



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 250082

DfES Number: 520900

INSPECTION DETAILS

Inspection Date 15/01/2004
Inspector Name Janet Ann Keeling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Lawnswood Nursery
Setting Address c/o Shirley Heath Junior School
Coombe Road, Shirley
Solihull
West Midlands
B90 3DS

REGISTERED PROVIDER DETAILS

Name Lawnswood Childcare Ltd

ORGANISATION DETAILS

Name Lawnswood Childcare Ltd
Address The Administration Unit, The Old Edwardians
Streetsbrook Road
Shirley, Solihull
West Midlands
B90 3PE

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

Lawnswood Day Nursery opened in 1992. It operates from facilities at Shirley Heath Junior School in the borough of Solihull. Facilities include, two classrooms, a toilet block and outdoor play area. The nursery is privately run and is managed independently of the school who's campus it shares. The nursery serves the local and surrounding areas.

There are currently 28 children from birth to five years on roll. This includes a number of grant funded three year old children. Children attend for a variety of sessions. Currently there are no children attending the setting with special educational needs or children who speak English as an additional language, but satisfactory arrangements are in place to do so.

The nursery opens five days a week throughout the year. Sessions are from 07.30hrs until 18.00hrs.

There are seven staff who work with the children. Over half the staff have early years qualifications and the others are working towards an appropriate qualification. The setting receives support from a teacher mentor from the Early Years Development and Child Care Partnership.

How good is the Day Care?

Lawnswood Day Nursery provides satisfactory care for children.

Lawnswood nursery provides a warm and welcoming environment where children are happy and settled. Staff are deployed effectively to ensure the safety and welfare of the children. Space and resources are organised to support children's learning and play. A range of toys, furniture and equipment are provided, however more resources are needed to ensure all children's developmental needs are met. The majority of the required documentation is in place, although staff need to ensure that all policies and procedures meet the required standards.

Priority is given to safety within the nursery, risk assessments are completed and reviewed regularly, however, attention is needed to ensure hazards in the classrooms are minimised. Children are well supervised throughout the day. Good attention is given to health and hygiene practices, children are encouraged to learn about personal hygiene through daily routines. Children are provided with regular meals, snacks and drinks throughout the day, staff are aware of children's individual dietary needs and respect parents wishes. Staff are aware of their child protection responsibilities and most procedures are in place to report any concerns.

Overall, children are involved in a range of activities which are interesting and stimulating. Staff are aware of children's individual needs and interact very positively with them, they listen to, and value children's contributions. Staff have high expectations of children's behaviour, children are very well behaved, respond to regular praise and encouragement and show consideration for each other. Staff treat children with equal concern, children are included in all activities and have equal access to toys and equipment.

Partnership with parents and carers is good. Parents are made to feel welcome through personal contact each day, staff share information regarding children's daily activities, progress and achievements.

What has improved since the last inspection?

Not applicable as there were no actions raised at the previous inspection.

What is being done well?

- The environment is welcoming and friendly. Staff are effectively deployed to ensure the welfare and safety of the children.
- Staff are aware of children's individual needs, they treat them with equal concern and value their individual contributions.
- Staff encourage good behaviour through positive role models, consistency and suitable strategies, which are sensitive to children's individual needs, age and maturity. Staff actively use lots of praise and encouragement throughout the day.
- Staff maintain supportive links with parents and carers. Positive relationships ensure children are cared for in accordance with parents wishes and children's individual needs are met. Staff make time each day to share information with parents keeping them fully informed of their child's daily activities.

What needs to be improved?

- the procedure for lost or uncollected children
- the range of toys and resources for children two to five years
- the procedures for checking sleeping babies

- the nursery risk assessment
- the procedures for completing accident and medication records
- the procedures for recording incidents and complaints
- the policy for child protection.

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
2	Update the policy for an uncollected child to include the procedures to be followed for a lost child.
5	Extend the range of toys and resources in order to meet the developmental needs of children from two to five years, ensuring they reflect positive imagery.
6	Conduct a risk assessment on the classroom windows identifying action to be taken to minimise identified risks, and ensure sleeping babies are frequently checked and records maintained.
7	Ensure confidentiality is maintained when completing accident and medication records.
11	Ensure incident records are maintained.
14	Ensure a record of complaints is maintained.
14	Update the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff.

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

How effective is the nursery education?

The provision for nursery education at Lawnswood Day Nursery is generally good. It enables children to make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a generally secure understanding of the early learning goals and have created a friendly and relaxed environment, where, children are encouraged to learn through a variety of stimulating activities. However, limited resources have an impact on the learning environment and children's progress towards the early learning goals. Staff praise effort, achievement and appropriate behaviour, so children are clear about what is expected of them, children's behaviour is managed competently. Team work, organisation of daily routines and deployment of staff are good. However, staff do not always use daily routines to consolidate children's learning. Staff complete regular assessments on children's progress and achievement, but currently, information gained is not effectively used to inform future planning.

