



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 127538

DfES Number: 582796

INSPECTION DETAILS

Inspection Date 08/07/2004
Inspector Name Christine Robinson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Shooting Box Day Nursery
Setting Address Broad Oak Road, Woodstock Park
 Tunstall
 Sittingbourne
 Kent
 ME9 8AE

REGISTERED PROVIDER DETAILS

Name Mrs Beverley Ann Sawyer

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

Shooting Box Day Nursery opened in 1989 and operates as a privately-run business.

It runs from a large semi-detached house in a rural location near the village of Tunstall and the Sittngbourne Research Centre. There are two play-rooms downstairs and a baby-unit upstairs with sleep room. There is a fully enclosed back garden available for outside play. Children attend from the local area and also from Maidstone and the Medway towns.

There are currently 52 children from 2-4 years on roll. This includes 17 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs; all children speak English.

The group opens five days a week throughout the year. Sessions are from 08:00-18:00.

Apart from the manager/owner, there are eight staff working with the children; of whom, six hold early years qualifications to NVQ 2 or 3 and one member of staff is working towards an NVQ 2.

The nursery is a member of the Pre-School Learning Alliance. There has been no support from an early years advisory teacher.

How good is the Day Care?

Shooting Box Day Nursery provides satisfactory care for children. Most of the staff are qualified and children are able to use a wide range of equipment and resources both inside and outside in the garden. The space is well-organised within a homely environment. The range of policies and procedures is either not complete or does not show sufficient detail to meet the regulations or National Standards. For example, there is no procedure for uncollected children and the fire procedure does not specify how babies who play upstairs will be evacuated.

Standards of safety are generally satisfactory although the register does not show the time of children's departure, children do not practise emergency/fire drills regularly and the kitchen door, which leads onto the nursery messy play room, is left open when cooking takes place. The standard of cleanliness in the downstairs toilet is unsatisfactory and hygiene arrangements for children to wash and dry their hands and for staff after nappy-changing are ineffective and could lead to the spread of cross-infection. Children enjoy the benefit of a hot cooked lunch and the menu is displayed for parents. Children with special educational needs receive appropriate help to enable them to reach their full potential. There is a satisfactory understanding of child protection and equal opportunity issues although the range of multi-cultural resources is limited. This is especially apparent in the range of books available for children to use independently.

Staff interaction with children is positive and children eagerly take part in planned activities. There is a good balance of free and structured play and staff plan the curriculum using a thematic approach. Generally, appropriate strategies are in place to manage children's behaviour.

Staff are aware of the need to work in partnership with parents. Staff are friendly and approachable and welcome parents into the group.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery is set within a converted older house on two floors and the 'home-from-home' environment gives children a sense of familiarity which helps them to feel secure. For example, the cook knows children well and when she has prepared the food, she brings her lunch and sits down to eat with the children.
- Parents receive information about the setting through regular newsletters, the notice-boards and all parents receive a copy of the nursery policies. Parents of under twos are kept informed of their children's achievements through informal chats, contact books and simple developmental charts in the form of coloured 'puzzle-sheets' which are easy to read. Parents of older children are able to see their children's progress records at any time.
- The baby-unit is well-resourced with a wide range of appropriate toys and the unit has the advantage of a separate room for sleeping so that children can sleep undisturbed. The under twos have access to outside play and to messy play activities like painting. When the children are ready to move downstairs to the main nursery, there is a programme of integration planned to enable them to feel secure about the transition.

What needs to be improved?

- the provision of an uncollected child procedure
- the accuracy of registration arrangements
- the frequency of fire/emergency drills
- children's access to the kitchen
- the procedures in place to reduce the risk of cross-infection
- the content of required policies and procedures.

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 must take the following actions by the date shown

Std	Action	Date
2	Implement a procedure for uncollected children.	06/09/2004
7	Ensure procedures are in place to reduce the risk of cross-infection, including regular cleaning routines and effective hand-washing practice for staff and children.	06/09/2004
14	Review all records, policies and procedures and ensure all required paperwork is kept and regularly updated in line with the National Standards.	03/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the arrangements for registration are accurate and show the times of children's arrival and departure.
6	Ensure children cannot gain access to the kitchen when cooking is taking place.
6	Ensure all staff and children practise regular fire/emergency drills.

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

How effective is the nursery education?

Shooting Box Day Nursery offers children opportunities to learn through a variety of activities. The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, and in personal and social development, they are making very good progress.

The quality of teaching is generally good but staff do not have sufficient knowledge of the early learning goals to use them effectively for planning. Staff interact positively with children and are able to provide them with appropriate activities at the right level. Staff have high expectations of children's behaviour and as a result, they generally behave well.

