



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 129362

DfES Number: 523620

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lime Grove Day Nursery
Setting Address Park Road
 Boxmoor
 Hemel Hempstead
 Hertfordshire
 HP1 1JT

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Layde

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

Lime Grove Day Nursery opened in 1991. It is a purpose built facility part of the Child Base chain of Nursery Schools and is situated in the Boxmoor area of Hemel Hempstead. The nursery is within walking distance of the town centre. The nursery serves the local community and surrounding areas.

There are currently 75 children from 0 to 5 years on roll. This includes 7 funded three year olds and 5 funded four year old. The setting currently does not have any children attending with special needs but systems are in place to provide support if required.

The nursery is open for five days a week all year around except bank holidays and is open from 08.00 to 18.00. Children attend for a variety of sessions.

There are nineteen members of staff working in the nursery, of which two are part time. Over half the staff have an early years qualification to NVQ level three and NNEB. There is one member of staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Lime Grove Day Nursery provides a good standard of care for children.

All aspects of the provision are well organised and staff are deployed effectively throughout the nursery. Staff have a high regard to the policies and procedures that are implement consistently. The nursery has obtained a Quality Counts award and continually looks at ways to improve their practice. They have introduced the Sound Foundation approach to learning which has a positive impact in all aspects of the children's learning and play. High priority is given to children's safety both inside and outside.

There are effective key worker systems throughout the nursery, which enable staff to

establish supportive relationships with children and parents. This is particularly effective in the baby room where there is a consistent staff team working directly with the children.

Staff plan a stimulating range of activities which the children happily take part in. They play confidently, independently and with support. There is a wide range and balance of stimulating and challenging toys and equipment which are readily accessible. The role play areas are changed regularly to encourage the children's imaginative skills.

Excellent use is made of the garden and the children have a range of outdoor equipment and areas to choose from.

Meals at the nursery are of high quality. The menu is varied and nutritious with a choice for those who require it. Staff should ensure children have access to drinking water throughout the day. Most children are well behaved and respond positively to direction from staff at most times during the day.

The nursery has developed a supportive partnership with parents and carers. They are kept informed of their child's progress through daily communication sheets and wipe boards and have access to their child's records at open evenings or by request. Staff are approachable and friendly, sharing information verbally with parents each day.

What has improved since the last inspection?

Not applicable

What is being done well?

- The day nursery is well managed, with effective use of the policies and procedures, and the staff deployment to ensure children have a consistent approach to their care.
- The range of activities are interesting and stimulating. This is particularly evident in role play, sensory areas and the garden, with the use of treasure baskets and heuristic play for younger children. Children are involved and can access all activities both independently and with a high level of support from staff.
- Children relate well to each other and staff. They play happily alone or in small groups. Most children are confident and their feelings of security are well fostered by staff. Staff respond to children's interests and give praise and encouragement at all times.
- All records and documentation are well kept, accessible and confidential. There are health and safety policies that provide the staff, children and parents with clear guidelines for the promotion of children's health and safety whilst attending the nursery.

- The staff display the children's creative work well, through wall displays with good use of labelling and photographs. Some work is displayed at the children's level which gives the children a sense of pride and self-esteem for their achievements.

An aspect of outstanding practice:

The garden area has been developed to provide children with a safe, fun, stimulating and interesting place to explore and experiment, to do their own gardening and take part in physical activities. A section of the garden has been turned into a multi sensory area for children of all ages to enjoy. The garden is an excellent area for children to use their imagination and to learn about seasonal changes, growth and garden creatures.

What needs to be improved?

- children's access to fresh drinking water all year round
- staff's awareness and understanding of effective ways to manage children's behaviour with regard to the period after meal times.

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
8	provide children with access to fresh drinking water all year round
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development i.e. after meal times

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

How effective is the nursery education?

The provision for nursery education at Lime Grove Day Nursery is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge and understanding of the foundation stages and use effective direction for children to encourage them to think for themselves and be self-motivated. The nursery has a teacher who works directly with the children to provide some structured learning opportunities. There is an excellent range of resources available to provide children with exciting, stimulating and challenging opportunities to learn. Children are generally well behaved and staff have high expectations for good manners and self control.

