



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321566

DfES Number: 510016

INSPECTION DETAILS

Inspection Date	15/09/2003
Inspector Name	Christine Tipple

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Straylands Nursery
Setting Address	Fairfield, Malton Road York North Yorkshire YO31 9LT

REGISTERED PROVIDER DETAILS

Name	Straylands Day Nursery
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ORGANISATION DETAILS

Name	Straylands Day Nursery
Address	Farfield Malton Road York YO31 9LT

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

Straylands Day Nursery was registered in 1992. It operates from a three storey mid-terraced house on the Malton road, coming into York off the A64.

The nursery uses the ground floor only which has four areas set up for babies, toddlers and pre-school children. There is also a separate sleep room. The toilets and kitchen facilities are also on this level.

The nursery has a small rear enclosed garden area for the children which is partly grassed and paved.

There are currently 30 children on the register from three months to under five years. This includes six funded three-year-olds and three funded four-year-olds. The children attend for a variety of sessions.

The nursery opens Monday to Friday 07.30 to 18.00 all year. There are seven staff who work full/part time. The four core staff hold relevant early years qualifications. The nursery is a member of, and receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Straylands nursery provides satisfactory care for the children. Staff provide a welcoming and relaxed environment which enables the children to feel safe and secure. There is a good level of health and safety both indoors and out, which is supported by an effective health and safety policy. Children are settled and have good relationships with the staff who manage their behaviour appropriately.

Staff are supported in attending training, they attend staff meetings and individual supervision is provided. There is a key worker system in place, which establishes a consistent approach for both parents and the children.

Children in the baby unit have routines that reflect their individual needs for sleeping and feeding. Staff provide and organise activities, and a daily diary is kept and

shared with parents. In the toddler unit there are planned activities organised by the staff, however these do not always reflect the needs of the children in their overall development, and do not make best use of the facilities provided.

Staff in the pre-school room plan related activities that are supportive to children's learning through play. The access to the outdoor area is limited due to the space and weather conditions. This limits the opportunities for children to extend their play outdoors.

Partnership with parents is good. There are systems established to provide parents access to their children's records and daily routines in all the units. The staff provide regular open sessions for parents to attend, and there is information displayed in all areas relating to activities, staff training and other events.

What has improved since the last inspection?

At the last inspection the provider agreed to make improvements to staff qualifications, activity plans for the baby unit, details of relevant documents for named drivers, documentation relating to medication, and a record of incidents. They also agreed to provide parents with access to their child's record's and include details in the child protection policy relating to allegations against staff.

All of the actions have been addressed. Staff have a greater understanding in the development of policies and procedures, and their own self development has increased through training and qualifications. The child protection policy relating to allegations against staff needs to be extended more fully to include students and volunteers.

What is being done well?

- The care and provision for the babies includes activities and routines that meet the individual needs of the children. Staff provide information to parents on a daily basis and promote a relaxed and caring environment in all areas of the nursery. Children respond well to the staff who provide activities and resources which give variety and support to children's learning through play.
- There are comprehensive policies in place for health and safety and staff are aware of the need to maintain a consistent approach both indoors and out. There are systems in place to review all areas of safety, and this is supported through the training attended.
- There is a clear policy in place for behaviour management, and staff have attended training to develop skills and knowledge in this area. They work in a consistent way in dealing with the children's behaviour.
- Partnership with parents is good and information is exchanged in a variety of ways. Informal open sessions are held regularly for parents to attend. Displays are available with various information regarding the range of activities provided.
- For children under three years old daily diaries are used for staff to record the

child's day. These are shared with parents.

- For the pre-school children, parents have a six month review on their child's progress, and all documents are available at all times for parents to look at and comment.

What needs to be improved?

- the planning in relation to the activities and use of facilities in the toddler unit to provide more opportunities for independence, and to extend their play experiences;
- the outside play area and the facilities to provide access all year, and extend the play opportunities for all the children;
- the details in the parents handbook of the procedure to be followed if they have a complaint;
- the child protection policy in relation to allegations made against staff, students and volunteers.

Outcome of the inspection

Satisfactory

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 in the toddler area, which supports their independence and extends their play experiences;
3	develop the rear garden area and the facilities to provide a surface that is accessible all year, in order to extend the play opportunities for the children;
12	make available to parents the details of the procedure to be followed if they have a complaint;

13	develop child protection procedures in relation to allegations made against staff, students and volunteers.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Straylands Day Nursery provides a welcoming environment, children settle well and make generally good progress towards the early learning goals. They make generally good progress in their personal social and emotional development, communication language and literacy, knowledge and understanding of the world, mathematical development, creative development and in physical development.

