



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127403

DfES Number: 513442

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Freeda Wildon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name New House Nursery School
Setting Address 9 New House Lane
Canterbury
Kent
CT4 7BG

REGISTERED PROVIDER DETAILS

Name Miss Jane Lesley Hicks

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

New House Nursery School opened in 1986. It operates from the ground floor of the owner's home in Canterbury, Kent. The nursery has access to three rooms, toilets and a kitchen and serves the local area and surrounding towns.

There are currently 79 children on roll. This includes 17 funded 4-year-olds and 32 funded 3-year-olds.

Children attend a variety of sessions each week. The staff have experience of working with children who have special needs and children who speak English as an additional language.

The nursery opens five days a week, Mondays to Fridays all year, with two weeks break over the Christmas season. Sessions are from 8.00 to 18.00.

There are 10 staff working with the children, of which 6 have an early years qualification; 3 others are currently doing NVQ level II and III. The nursery receives support from a Pre-School Learning Alliance fieldworker, a special needs advisor and a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

New House Nursery School provides good care for children.

More than half of the staff are qualified and others are currently undertaking training. They generally have a good knowledge and understanding of the National Standards. Space, staff and resources are well organised to meet the children's needs effectively. The environment is warm and welcoming to children and parents. Clear policies, procedures and records underpin the day-to-day running of the nursery.

The staff give high regard to security. The premises are secure and staff provide an effective system for managing access to the premises. The manager and the deputy have been delegated responsibility for health and safety matters and there is a

policy in place. Staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Children are offered healthy and nutritious meals and dietary needs are catered for.

There is a good range of indoor and outdoor toys to promote play opportunities for children. Staff provide a clear daily routine that the children understand well. Children are happy and stimulated, with planned, exciting activities covering all areas of development. Planning is based on the Foundation Stage for funded children. However planning for the under threes and for the after school children is not fully developed. Children have access to a range of resources that reflect positive images. The staff have sound knowledge of children with special needs. Staff manage behaviour positively and consistently, resulting in good behaviour and secure, confident children.

The partnership with parents is good. Parents are happy with their children's care. Information is given to parents about the provision and its procedures. The nursery does not, however, have prior written consent from parents for medical emergency treatment or advice.

What has improved since the last inspection?

At the last inspection the nursery agreed to ensure that the time of arrival and departure of children, staff and visitors would be recorded; that the staff toilet would be made inaccessible to children; that the members of staff responsible for out of school children would attend appropriate training; that the freezer would be made inaccessible to children; that a fire guard would be fitted; that all the electrical/gas appliances met the Health & Safety requirements; that the nursery's equal opportunity policy and special needs policy would be revised so that they would be in line with current legislation and guidance; and that the child protection policy would comply with local Area Child Protection Committee procedures. All these matters have been dealt with.

What is being done well?

- The manager and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development, for example 'Birth to Three Matters' and child protection.
- Staff generally have a good knowledge and understanding of the National Standards. Space, staff and resources are well organised to meet the children's needs effectively.
- The environment is warm and welcoming to children and parents. Clear policies, procedures and records underpin the day-to-day running of the nursery.
- The staff give high regard to security. The premises are secure and staff provide an effective system for managing access to the premises.
- Staff are informed and aware of the importance of good hygiene practice in order to prevent the spread of infection. Children are offered healthy and

nutritious meals and dietary needs are catered for.

- There is a good range of indoor and outdoor toys to promote play opportunities for children. Staff provide a clear daily routine that the children understand well.
- Children are happy and stimulated, with planned, exciting activities covering all areas of development. Children have access to a range of resources that reflect positive images.
- Staff apply useful singing techniques throughout the session to help children become confident learners.
- Staff manage behaviour positively and consistently, resulting in good behaviour and secure, confident children.
- The partnership with parents is good. Parents are happy with their children's care. Information is given to parents about the provision and the procedures.

What needs to be improved?

- planning for the children under three years and the after school children
- prior written permission from parents for seeking emergency medical advice or treatment
- staff knowledge and understanding child protection issues.