A thorough assessment system is used to record children's progress through the stepping-stones. Assessments are used to set future planning and targets for children. Comprehensive plans are in place that cover all areas of the early learning goals. These are evaluated to ensure they meet the educational needs of the children. There are good systems in place to provide support for any child with special educational needs, although there are no children attending at present who require additional support.

Leadership and management is very good. The nursery benefits from a strong and enthusiastic manager who works closely with a dedicated team of staff. Staff are supportive of each other and work very well together in providing a good learning environment for children. Systems are in place to monitor and evaluate the effectiveness of the practise.

Partnerships with parents and carers are very good. Parents are welcomed into the group and are provided with information both verbal and written. Parents have access to children's development and achievement records and are encouraged to extend learning at home. They attend open forums, which are flexible to ensure all parents can attend and are encouraged to be involved in all aspects of their child's learning.

What is being done well?

- Children's personal, social and emotional development is given high priority which helps children to gain in confidence and fosters feelings of security. Staff display children's work well and at the child's height which develops their self-esteem and confidence. Staff interact well with children, giving them opportunities to become self-motivated, responsible and independent.
- Use of resources and space is excellent. High quality equipment and toys are in place to promote learning and challenge the children in all areas. The use of the role play areas is excellent. Staff adapt these to provide different life experiences for the children such as restaurants, building sites, decorating

home, motor repair shop, and winter wonderland.

- Children's curiosity is developed well in finding out about the natural world. They have an area in the garden where they can grow their own vegetables. They then have the opportunity to prepare, cook and eat their own produce.
- Children are confident speakers and listeners, staff develop children's confidence to speak as part of the group and in smaller peer groups. Children take turns to talk and interact well developing good conversation skills. They listen well to others and concentrate during story time.
- Children use mathematical equipment confidently. Staff support children in activities allowing them opportunities to develop and discover some mathematical knowledge for themselves. They have teacher support in some structured learning and can confidently use calculation and recognise, count and write numbers.

What needs to be improved?

- staff deployment after meal times to ensure children's behaviour is monitored.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Staff have incorporated more activities into their planning to develop children's ability to recreate mathematical patterns and children respond well to these opportunities by using the range of equipment available to create pattern and shapes. Children are given ample opportunity to use music to explore movement and dance using musical instruments and song. They also benefit from a visiting music teacher who comes into the setting once a week to provide children with opportunities to use music, movement and dance.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with each other and adults in the group. They make independent choices and work confidently seeking support when needed. Their concentration levels are high as they become absorbed in activities. They share resources and behaviour is generally good. Staff should ensure children are occupied after meals. Children respond well to direction, and play cooperatively together. They are secure and confident, staff reinforce this with constant praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are good. They enjoy stories and songs and interact well at these times. Children's reading and writing skills are developed well. They recognise and write words during activities such as matching letters to cards and word building from letters. Children make good use of the book corner and are aware that words carry meaning. Staff support children well, introducing new words that children include in their speech. Children also learn French.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers for counting and some children can count to ten and beyond. They access a range of equipment to compare size, shapes and weight and understand simple calculation through structured and everyday activities. Staff introduce children to a wide range of mathematical language both in planned and everyday activities i.e. small, large, heavy, light, longer, shorter. Children have a good understanding of shape and can create and match a range of shapes using wooden blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity is well developed through a range of activities. They discover the natural world; grow, prepare, cook and eat their own vegetables and learn about change through an activity about the life cycle of a butterfly. Children are able to re-enact life experiences i.e. decorating the home corner using rollers and paint. Children access the computer independently and use a variety of programmes. Children construct with a purpose using a variety of tools and techniques.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump, balance and negotiate available space when using the outdoor area and the indoor activity room. Children's dexterity is developed well. They have good hand and eye coordination and successfully thread beads, complete jigsaws and manipulate one handed tools. Children learn about how their bodies change when they are hot, cold or tired and take care of personal hygiene themselves.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children imitate life experiences in role-play and use facial and body expressions to indicate feelings. They produce two and three-dimensional models using a range of different techniques. Staff encourage children to develop their own ideas and support their play well. Children respond well to the sensory experiences with touch, smell and listening. They take part in music and dance sessions and use musical instruments. Children use free expression to create and their work is well displayed.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- deployment of staff after lunch to ensure children do not become restless when left to sit for short periods unoccupied.

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.