



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208203

DfES Number: 581720

INSPECTION DETAILS

Inspection Date	26/05/2004
Inspector Name	Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Halesfield Day Nursery Centre
Setting Address	Unit J, Halesfield 22 Telford Shropshire TF7 4QX

REGISTERED PROVIDER DETAILS

Name	The Company of Halesfield Day Nursery Centre 1094655
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ORGANISATION DETAILS

Name	The Company of Halesfield Day Nursery Centre
Address	Unit J Halesfield 22 Telford Shropshire TF7 4QX

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

Halesfield Day Nursery opened in April 1989. The setting provides full day care for up to 48 children aged under 8 years. It operates from a single storey building in one of the commercial areas in Telford. The Nursery serves the local areas.

There are currently 58 children from birth to 8 years on the roll. This includes nine funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week from 07:30 to 18:00 all year round. There are 20 staff members who work with the children, the vast majority of these have early years qualifications. The setting receives support from an Early Years Consultant from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Halesfield Day Nursery provides good care for children.

Staff are well qualified and experienced and work well as a team. They demonstrate a strong commitment to the children, providing a wide range of activities and learning experiences throughout the nursery. The operational plan is effectively supported by a comprehensive range of policies and procedures. The policies, procedures and records are due for review. Children and parents are provided with a warm and friendly welcome into a family environment. Each area provides a broad range of interesting and stimulating resources, especially in the pre-school where children are encouraged to independently select toys and activities.

Staff have a good awareness of health and safety and take all reasonable steps to ensure the children's safety. Effective hygiene procedures are in place throughout and older children understand the importance of hand washing. If a child becomes ill they are well cared for and parents are informed quickly. Children enjoy

well-organised social meal times. Staff have a good awareness of child protection procedures. Equality of opportunity is well promoted throughout the setting.

Activities are effectively organised to meet developmental needs and interests. Staff consistently and positively interact with all children to encourage their interest, independence and learning. Children's behaviour is managed effectively and staff work with parents to ensure consistency. Staff have a good awareness that some children have special needs and they work closely with parents to take appropriate action.

There are good partnerships with parents. Staff regularly share information about activities and the daily routine with parents and there are opportunities to discuss their child's progress. A comprehensive range of written information about the setting, the curriculum and childcare is provided and parents appreciate the support staff provide.

What has improved since the last inspection?

Not applicable.

What is being done well?

- All children have a wide range of interesting and stimulating toys and activities that enable children to develop in all areas of learning. There are good opportunities for children to work independently, make decisions and become involved in their play. Children communicate confidently and are able to talk about themselves and what is happening around them. For example, children identify many forms of transportation and talk about their favourite way of travelling.
- There is a good range of resources for all children and babies. These are accessible for older children and help create a stimulating environment. Older children are able to independently select toys and activities, which include a good range of resources reflecting different cultures and social diversity.
- Children enjoy well-organised meal times, which are social occasions where staff and children sit together to eat their meals. Meals are varied and nutritious with staff being aware of children's special dietary needs, which are sensitively addressed in accordance with parents' wishes. Children regularly enjoy baking activities.
- Staff have a good awareness that some children have special needs and they work closely with parents to take appropriate action to support the children. There are regular discussions with parents to agree how their child's individual needs are best met.
- Parents are well informed about their child's daily routine and how they spend their day at the nursery. Parents are involved with activities whenever possible. Staff work closely with parents and are able to build on the child's experiences. Parents appreciate the family environment and the positive support provided.

What needs to be improved?

- the reviewing and up dating of all policies, procedures and records relating to the setting.

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
14	Continue to review and up date all policies, procedures and records relating to the setting.

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

How effective is the nursery education?

The nursery education is generally good. All children are making very good progress in all six areas of learning.

Teaching is generally good. Staff have a clear understanding of the stepping stones and early learning goals. Assessment is used effectively to monitor all children and to extend and challenge children's learning and ability. However, this is not wholly reflected in written plans. Practical planning is organised and staff work well as a team to provide a secure and interesting environment, which encourages independent learners. Children with special educational needs and those with English as an additional language are well supported. There is a good framework in place to develop individual educational plans. All children behave well in response to the sensitive support of staff. There is a wide range of resources and activities covering all six areas of learning within planned and unplanned activities which are well organised.

Leadership and management are generally good. Effective teamwork ensures good communication and contributes to the smooth running of the nursery. However, weaknesses have been identified regarding the monitoring of the nursery education. Staff are qualified and experienced and they are encouraged to continue further training. Staff contribute to the planning and assessment of the children's progress.

