



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218403

DfES Number: 539785

### INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Sally Ann Smith

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Animal Crackers
Setting Address	Sandy Hill Farm Fradley Junction Alrewas, Burton-upon-Trent Staffordshire

### REGISTERED PROVIDER DETAILS

Name	The partnership of Mr & Mrs Cooper
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### ORGANISATION DETAILS

Name	Mr & Mrs Cooper
Address	Fradley Junction Alrewas Burton-on-Trent Staffordshire DE13 7DW

## 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

Animal Crackers Day Nursery has been open since 1999. It operates from four rooms in a barn conversion in Fradley Junction. The setting serves the local area.

There are currently 73 children from 0 to 8 years on roll. This includes 23 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and appropriate measures are in place to support children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 13 staff who work with the children, of whom 11 have an early years qualification to NVQ level 2 or 3. There are two staff who are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Animal Crackers provides satisfactory care for children. Staff provide an environment where children are happy and settled and enjoy their play. Staff work together as a team to meet the needs of all children. Written policies and procedures are in place although some lack the necessary detail.

Staff have appropriate hygiene routines in place to prevent the spread of infection and maintain children's good health. Children are familiar with routines for washing hands before eating and after using the toilet. Staff demonstrate a good understanding of how to keep children safe although there are no formal risk assessments in place. Some staff are not familiar with all the written policies and procedures relating to safety. Staff regularly practise emergency evacuation procedures and they receive training in first aid.

Children are provided with an interesting and varied programme of activities which is stimulating and fun. Good use is made of the outside play area which includes a covered barn enabling all children to play outside on a daily basis. Children have opportunities to feed the chicks and also grow their own fruit, vegetables and flowers. Staff manage children's behaviour well and children are aware of boundaries and routines, although some staff are not familiar with the behaviour management policy. Staff interact with the children positively and listen attentively to what they have to say. There is a good range of resources to include toys, books and puzzles reflecting positive images of race, culture, gender and disability although displays are limited.

Partnerships with parents are good and they receive regular information regarding their child's progress. Staff liaise with parents to discuss children's individual needs and to ensure that the children are cared for in accordance with parent's wishes. Parents receive regular newsletters and are in regular contact with their child's key worker.

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

Not applicable.

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

- Staff provide a warm, welcoming and happy environment for the children, they are approachable and take an interest in what the children say and do.
- Good hygiene procedures are in place to prevent the spread of infection.
- Staff provide an interesting and stimulating environment for the children both indoors and outdoors. Particular emphasis is placed on using the outside space effectively.
- Staff manage children's behaviour well and encourage the children to listen, share and take turns. Staff are consistent in their approach.
- Partnerships with parents are good and staff ensure that the individual needs of each child are met. Parents receive regularly updated information about the setting.

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

- the induction procedures to inform staff of policies and procedures and consolidate their knowledge and understanding
- the procedure for identifying risks to children and staff in the nursery environment
- the displays to reflect positive images of race, culture, gender and disability
- the procedure for managing children's behaviour and child protection.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
6	Ensure a written policy is in place for lost and uncollected children and staff are familiar with procedures.	22/10/2004
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks which includes access to the setting and the outside play area.	22/10/2004
11	Ensure the behaviour policy includes a statement on bullying and strategies for dealing with inappropriate behaviour is shared with parents and staff.	22/10/2004
13	Ensure staff are familiar with Area Child Protection Committee procedures and are aware of procedures where an allegation of abuse is made against a member of staff.	22/10/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Formalise induction procedures to inform staff of policies and procedures. Provide regular meetings to enable information to be shared with staff and consolidate their knowledge and understanding.
9	Improve displays to represent cultural diversity, gender and disability.

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

### How effective is the nursery education?

Animal Crackers offers good quality provision overall which helps children make generally good progress towards the early learning goals.

Teaching is generally good and staff work well together planning activities both indoors and outdoors to promote learning for the children. Planning of the educational programme is good and it ensures that children are offered a broad and well balanced programme of activities, although there are few opportunities for children to develop their IT skills and look at how things work. Regular observations and assessments are used to inform planning, although plans are not adapted to meet the different skills and abilities of all the children. Staff interact with the children well and make good use of their time to ensure that resources are effectively used to support children's learning. However, staff do not always extend children's vocabulary and consolidate their knowledge and understanding with appropriate questioning. Children behave and respond well to the high expectations, encouragement and support of staff who give regular praise. Effective measures are in place to support children with special educational needs.