The planned adult-led activities mostly relate to themed craft-work and cooking and do not identify the stepping stones. Assessment records do not cover all the areas of learning equally and there are no records kept for knowledge and understanding of the world. Staff know children well but, as assessment records are not used to inform planning, there are missed opportunities to extend children's learning.

Leadership and management is acceptable but has significant weaknesses. The owner is closely involved with the day-to-day management and there are regular staff meetings and an appropriate level of informal supervision. However, no one person takes control of monitoring the effectiveness of the nursery education and this has led to, for example, gaps in assessment records. No contact has been made with the advisory teacher and there has been little training recently to inform good practice.

Partnership with parents is generally good. They are kept informed through regular up-dates on children's progress and are invited to supply items that are related to topic-work. Although the group takes part in the record of transfer scheme, parents are given no written information on the detail of the Foundation Stage which limits their chances to become involved in their children's learning.

What is being done well?

- Children demonstrate fine manipulative skills and have good opportunities to develop control over their smaller muscle movements when tracing over letters or cutting around shapes. They have access to a range of tools which enable them to develop precise hand/eye co-ordination.
- Staff work well as a team to provide a secure and welcoming environment. As a result, children show good powers of concentration and behave well. The homely and warm atmosphere and friendly staff help children to develop good social skills.
- A range of interesting craft-work activities are planned to link in with topics

and to involve other areas of learning. For example, when children make a star-fish for an 'under the sea' display, staff take advantage of the activity to reinforce concepts of colour and number and encourage children to take pride in careful colouring and cutting.

What needs to be improved?

- the quality of books available for children to use through the session
- the link between assessment and planning records and the use made of the stepping stones across all six areas of learning
- the information for parents on the detail of the Foundation Stage
- the effectiveness of the monitoring of the provision for nursery education.

What has improved since the last inspection?

At the last education inspection in 1999, three key issues were identified. No written plan could be produced on these issues; progress in meeting them has been limited.

The first issue concerned encouraging parents to contribute to assessment by sharing observations of children's learning at home. Parents do share information with staff on a daily basis but this is very informal and is rarely reflected in any written records, apart from the records relating to children with additional needs.

The second issue related to the provision of evidence of the desirable learning outcomes being covered in daily diary planning and the display of daily plans for parents and carers to see. The topic and named adult-led activities relating to that topic are now written on a white-board in the hall and a copy of the weekly planning sheets is displayed on the play-room notice-board. Since the last inspection, the desirable learning outcomes have been superseded by the early learning goals and the daily diary is not used in the same way as before. The weekly planning sheet only shows the adult-led activities, such as cooking and craft-work, and although it shows the area of learning, it does not relate to the stepping stones.

The third issue concerned staff knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs (SEN). Following the last inspection, all staff were asked to read the Code; however, it does not, at the moment, form part of any formal induction process. The SEN Co-ordinator is fully trained and available to give staff guidance in this matter.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with staff and each other and learn to co-operate well within small and large groups. They show interest in their play and feel valued when they see their work displayed in the play-room. Children's sense of independence grows as they use a knife and fork correctly, help staff tidy up and take meals to other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and fluently and they learn how to converse when sitting in small groups with staff at snack and meal times. Children have good opportunities to recognise their names and practise making marks when they use chalk and paint; the more able children learn to trace over letters correctly. The quality of books available for children to use independently is poor and does not allow them to see positive images of race, culture and disability.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing sound number skills through a range of formal learning methods and through play. They understand size and shape through practical activities like shape-matching and puzzles and learn about volume and capacity through regular sand and water play. Children's learning is sometimes limited by staff missing chances to reinforce concepts of number through incidental opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about events in the past and present and have opportunities to notice changes in the seasons and weather when they play outside or go on nature walks. Children learn about the wider world through the celebration of a variety of festivals and occasional visitors. As this area does not feature in children's assessment records, planning also does not cover this area fully and there are gaps in some aspects, including information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from regular access to outside play and a range of physical play equipment. They negotiate space well inside and outside and enjoy exercising their bodies in music and movement sessions. They demonstrate precise and careful control when using pens, scissors and brushes. As in other areas, gaps in the planning for physical play mean that children's development may not be fully realised.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to investigate colour, shape and form and use their senses through regular cooking activities and by access to a variety of different media, including paint and coloured sand. They are familiar with a range of songs and have plenty of opportunities to extend their imagination in free play activities and when using small world toys like train sets.

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

- ensure that children have regular opportunities to benefit from a range of good quality books, including those that reflect positive images of race, culture and disability
- ensure that planning and assessment records are linked and are related to the stepping stones across all six areas of learning, including knowledge and understanding of the world
- provide information for parents on the detail of the Foundation Stage so that they can be more involved in their children's learning
- improve the effectiveness of the monitoring of the provision for nursery education.

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.