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
3	Plan a range of activities and play opportunities for children's overall development for the After School Club children and for children under 3 years.
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Newhouse Nursery School provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure knowledge of the early learning goals and plan effectively to help children progress towards these. They are competent and highly organised and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. Staff know children well and are sensitive to their needs helping all children to feel valued. They identify children's next steps in each area of learning to help them provide appropriate support throughout the session, building on what children know. Staff apply useful questioning techniques effectively to help children to think for themselves. The pace and routine of the setting is very good. Staff make sure that activities and resources can be adapted to include all stages of development. A strong emphasis is placed on play, language and independence. The staff are developing a 'free flow' system to enable children to use the outside area freely in their play. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and monitoring systems are in place.

Leadership and management is very good. Staff are well supported in the care and education that they provide. The manager and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good. The staff greet parents warmly and provide them with excellent information about the curriculum and termly reports containing details of their child's development. Newsletters and an informative display area enables parents to know what their children are learning. They receive regular opportunities to discuss their child's progress with staff.

What is being done well?

- Staff provide a friendly and caring setting, which builds children's confidence and self-esteem. Children are happy, settled, well behaved and eager to learn. Staff provide many worthwhile exciting activities, which has a positive influence on children's concentration and motivation.
- Staff provide an environment that reflects the importance of language through labels, the alphabet washing line and books. More able children help to label the environment and can recognise simple words.
- Staff encourage children to use mathematical language throughout the session. There are excellent opportunities for children to be aware of simple ideas of addition and subtraction, for example dice games, juice time and number rhymes. Children learn about measurement using hands and the tall

sunflower that they have made together.

- Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences and change, for example cooking and growing projects.
- Regular opportunities to use large equipment ensure that children move around freely and safely, displaying a good awareness of themselves and others.
- Children receive excellent play opportunities to express and communicate their ideas, for example as they describe gelatine 'frog spawn' as 'gooey', 'squelchy' and 'sticky wicky'.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- the continued development of the 'free flow' system inside and out.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a friendly and caring setting which builds children's confidence and self-esteem. Children are happy, settled, well behaved and eager to learn. Staff provide many worthwhile exciting activities which has a positive influence on children's concentration and motivation. Children develop independence during the session, such as pouring their own drinks and self-registering. They sing to help them in their learning for example as they tidy away, greet each other and say goodbye.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff provide an environment that reflects the importance of language through labels, the alphabet washing line and books. More able children help to label the environment and can recognise simple words. Children speak clearly and confidently to their friends and adults. Writing is developing well through play, such as the 'garden centre' when children take orders and activities such as writing letters to the giant. Children join in enthusiastically with stories and songs.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Counting and number recognition is a regular feature of the nursery; consequently children do so confidently. Staff encourage children to use mathematical language. Children are given good opportunities to identify and name shapes. Staff provide excellent opportunities for children to develop simple problem solving for example as they work out how many cups are needed at juice time and how many green frogs are left. Children measure with hands and the tall sunflower that they have made together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences, patterns and change, for example changes to their sunflowers, the tadpoles and the 'giants' cookie mixture. They clearly enjoy using the computer and are developing an ability to use the mouse control. Children find out about features of the local and wider world through projects and the help of visitors into the nursery.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing, spreading, pouring, stirring and constructing. Regular opportunities to use large equipment ensure that children move around freely and safely, displaying a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through topics, discussion, cooking and regular hand washing.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children clearly enjoy the opportunities provided in play, as they express and communicate their ideas using words such as 'gooey', 'squelchy' and 'sticky wicky' as they describe the gelatine 'frog spawn'. Regular singing ensures children build a repertoire of songs and match their movement to actions such as tidying up. Children enjoy a range of activities such as papier-mâché and printing. Staff provide excellent support to enable children to use their imaginations in art, music and role-play.

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 improve the following:
- continue to develop the 'free flow' system inside and out.

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.