



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103037

DfES Number:

INSPECTION DETAILS

Inspection Date	13/01/2004
Inspector Name	Christine Powlesland

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Otterham Childcare Centre
Setting Address	Otterham & St Juliot Village Hall Marshgate Camelford Cornwall

REGISTERED PROVIDER DETAILS

Name	Otterham Child Care Centre 1079898
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ORGANISATION DETAILS

Name	Otterham Child Care Centre
Address	Marshgate Camelford Cornwall PL32 9YN

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

Otterham Child Care Centre can be located on the outskirts of Otterham, near to the village of Marshgate.

It has its own purpose built premises which opened in September 1999. It is situated next door to Otterham and St Juliot Village Hall where the group previously operated.

The premises consist of a office, staff toilet, children's toilets, toilet for the disabled/ baby changing facilities, a kitchen, a nursery room for babies, two playrooms of which the larger one is used for three to five year old children. There is also an enclosed outside play area.

There are currently 52 children from three months to eleven years on roll. Of these XX are in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently supports children with special needs.

The nursery is open five days a week all year round. It operates from 08.00 to 18.00.

Ten part-time staff work with the children. Three have early years qualifications to NVQ level 2 or 3. Two staff 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). The nursery is charity based and run by a committee.

How good is the Day Care?

The childcare provided by Otterham Childcare Centre is unsatisfactory. Not all staff left alone with children have completed vetting procedures. Children are not grouped appropriately and there is no deputy and not enough qualified staff. Not all policies are available or complete. The playrooms are gloomy with inadequate artificial lighting. They are cluttered and some of the storage boxes on the open shelving are heavy and hazardous to young children. Floors and windows are unclean and one

room is sometimes cold. There are sufficient tables and chairs but these are not organised to meet the needs of the children. There is no comfortable area where older children can relax or rest during the day. The adult sized sofa in the baby room and the treadle sewing machine are hazardous to children. All records are not kept confidential and not all records are complete.

The nursery is securely locked and staff open the door to greet parents. The fire officer's advice has been followed but electrical leads are hazardous to children. Staff are not always aware of children's medical information. Parents permission for emergency medical treatment and for administering medication has not been obtained. Good hygiene is not always promoted, such as a wipe clean surface on the changing table. Special dietary needs are known and fresh fruit is offered at snack time but plates are not provided with food placed on the table. Water is not freely available. Staff are not always aware of children's specific individual needs. A child protection course has not yet been attended.

Children are happy and enjoy their play but opportunities for some are restricted with few choices offered. Children's individual needs do not direct planning.

There are satisfactory relationships with parents who are happy with the provision. Staff photographs are displayed to welcome parents and a sticker/star system used to reward good behaviour.

What has improved since the last inspection?

There has been some improvement since the last inspection when the nursery agreed to ensure a daily record is kept of all children, hours of attendance and names of persons looking after them. Parental consent for the administration of medication was to be obtained and behaviour management strategies provided and followed.

A register sheet is now kept with hours of attendance and there is a list of which periods of time staff work in which room each day but it remains difficult to confirm the correct staffing ratios are always met. A behaviour management policy has been completed and works well with staff rewarding children with stickers. Parental consent to administer medication still has to be obtained.

What is being done well?

- Children are happy, learning to socialise and enjoy their play.
- Nursery is kept secure and parents are greeted by staff. Photographs of staff are displayed in the entrance hall and regular information about the nursery is provided for parents.
- Special dietary needs are known and fresh fruit and non-sugary drinks offered at snack time.

What needs to be improved?

- the organisation of the nursery so that space and resources meet the children's needs effectively, especially in respect of a separate base room for children under two with consistent staff
- the vetting of staff, which includes criminal records checks, and ensuring that all staff left alone with children are safe to do so
- the planning and implementing of play activities to ensure choices are easily available for all children and are based on children's individual needs
- the storage of records for confidentiality and ensuring that all consents and records relating to medication are accurate and shared with staff.
- systems to ensure that the premises are clean and suitable for use by children
- safety, with particular regard to the sofa in the baby room, trailing electrical cables and the sewing machine.

