. The nursery supports children who speak English as an additional language.

There is a total of 16 staff; this includes a head and a deputy, both of whom are supernumerary. All staff are qualified to level three and beyond. A senior nursery officer is based in each of the rooms. There are two supply staff and domestic skills assistants.

The nursery is currently implementing the High/Scope approach to teaching, which runs alongside the Birth to Three Matters framework to support children in their earliest years. The nursery receives funding for three and four-year-olds and receives support from the local Early Years Development Childcare Partnership.

### **How good is the Day Care?**

Culverdene Day Nursery provides good quality care to young children.

The curriculum includes a range of activities that helps the children to make progress in all areas of their development.

All staff hold appropriate qualifications and both the head and the deputy are educated to degree level. Staff work well as a team and they have good relationships with the children

Partnership with parents is good. They are given quality information about the nursery and can make suggestions to improve the quality of care provided.

Documentation is stored securely to protect confidentiality.

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

The current head of nursery and the deputy have been in post for only a year. During this time, they have made steady progress in making the required improvements.

There are now detailed arrangements in place for outings with the children.

The High/Scope approach to teaching is in the process of being implemented to encourage children to become independent learners and to help staff to facilitate their learning.

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

- All staff are appropriately qualified and benefit from regular training to improve their practice, which ensures that they are up to date with issues.
- High/Scope is being implemented and is taking effect; through this the children are encouraged to plan, do and review their activities.
- There is a high standard of hygiene throughout the nursery and a conscientious approach to health and safety issues. This contributes to a safe environment for the children.
- Good quality information about the nursery is available to parents, which ensures that they feel well-informed from the start and during their child's time at nursery.
- There is a very organised approach to keeping records, all of which were up to date and stored securely and confidentially.

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

- the outdoor play area and curriculum, particularly the range of resources and the implementation of stimulating and fun activities (Standard 2);

- the policy for dealing with lost children, including arrangements for children who go missing while in nursery (Standard 3);
- the recording of the checks made to monitor sleeping children (Standard 6).

### 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
2	Extend policy for dealing with lost children by including arrangements in the event of a child going missing while in nursery
3	Further develop the outdoor play curriculum to help children make progress in all areas of their development

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

### How effective is the nursery education?

Culverdene Day Nursery provides a welcoming environment where children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development and physical development.

The quality of teaching is generally good. Key staff provided a range of planned, group activities which enhance children's learning. Group and adult-led activities are adapted well to meet the different learning needs of three and four-year-old children. However, child-initiated activities are not always supported due to a lack of detailed resources.

Staff use an abundance of open-ended questioning that engages children in conversation and enables them to think about their ideas and events. Children's behaviour is good as staff have high expectations of them. Recording of children's individual learning achievements in their own file is generally good and clear information is maintained. However the weekly plans do not always state the child's achievements or inform future planning.

Leadership and management is generally good. The manager and deputy have different backgrounds and skills and they share their knowledge and ideas on a regular basis. Staff attend regular training sessions which are identified through individual staff development plans. This ensures that staff gain further knowledge which enhances their practice well. The recent introduction of the High/Scope approach has meant that changes are still being implemented and therefore the educational provision has not yet been fully evaluated by the nursery.

Partnership with parents is very good. A good quality brochure and information booklet is provided for parents which clearly sets out the ethos of the nursery. Regular information sheets are sent to parents indicating what topics their children will be covering and how they can be involved. Parents are pleased with the care offered and speak highly of the educational provision and staff.

### What is being done well?

- Children's behaviour is very good, they are co-operative and helpful. Children are also independent in their own self-care tasks.
- All children including those with English as a second language, are confident speakers and are able to hold conversations well. They confidently recall events from the past and explain future events.
- Through effective teaching, children attempt physical activities that challenge their ability, this assists them to acquire new gross motor skills.
- Staff are well deployed and good staff: child ratios are maintained. Staff are interested and involved in children's play and good interactions are apparent.

**What needs to be improved?**

- the provision of specific detailed resources which are varied and interesting to ensure that children benefit and learn from their own initiated activities;
- the assessment process to ensure that children's achievements are documented on weekly plans and that all recording on children's progress informs future planning;
- the evaluation and monitoring regarding the effectiveness of the teaching.

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

The nursery has made generally good progress since the last inspection.

Children's learning intentions are clearly indicated on the weekly planning sheets. Individual development records are maintained on each child which clearly state what the child can do and what needs to be done next.

While the assessment process has improved, this does not always inform future planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children socialize well with each other, they are well behaved and co-operate with each other and staff. Children are very helpful, they are able to find and replace their toys and equipment during tidy up time. Children are very independent, they are able to use the bathroom, manage their aprons, dressing up clothes and their own clothes with confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Both three and four-year-old children are confident speakers, they hold conversations well with each other and staff. Children are involved in effective daily activities that enable them to link sounds with letters. Some four-year-old children can recognize and name the letters in the alphabet successfully. They can use writing materials appropriately during everyday play as well as planned activities. Children are sometimes distracted during planned story time.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are gaining a good concept of numbers and confidently count up to ten. They are gaining a good understanding of calculating and attempt to count backwards. Children are involved in meaningful daily number songs, stories and matching games which help them to develop a good knowledge of some mathematical concepts. Children receive limited daily opportunities to be involved in activities relating to shape, space and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Most children are able to use the computer equipment independently and are able to successfully complete programmes. Three and four-year old children are verbally confident in talking about events that have happened in the past, or will happen in the future. They gain a fair knowledge about living things as they learn about the nursery's pet hamster.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are developing their overall physical skills well as they access a range of physical activities. By being involved in a variety of traditional games they understand how to follow instructions and move safely during outdoor play. Children confidently attempt physical movements that enable them to develop new skills and gain confidence.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children confidently join in with action songs and rhymes and they use their imaginations well as they join in eagerly with role play sessions. They have good access to found materials during model making and are able to follow their ideas through to completion. There are limited opportunities for children to explore colour and paint during daily activities.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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**

- Ensure that there is a variety of specific, detailed resources which are interesting and readily available so that children benefit and learn from their own initiated activities.
- Continue to monitor the assessment process; ensure that children's achievements are documented on weekly plans and that all recording on children's progress informs future planning.
- Ensure that the effectiveness of the teaching is evaluated and monitored.

*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.*