



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226982

DfES Number:

INSPECTION DETAILS

Inspection Date	09/09/2003
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Parkview Day Nursery
Setting Address	236 East Park Road Leicester Leicestershire LE5 5FD

REGISTERED PROVIDER DETAILS

Name	Mrs K. Patel
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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

Parkview day nursery opened in 1989. It operates from a converted and extended four bedroom semi-detached house next to Spinney Hill park. The day nursery is open to anyone, however mainly serves the local Highfields community.

It is registered to provide care for 45 children, of whom only 16 children may be under two years of age. It is also registered to provide an out of school and holiday club for a maximum of 12 children.

There are currently 42 children from seven months of age, to four and a half years on the register. This includes 17 children funded to receive education who are three years of age; and three children funded to receive education who are four years of age. Children attend a variety of sessions.

The nursery is experienced in supporting children with special needs, and currently the majority of children attending the nursery have English as an additional language.

The nursery opens five days a week, all year except for public holidays. Sessions are from 7.45am until 5.45 pm.

Eight full time staff work with children, and of those, seven have early years qualifications. The remaining member of staff is currently undertaking an early years training programme. The nursery receives support from the local Early Years Development Childcare Partnership.

The nursery is working towards accreditation with the Investors in Children programme. It is involved in the Neighbourhood Nurseries Initiative, and Steps Into Learning. It is also involved with Sure Start, and New Opportunities Funding.

How good is the Day Care?

The nursery provides good quality care for children.

There is a high proportion of staff qualified in Early Years, and a good staff: child ratio in the rooms. The rooms are organised well to cater for the age related needs of children. The premises are very safe and secure. There is sufficient furniture and equipment for all children, although children would benefit from having toilet doors on the toilet cubicles to improve privacy. The nursery has up to date records, and complies fully with children act regulations.

There are good risk assessment procedures of the equipment and premises. Sickness and hygiene procedures are followed well, however medication records are not confidential to the individual child. There is an excellent awareness of culture and acknowledgement of children's individual needs. The nursery has good structures in place to support children with special needs and their families. Staff have a good awareness of child protection issues.

Staff demonstrate a very caring and supportive approach to children and enjoy working with children. Behaviour is on the whole, well managed, although staff's understanding of dealing effectively with more challenging behaviour is less well managed. Staff are positive role models to children, and children learn the difference between right and wrong. Planning in all rooms ensures there is generally a wide variety of activities available to children each day, although the availability of a wide range of books and intermediate communications technology in the toddler room and pre-school room is limited.

Partnership with parents is good. The nursery is aware of the needs of each family and support them well. There is written information given to parents each term. The nursery provides children with a varied menu. The food is prepared on the premises, and is of good nutritional quality, and of good quantity for children.

What has improved since the last inspection?

The nursery was asked to provide written confirmation that environmental health, and the fire service, agreed to the variation of registration from 30-45 children. It has met this requirement. The nursery was asked to ensure all toys and equipment were cleaned and well maintained. All toys are now cleaned regularly, and the nursery has invested a large sum of money in buying new toys and equipment. The nursery was asked to ensure hygienic practices for teeth brushing and hand washing these are now in place, this requirement has been met.

The nursery was asked to ensure a written complaints procedure was available to parents which included the address and telephone number of Ofsted, this has been actioned and is now available.

What is being done well?

- Staff have a caring approach to working with children and enjoy their work.
- The nursery has a good understanding and working knowledge of equal opportunities and anti-discriminatory practice.
- The nursery has good management systems in place to support staff, and

children in their care.

- The nursery provides nutritious and plentiful food to children.
- There is good verbal and written communication with parents about the care of their children.

What needs to be improved?

- develop medication records to ensure confidentiality;
- improve availability and range of books and ICT equipment in the toddler and pre-school rooms;
- develop staff's understanding of managing challenging behaviour;
- improve on the privacy of children using the toilet.

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
4	provide children with greater privacy whilst using the toilet.
5	Provide sufficient intermediate communication technology equipment and reading books for both the toddler room and pre-school room.
7	revise administration of medication forms to ensure confidentiality of information.
11	develop staff's awareness and understanding of effective ways to manage challenging behaviour.

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

How effective is the nursery education?