The quality of the teaching is generally good. Staff have an understanding of the early learning goals, however ongoing access to training for staff would develop their knowledge and skills.

Staff work together in the planning of activities for the children to provide an interesting curriculum.

The nursery room is small and the planning reflects some restrictions on the children during the session. The available resources and materials for creative skills, knowledge and understanding of the world and communication language and literacy are not used effectively to develop and extend children's independence and choices.

Assessments on the children are completed by their key worker. These identify children's learning, however, staff need to extend these to provide more evaluative evidence of individual children's progress and how this links to future planning.

The staff manage the children's behaviour in a calm and supportive way. They have positive relations with the children, who are able to work in groups or on their own.

Leadership and management of the nursery is generally good. Staff attend a range of training and regular team meetings. They contribute to planning and share roles and tasks.

Partnership with parents is very good. They are provided with a range of information about the nursery provision and practice. Parents have regular opportunities to discuss children's progress and all information is shared. They are invited to regular open sessions and the six month review process on their child's progress.

What is being done well?

- In children's personal and social and emotional development the children are able to form good relationships with adults and each other. They are able to work independently and in groups. Behaviour is managed well by the staff in a consistent and supportive way.
- Staff plan and provide a range of practical every day activities for both three and four-year-olds, which enables them to begin to solve simple

mathematical problems.

- Children are encouraged to communicate with each other and with the staff to develop their language skills.
- Parents are made to feel welcome and be involved with their child's learning and progress.
- Staff work well as a team and monitor the care and education provided. This enables them to address their strengths and weaknesses.

What needs to be improved?

- the activities and opportunities for both three and four-year-olds to select independently their own materials and resources in all areas of the provision.
- the opportunities and challenges for both three and four-year-olds to develop mark making and writing skills, and link sounds to letters.
- the recording of children's individual progress, showing how this links with future planning.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. Staff have established individual scrap books which shows examples of the children's work and their progress.

There are visual displays of letters and numbers, and staff have introduced games that use letters and numbers.

The planning now includes more details of the stepping stones that are linked to the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They concentrate and have a good approach to learning through the focused activities provided. Children form positive relationships with each other and adults. They have a good awareness of the boundaries set and behavioural expectations. They are able to operate independently and show confidence in seeking guidance and support. However, this is not extended sufficiently in some areas of the provision.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They use language to express themselves and to recreate roles and experiences. They have opportunities to write letters and to recognise familiar words. They are aware that print has meaning, and use the local library to extend their learning. They are aware that books hold information. However, they do not have enough opportunities to extend this, link sounds to letters, practice mark making and form letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in their mathematical development. They use simple mathematical activities to solve everyday problems in the activities and resources provided. They count to ten and beyond with confidence. Both three and four-year-olds are beginning to show understanding of shape, size, and positional language. Children sustain interest in activities e.g. construction. The more able three-year-olds and four-year-olds can name a selection of shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. They have opportunities to explore and investigate. They talk confidently about what they see, what is happening, past and present events, and their immediate and extended family. All children use tools in a variety of activities and there is some access to programmable toys and equipment. However, children's access to resources and opportunities to extend learning are not sufficiently planned for.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in their physical development. They have opportunities to play outside and use larger equipment to develop their gross motor skills. A range of tools are provided for fine motor skills. Children move around the nursery with control and co-ordination. The more able three-year-olds and four-year-olds display a good understanding of hygiene practices and keeping healthy. Four-year-olds can throw and catch objects and can kick a ball with accuracy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in their creative development. They explore colour, texture, construction, and collage through a range of resources provided in the focus activities. They talk about their activities and what they are doing. They have access to musical instruments and use role play to act out experiences and to express how they feel. However, there are insufficient additional opportunities for children to independently select resources and extend their creative play.

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 the planning to extend the learning opportunities for both three and four-year-olds to select materials and resources in a variety of activities which supports independence;
- provide opportunities for children to mark make and develop writing skills, and link letters to sounds;
- ensure the assessment of the children's progress is evaluated and used to inform future planning, both individually and for the whole group.

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.