Partnership with parents is very good. There is a comprehensive range of information for parents about the daily routine and activities. Parents are informed about the Foundation Stage, stepping-stones and early learning goals and are provided with helpful information about childcare. There are regular opportunities to talk to staff about their child's progress and to be involved in the nursery activities. Parents appreciate the support, flexibility and home environment the nursery provides.

What is being done well?

- All children are developing confidence and enjoy sharing news and thoughts in group activities. Children are encouraged to be independent and are developing good personal independence skills through the daily routines such as hand washing, and dressing. They behave very well and have a good awareness of the social code of the group. Children help with tasks and older children respect the needs of the less able children. They take turns, share and negotiate with each other to use toys very well.
- Children enjoy rhythm in language, which they explore through songs and books. They have many opportunities to use and explore words to express ideas and most children can listen effectively at group time and give responses that show an awareness of the conversation. Children are

provided with many activities to develop their range of letter sounds and names and most children are able to suggest words that begin with a given letter. All children are confident mark makers and older children can write their name and are beginning to use writing as a means of communicating.

- Children have many opportunities to use mathematical concepts and they are confident when counting and most children can use and understand numbers up to ten and more able children can count beyond this through practical activities. They enjoy using their mathematical knowledge to solve problems for example, counting cups for meal times and during imaginative play counting money confidently. Some children are beginning to talk about shape and size to express their findings and enjoy making simple patterns within their activities.

What needs to be improved?

- the written planning to show how children are grouped together; and to ensure that children have greater opportunities to extend their play and challenge their learning and ability
- the monitoring and evaluation of the nursery education to ensure children are provided with a good balance of activities to meet their individual needs.

What has improved since the last inspection?

At the last inspection the nursery was asked to encourage children to form letters correctly. They were also asked to ensure further training was available to staff on the Foundation Stage and early learning goals; and to use new assessment methods to inform future planning.

Very good progress has been made since the last inspection.

All children have many opportunities to make marks and more able children are using mark making as a means of communication and recording. Some children are attempting to write for different purposes for example, making lists, identify paintings and drawings. All children have opportunities to hold pencils effectively and to form recognisable letters.

Staff have the regular support of an early years consultant from the Early Years Development Childcare Partnership. This has enabled staff to gain confidence and a better understanding of the Foundation Stage and the stepping stones and early learning goals, which are effectively incorporated in the planning of the curriculum. The improvement in the planning also includes the clear and detailed assessment of the children's development, which is used to inform future planning and activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are developing confidence and enjoy sharing news and thoughts in group activities. Children are encouraged to be independent and are developing good personal independence skills through the daily routines such as hand washing, and dressing. They behave very well and have a good awareness of the social code of the group. Children help with tasks and older children respect the needs of the less able children. They take turns, share and negotiate with each other to use toys very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy rhythm in language, which they explore through songs and books. They use a good range of words to express ideas and most children can listen effectively at group time and give responses that show an awareness of the conversation. Children know a range of letter sounds and names and are able to suggest words that begin with a given letter. All children are confident mark makers and older children can write their name and are beginning to use writing as a means of communicating.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident when counting and most children can use and understand numbers up to ten and more able children can count beyond this through practical activities. They enjoy using their mathematical knowledge to solve problems for example, counting cups for meal times and during imaginative play counting money confidently. Some children are beginning to talk about shape and size to express their findings and enjoy making simple patterns within their activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children readily talk about the past and present events in their lives. At circle time they observe features of the weather and are developing a good understanding of the months and seasons of the year. Children have daily opportunities to build and construct objects. They talk confidently and explore how other people live and work. Children observe and learn about animals and how plants grow commenting on the similarities and differences. They competently use a computer and small tools.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move with confidence and with increasing control. They have good spatial awareness and can use large equipment, negotiate and move safely. Children enjoy a range of indoor and outdoor play, which is planned and spontaneous. They are developing a good awareness of a healthy life style and diet. Children use a wide range of tools and malleable materials purposely. They use pencils and paint brushes with increasing skill to communicate their thoughts and feels.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing familiar songs that they remember and independently sing well. All children are able to talk about their ideas or observations and use a range of media such as paint and different textures to express themselves. They have opportunities to explore music and rhythm through planned and spontaneous activities. Younger children talk imaginatively about their experiences and older children express and communicate their ideas and thoughts very well through role-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

- Develop the written planning to show how children are grouped together and to ensure that children have greater opportunities to extend their play and challenge their learning and ability.
- Continue to improve the monitoring and evaluation of the nursery education to ensure the children are provided with a good balance of activities to meet their individual 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.