Children are making generally good progress overall towards the early learning goals. Three-year-old children are progressing well to their age and stage of development, although more able three-year-olds and four-year-olds are at times insufficiently challenged. Most children are making very good progress in the area of personal, social and emotional development; and progress in communication, language is good which is significant as the majority of children attending the setting have English as an additional language. Resources for intermediate communication technology are limited, as is the range and accessibility of books.

There has recently been a change in staff, however existing staff and new staff have a commitment to the early learning goals (ELGs). There is curriculum planning in place, and individual assessments of children's learning is undertaken regularly. The assessments do not sufficiently support planning to tailor learning to the individual needs of each child, and to ensure learning in each area has been cemented. There is a good balance between adult directed and child led activities. Staff do not sufficiently use everyday opportunities to engage children in learning. There are good systems in place for supporting children identified as having special educational needs.

There are good management systems in place for supporting staff. Management are aware of the strengths and weaknesses of the education they provide to children and have supported staff in the provision of in-house training, and in enabling staff to attend external training courses relevant to the six areas of learning.

The setting provides good verbal communication opportunities for parents, and welcomes parental feedback. There is insufficient written information given to parents about the progress their children are making in the six areas of learning, and how parents can contribute to their child's progress in the home environment.

What is being done well?

- Staff form caring and supportive relationships with children, and are positive role models for children.
- Children have high levels of confidence, and are interested and motivated to learn.
- Children have good levels of personal, social and emotional development.
- Support for children with special educational needs, and for children and parents who have English as an additional language.

What needs to be improved?

- planning to use assessments more effectively to underpin learning, and to identify the 'next steps' in the learning of each child. Planning to provide more opportunities for calculation.
- staff's confidence in using their understanding of the six areas of learning to support children's learning in unplanned activities.
- partnership with parents to improve parents understanding of their children's learning, and in supporting them to continue learning in the home environment.

What has improved since the last inspection?

Children's assessment records have been improved to ensure that records demonstrate all aspects of learning children have achieved. However they do not sufficiently support future planning. Learning objectives and activities have been adapted in recognition of the stepping stones to ensure learning is more related to the age and ability of the child. Staff have more knowledge of how to promote children's early reading and writing skills. The programme for mathematical development has been strengthened although there continues to be insufficient calculation being used . There are more child initiated activities, and learning situations requiring children to question and think.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and motivated to learn. Children are co-operative and generally behave well. They form good relationships with staff and their peers and are learning to show sensitivity towards people of other cultures and beliefs. Children demonstrate good personal independence, in self care and selecting resources for themselves and working independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have good speaking and listening skills. They enjoy conversation and are happy to talk about their likes and dislikes. Children are learning to recognise the sound and shapes of letters and to read familiar words such as their names. Children make marks for a purpose, and enjoy working at the emergent writing table. They can ascribe meaning to the marks. Children enjoy reading and story time, however there are insufficient books to support their enjoyment and learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most three year olds can count to 10 with older and more able children counting beyond 10. Children sort, match and recognise mathematical patterns and sequences. Children are aware of two dimensional shape, and the shape of everyday objects. There are insufficient opportunities to combine or take-away groups of objects in practical or everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are gaining awareness of their local environment through visits to the local shops and temples. They learn to observe change through mixing and cooking ingredients. They can use tools for a purpose and can join construction pieces together to build and balance. Children are gaining an awareness of the culture and beliefs of others. There is insufficient resources and opportunity for children to develop skills in intermediate communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence in a range of ways, they can for example run, jump, crawl and skip. Children demonstrate increasing skill in balancing and climbing steps. They show respect for each other's personal space although this can be difficult at times due to limited space in the room. Children are aware of their own personal needs. They are demonstrating increasing control in the use of small and large objects.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have good opportunities to use their imagination through role play, painting and puppet work. Children enjoy singing and have favourite songs. Some can make up words to songs. Children enjoy music and creating sound. Children are aware of different textures, and can identify different colours. There is insufficient use of working in 3-dimensions such as junk modelling.	
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

- Use individual observation and assessment of each child to help consolidate learning, to identify learning priorities, and inform future planning.
- Increase staff's knowledge of the clusters relating to each of the six areas of learning, and utilise this in curriculum planning and assessment.
- Seek ways to engage parents more meaningfully in their children's learning.

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.