Outcome of the inspection

Unsatisfactory

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 must take the following actions by the date shown		
Std	Action	Date
1	Ensure adults providing day care are suitable to do so by ensuring all staff submit to a vetting procedure, which includes criminal records checks, and ensure that any person who has not been vetted is never alone with children.	21/01/2004
2	Develop and implement an action plan showing how space and resources will meet the children's needs effectively, especially in relation to a separate base room for children under two, and that sets out how a named deputy will be available and at least half the other staff qualified to the relevant levels.	21/04/2004
7	Promote the good health of children by ensuring the provision is clean, all staff are aware of medical	21/04/2004

	information and written permission is obtained giving permission to seek emergency medical advice or treatment and before administering medication to children.	
3	Devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development, based on their individual needs and allows them to build on their natural curiosity as learners, develop their language and mathematical thinking and use their imagination. Ensure that resources are organised so they are readily accessible to children.	21/04/2004
14	Ensure that all records relating to day care activities are kept, particularly in relation to the procedure to follow if a child is lost or uncollected and that medical records are kept confidential.	21/04/2004
6	Take positive steps to promote safety and proper precautions to prevent accident with particular regard to the sofa in baby room, treadle sewing machine and electrical leads.	21/04/2004

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

How effective is the nursery education?

The provision at Otterham Child Care Centre is acceptable but has significant weaknesses in all areas except Personal, Social and Emotional Development, which is generally good.

Teaching is significantly weak. Sound knowledge and understanding of the early learning goals is lacking. Plans based on the six learning areas are drawn up by the Centre Manager. Staff are expected to implement every aspect included in the plans. However, plans do not relate well to what the children already know and understand. No evaluation of the success of plans is undertaken. Staff shift patterns result in staffing levels being inconsistent and sometimes inadequate to effectively support the children's learning. Daily routines, such as snack times, are not well used to promote language and learning. Records of the children's progress and attainment are just beginning to be re-established. They do not yet show children's ongoing progress and are not used to inform planning of next steps of learning. They fail to confirm that children, including those who attend fewer sessions, have good opportunities to learn and develop in all aspects of the six areas. They are not effective in keeping parents informed about their children's progress. The setting's Special Educational Needs Policy is comprehensive but is not adhered to; nor does practice follow the Code of Practice.

Leadership and management are significantly weak. Systems are not effective in enabling staff to teach appropriately and consistently. Current staffing difficulties mean that the manager is responsible for the babies and has very limited time available to support staff working with the funded children. The management committee and the manager are both aware that there are current weaknesses in the provision.

The partnership with parents has weaknesses because systems are not in place to inform them about their children's progress or the education programme, but all spoken to report that their children enjoy attending.

What is being done well?

- Children are mostly happy, purposefully occupied and playing happily together.
- Parents report that their children enjoy attending the setting.
- There are some good opportunities for learning and development, though these are not consistently provided.
- Whole group story sessions, though not well prepared, are well led and enjoyed by the children.

What needs to be improved?

- leadership and management systems to monitor and evaluate the provision made for nursery education
- staff's knowledge and understanding of the stepping stones to the early learning goals
- use of time, resources and daily routines to enable staff to effectively support children and provide an environment and daily routine which will foster their learning and development in all six areas
- the records maintained on the children's attainment and progress in order to ensure that they are effective in showing ongoing progress, influencing the planning of next steps in learning for children, informing parents of their children's progress and also in confirming that those children who attend fewer sessions or in the afternoons also receive good curriculum coverage and have access to opportunities for learning and development in all six areas
- regard to the Code of Practice on the Identification and Assessment of Children with Special Educational Needs

What has improved since the last inspection?

