



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY270525

DfES Number: 596659

INSPECTION DETAILS

Inspection Date	18/06/2004
Inspector Name	Juliette Jennings

SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care
Setting Name	High Flyers Day Nursery
Setting Address	RAF Cosford Albrighton Wolverhampton West Midlands WV7 3EX

REGISTERED PROVIDER DETAILS

Name	The Committee of High Flyers Day Nursery
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ORGANISATION DETAILS

Name	High Flyers Day Nursery
Address	RAF Cosford Albrighton Wolverhampton West Midlands WV7 3EX

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

Highflyers Day Nursery is located in the grounds of the RAF Cosford airbase, near Albrighton in Shropshire. The nursery occupies a purpose built single storey building.

The nursery serves the airbase only and is open Monday to Friday from 07:45 until 17:15. There are currently 45 children on role, of whom 5 are funded 3 and 4 year olds. The group has appropriate procedures in place to accommodate children who have special needs or who speak English as an additional language.

Children access a routine which accommodates a mixture of free play and structured activities. They have access to a large partially grassed and partially paved area adjacent to the building for outdoor play.

There are eight members of staff who work with the children, six of whom hold suitable early years qualifications. They access regular training on early years issues and receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Highflyers Day Nursery is providing good quality and standard of care. Children are supported well by caring staff to develop and learn in a child-orientated, colourful and stimulating environment in which they are happy, relaxed and comfortable.

Children have access to a wide range of age-appropriate resources and activities which help them to learn and progress. Staff support children well in play opportunities by asking questions and encouraging them to make choices about what they want to do. Space is organised well to accommodate children's needs and stages of development, with the outdoor area used particularly well within the routine. There are effective assessment systems in place so that staff know what to do to help children make progress.

Staff access regular and ongoing training in early years issues and current good

practice guidelines and this helps to ensure that children are cared for in a child-orientated and secure environment. Safety procedures within the setting are in place, however there were a number of safety issues highlighted at inspection. Staff follow good hygiene procedures on a day to day basis. Policies and procedures are in place which are specific to the setting and are thorough, however the lost child procedure would benefit from the inclusion of a timescale.

The group maintain a positive partnership with parents, with verbal feedback given on a daily basis. Staff inform parents about their child's progress towards, and encourage them to become involved in, nursery activities via notice boards and an open-door policy.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- There are effective hygiene procedures in place, which all staff adhere to and which therefore work in practice.
- Provision of a happy, caring, child-orientated environment with staff who obviously enjoy being with children, helping them to learn and develop well.
- The space is organised well, with individual rooms for each age group. Very good use is made of the outdoor space, particularly for older children where they can use this space as a choice within the child-initiated routine.
- There are effective assessment procedures in place which ensures that staff are aware of children's individual stages of development and what is needed to help them progress.
- Staff provide stimulating, interesting and exciting activities and resources for children who are happy confident and comfortable within the environment.
- Partnership with parents is good. Detailed information is available to them about the setting and early years issues.

What needs to be improved?

- daily safety checks so that electrical sockets are covered and curtain cords and aerosols are inaccessible to children
- the procedures for ensuring that the kitchen is inaccessible to children
- the detail within the lost child policy so that it includes a timescale.

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	Consider including a timescale within the lost child policy so that it is more comprehensive.
6	Ensure that children do not have access to the kitchen except with direct staff supervision.
6	Make sure that daily safety checks are carried out thoroughly.

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

How effective is the nursery education?

The effectiveness of the education is very good. Children are making very good progress towards the early learning goals.

They participate in a wide variety of activities and are supported well to become independent, confident, explore and investigate through free play opportunities, although this could be further improved by increasing the opportunities for child-initiated activities. Children are comfortable, happy and motivated to learn. There are suitable arrangements in place for supporting children with special educational needs. Staff maintain positive professional links with parents and other professionals.

The teaching is very good. Staff access regular training and have a very good understanding of the Foundation Stage. Detailed written plans are developed which highlight the learning intention for children, including differentiation and these are used effectively to inform assessments and future planning. The keyworker system enables staff to focus on individual children's needs within adult-led activities or through free play opportunities. Staff are good at adapting activities to accommodate the children's needs and help them progress. They are actively committed to providing the children with a varied range of learning opportunities which are stimulating and interesting and use the outdoor area very well. They use effective methods to extend learning, challenge and support children.

The leadership and management of the setting is very good. There is a clear management and staffing structure, with staff aware of their roles and responsibilities, thus encouraging smooth running of the daily routine. Support from other professionals is sought where appropriate.

The partnership with parents is very good. The setting provides parents with good information about the provision and other early years issues. There are arrangements in place for parents to be informed about their child's progress and to be involved in their child's learning.

What is being done well?

- The teaching is very good, with staff using appropriate techniques to extend children's learning. They respond to children's interests and adapt planned activities so that children are interested and motivated to learn through play opportunities.
- A well organised, child-orientated and stimulating environment is provided, with an extensive range of resources that children can access in a mainly free-play environment, with some adult-led time.
- The outdoor area is used very well, with children able to choose whether they

go outside for activities within the free choice routine. This area is also used for planned, adult-led activities.

- Children's individual stages of development are accommodated within activities, with excellent support from staff who interact well with children and set appropriate challenges for all children. In addition, they are good at valuing and praising children's efforts.
- The partnership with parents is very good, with thorough information being given to parents about what children are doing whilst at the nursery. Staff encourage a friendly, supportive relationship with parents, encouraging them to share what they know about their child.
- The leadership and management is very good. There is a clear management structure, with staff and committee being aware of their roles and responsibilities. Staff work well together as a team and are committed to the care and education of children.

What needs to be improved?

- the opportunities within the routine for children to extend and re-enforce their learning through child-initiated play.

What has improved since the last inspection?

Improvement since the last inspection is very good. The nursery were asked to acquire more resources for information technology. Children have access to a range of programmable toys and use a computer on a regular basis. The nursery continues to increase resources in this area.

In addition, the nursery were asked to improve the facilities for outdoor play. Since moving to their new building, the nursery has developed an interesting, challenging and stimulating outdoor environment which is used very well within the daily routine. There are plans to further develop the outdoor space, for example a sensory area for all children to enjoy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children aged three and four are confident and interested to learn. They are developing self-confidence and self-esteem very well, with children becoming increasingly independent and able to make choices, although this could be further encouraged through increased child-initiated play. Children understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently, listen and respond in a range of circumstances and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names. They access writing for a variety of purposes within free play and structured activities and enjoy looking at books.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. Three and four year olds are accessing activities where they can learn about space, shape and measure and are beginning to understand the concept of more and less and other mathematical concepts. They have opportunities to develop problem solving skills in free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Three and four year olds use the wide range of equipment and resources within free play. They explore, find out about and experiment within their play, both indoors and outdoors. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities. They talk about events in their lives and are developing a sense of time and place and an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They frequently access activities, both indoors and outdoors, which help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination within a wide variety of free choice activities. They enjoy role play, dance and music, using resources to extend their play and learning. Children have access to an extensive range of materials so that they can explore texture, form and shape. They use their senses and communicate their ideas and thoughts.	
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 key issues, however there is a point for consideration.
- Continue to organise time and resources to ensure that children aged three and four years old have increased opportunities to extend and re-enforce their learning through valuable, meaningful child-initiated play.

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.