Leadership and management is very good. Managers are committed to improve the quality of the educational programme. Staff are currently working in partnership with the Early Years Development and Childcare Partnership to develop their practice in early years education. All staff are positively encouraged and supported to undertake further training.

Partnership with parents is very good. Parents have regular contact with staff to discuss children's achievements and progress, there are open evenings for parents to see the children's work. Written development records are kept of individual children's progress in the six areas of learning and are given to parents when the child leaves the setting. Newsletters are sent home on a regular basis and the topics to be covered by the children are displayed on the notice board.

What is being done well?

- Staff work well as a team and are committed to improving their knowledge of early years education.
- Nursery provides a happy and secure environment, where all children are well cared for, valued and are settled.
- Children's personal and social development is very good. Children are making very good progress in forming positive relationships with both their peers and adults. Children's speech and language is clear and they are developing a good range of vocabulary.
- Children's behaviour is very good they have learnt to share and take turns and respect each others needs. This is mainly as a result of positive staff

intervention, children's good behaviour is valued through praise and encouragement.

- There are good supportive links with parents, carers and the Early Years Development and Childcare Partnership.

What needs to be improved?

- the planning of activities which promote children's early writing skills ensuring children have access to a variety of writing materials as they play
- the use of daily routine and practical activities to help children develop an understanding of number and solve simple number problems
- the organisation of the book corner and opportunities for children to access imaginative and role play experiences
- the opportunities for children to operate information technology equipment
- the methods used for assessing and recording children's progress in the six areas of learning and the utilisation of this information as an aid to learning.

What has improved since the last inspection?

The nursery has made generally good progress in addressing the key issues from the last inspection.

Staff have received on-going support and guidance from the Early Years Development and Childcare Partnership. Pre-school staff have attended the Foundation Stage Training and have a more secure knowledge and understanding of the early learning goals. Training has resulted in staff moving forward with the planning of the curriculum, however, staff have not developed resources sufficiently to encourage children to use early writing and mathematical skills. The programme for physical development has been improved and covers most aspects of children's physical development. Nursery now provides information for parents on the curriculum, a notice board has been developed which informs parents of Topic work and Planning. The targets set at the last inspection have been appropriately addressed in most areas, however, activities and resources which promote children's early reading, writing and mathematical skills remain as key issues following this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate very positively to each other and adults. They separate happily from their parents and carers. Children are confident and settle well at their chosen activities, they are interested in new learning experiences and are eager to learn. Children are learning about different cultures and beliefs and their self esteem is reinforced through praise and encouragement. Children's behaviour is very good, they learn to share and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use a good range of vocabulary which is extended through practical activities and play. Children enjoy listening to stories and are confident when singing familiar songs and rhymes. Some children are able to recall past and present experiences. Children handle books well when available but do not freely select good quality books. Children have limited access to writing materials.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about and have developed an understanding of shape, size and matching through practical activities. Children are becoming familiar with number rhymes and more able children are able to count up to ten. However, children have limited access to activities which would extend and consolidate their learning of number and solving simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of their environment through regular planned visits into the local community. Children are beginning to understand about other cultures through activities and celebrations and often talk about their families and homes. Children are encouraged to observe and describe the weather and record their findings. Children do not have access to use information technology equipment to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy taking part in music and movement, they use their imagination and have developed spatial awareness and good co-ordination. Children have daily access to outdoor play, however, children are not sufficiently challenged to extend their gross motor skills in balancing, throwing and catching. Children are learning to handle scissors, brushes and pencils with increasing control. Children learn about the importance of personal hygiene through effective daily routines.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children talk about their senses and explore texture, colour and music through day to day and planned activities. Children express themselves freely through music and movement sessions and can sing familiar songs and rhymes. Children have limited access to role play, dressing up and small world activities. Children make two and three dimensional models from recycled products and combine different materials to create collages.

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 activities for children to develop their early writing skills and have access to writing materials as they play.
- Use daily routine and practical activities to help children develop and consolidate their understanding of number and simple number problems.
- Consider ways to improve the book area by providing a variety of quality picture story and reference books for children to share and enjoy. Improve opportunities for children to engage in imaginative and role play, based on their own first hand experiences.
- Provide opportunities for children to operate information technology equipment.
- Improve the system for assessing children's progress and ensure that the information gained is used effectively to inform planning in order to meet the needs of individual children.

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.