Leadership and management are generally good and the setting recognise areas that need to be developed. At present there is no system in place to evaluate staff's practice and improve skills, although staff are keen to improve the quality of education. Staff are valued through positive leadership and are encouraged to attend relevant training and support groups to enhance practice.

Partnerships with parents are very good and opportunities are provided for parents to share in their child's learning. Parents are kept informed of their child's progress through verbal exchanges and developmental profiles. Parents find the current staff approachable and children are progressing well. Curriculum planning and information are displayed to ensure that parents are well informed about themes and topic work.

### What is being done well?

- Staff work together well to provide an environment both indoors and outdoors that promotes all areas of children's learning.
- Staff make good use of the outdoor play area and local environment to help children explore the natural world and their surroundings. The children grow their own fruit, vegetables and flowers and nurture them by watering and caring for them appropriately.
- Children gain an awareness of the cultures and beliefs of others. They look at the landscapes of different countries to include Australia, The Caribbean, India and China, the people, and the way they live, dress and eat. Children

have prepared and eaten a traditional Caribbean dish, looked at Aboriginal art and tasted Chinese and Indian foods.

- Children demonstrate good concentration in adult and self initiated activities. Staff provide good role models and encourage all children to participate.

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

- children's access to information technology and opportunities to look at how things work
- the planning to identify how activities can be differentiated
- staff's questioning to extend children's vocabulary and consolidate their knowledge and understanding
- the systems for evaluating staffs practice.

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

Very good progress has been made since the last inspection. The nursery was required to ensure that whole group activities are not too long and that children can maintain concentration. Staff now ensure that children get acquainted with the routines gradually such as sitting down at circle time and sitting to listen to a story, and build up the length of time that children sit. Staff start with simple discussions and involve the children to get them used to sitting, taking turns to talk and listen and share news. This starts with a short session and is gradually extended as the children's concentration span increases.

Role play now provides more opportunities for the children to develop their writing skills and write independently. Children make party invitations, write shopping lists, write menus and post their letters in the post box and staff continue to extend this area of their play.

Planning clearly identifies what the children will be learning and parents are now informed about their child's progress. They receive regular newsletters and ideas are provided for children's learning in the home environment or whilst they are out and about.

Staff have all been made aware of the Special Educational Needs Code of Practice and have attended relevant training to improve their knowledge. The nursery liaises closely with the Area Special Educational Needs Coordinator (SENCO) who provides support and advice.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are gaining confidence and settle quickly to task. They listen to each other at circle time and are keen to share their experiences and demonstrate what they can do. They speak clearly and confidently in small groups and talk about their feelings, likes and dislikes and personal preferences. They show a positive approach to new experiences such as serving meals and pouring their own drinks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to engage adults in conversation in an informal way and talk about their own experiences in relation to their play. Children persevere and are given time to make themselves understood. Children enjoy rhymes, singing and stories although their language is not always extended by appropriate questioning. Children practise different styles of writing such as Spanish, Chinese and Indian and make their own passports, menus and shopping lists.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes and songs, counting up and back. Children see numbers in the environment and complete graphs of different types of transport they have observed. They use number lines to consolidate recognition of numbers and correct sequencing. They learn about shape, colour and size and talk about cylinders and cubes. Activities are not extended for more able children. Children develop problem solving skills through practical activities such as water play and cooking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and make good use of the local environment to look at animals and their natural habitat, planting and growing and observing seasonal changes. They look at different cultures in detail and learn about the customs and food. Children share past and present events in their lives and talk about significant things that have happened to them. However, activities to look at how things work and to develop children's use of information technology is limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can pedal bikes well and competently change direction, stop and start appropriately and negotiate stationary objects. Children benefit from having a PE teacher who visits the nursery and, along with staff, uses imaginative games to encourage physical play. As part of a holiday theme children practise folding and packing clothes into a suitcase. Children handle various tools such as glue spreaders, scissors and paintbrushes with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express themselves through role play, small world, painting, music and movement and enjoy singing familiar songs. Children use their imagination to interpret the movements of sea creatures such as moving like a crab or imitating fish swimming. Children develop their sensory and tactile experiences and participate in cooking and tasting sessions, play in the sand and water and use play dough and other malleable materials.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **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**

- improve opportunities for children to develop skills in IT and look at how things work.
- develop planning to identify how activities can be differentiated for the individual needs of the children.
- improve staff's skills in questioning children to extend their vocabulary and consolidate their knowledge and understanding.
- devise a system to monitor the quality of teaching, address weaknesses and support staff, to ensure the educational programme is effective.

*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.*