There were three key issues from previous inspection four years ago. Limited progress has been made with all three. The first was to develop and implement procedures to identify and support children with special educational needs, making sure staff have regard to the Department for Education and Employment's Code of Practice on the Identification and Assessment of Special Educational Needs. Some children are receiving support from outside agencies, including the Speech Therapy Service and the Educational Psychologist, not always as a result of intervention by the Centre. Whilst there is a comprehensive Special Needs Policy in place which states that appropriate forms will be maintained and the Code of Practice followed, in practice this does not happen. Records and systems do not meet requirements.

The second key issue was to provide opportunities for children to develop and increase their climbing and balancing skills. Staff report the use of the climbing frame last week and the use of stilts and stepping stones, but no large physical activities, save some children's use of some wheeled toys, was observed over the inspection. Plans and records are not effective in confirming the development of children's skills or the consistent and regular provision of opportunities for children to practise and develop their climbing and balancing skills. Some children are taken by staff to gymnastics and dance sessions in the adjacent village hall. Some extra resources have been purchased since the last inspection.

The third key issue focussed on providing more opportunities for children to use their imaginations through music and dance. Children enjoy and know a range of songs and rhymes but the regular, consistent inclusion of dance and moving to music in the current programme is not confirmed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are mostly cheerful and happy. Staff offer plenty of praise. They reward children, for example, by giving them stickers, and children mostly respond well. Children are not allowed to use the toilet and hand washing facilities unsupervised, this may mean they must wait because staff are limited. Snack time routines are not well used for learning. There are sometimes limited resources available for the children's use, which limits their opportunities to make independent choices.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Whole group story sessions are not prepared in advance but those observed over inspection were well led and much enjoyed by the children, who show that they know how to use books and are able to join in with a range of stories. Effective use is not made of opportunities to develop children's language due to low staffing levels. Children's drawing and writing skills are insufficiently supported by adults although all children are encouraged to take part in 'mark making' activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Plans are not adapted for those children who learn more quickly or slowly. There is a lack of understanding of the stepping stones to the early learning goals. This results, for example, in the 'number of the week' being identified as 16, which is not appropriate for most of the three year old children. Some children have appropriate opportunities to learn about shape and size. Some children demonstrate good counting skills and number recognition.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children follow a programme which is intended to cover all aspects of this curriculum area, but while some opportunities for learning are available, for example, to learn about the life cycle of the butterfly, these are not consistent. Sand and water play are not regularly provided and insufficient use is made of the computers to promote learning. Children make regular use of a range of construction toys

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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There are some good opportunities for children to develop small movement skills and some children demonstrate good skills with scissors, pens and pencils. They enjoy using construction toys. Large movement skills are less well fostered. Children are developing an awareness of space limitations as they ride on wheeled toys. However, there are limited chances to play outside or to use large climbing and balancing equipment. Records do not note the development of children's skills.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Creative art activities are enjoyed by most of the children every day, though displays of work are limited. Insufficient emphasis is given to children's own imaginative work. Songs and rhymes are part of every session. Role-play areas and small world play are both available to the children and sometimes imaginatively used, for example, dressing up clothes and the home corner area. However, children are not encouraged to explore the materials and develop their own ideas.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that leadership and management systems are effective in enabling staff to teach and consistently provide an environment and a daily routine which will foster children's development and progress in all aspects of the six learning areas;
- develop staff's knowledge and understanding of the stepping stones to the early learning goals;
- ensure that effective records of attainment and progress, based on the six areas of learning, are maintained on all children in receipt of funding for nursery education in order to show their ongoing progress in all areas. Use the records to confirm that all children, including those who attend fewer sessions or attend in the afternoons, have access to a balanced curriculum and opportunities for learning and development in all aspects of the six learning areas. Use the records to inform and influence planning. Use the records to inform parents about their children's progress and development;
- ensure that the systems which exist to support children with special educational needs follow the Code of Practice on the Identification and Assessment of Children with Special Educational Needs.

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.