



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253081

DfES Number: 583569

### INSPECTION DETAILS

Inspection Date 26/04/2004  
Inspector Name Beverly Kemp-Russell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Early Learners Centre Day Nursery  
Setting Address Carlton Road  
Worksop  
Nottinghamshire  
S81 7HP

### REGISTERED PROVIDER DETAILS

Name North Notts College

### ORGANISATION DETAILS

Name North Notts College  
Address Carlton Road  
Worksop  
Nottinghamshire  
S81 7HP

## 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

Early Learner's Centre is a purpose built private day nursery at North Nottinghamshire College which opened in 1994. The nursery is situated within the college grounds and is close to the town centre of Worksop. It serves the college and a wider community.

There are currently 44 children on roll. This includes ten funded four-year-olds and eight funded three-year-olds. Children attend for a variety of sessions.

The nursery opens five days a week and also runs a holiday club. Opening times are from 08:30 to 17:00 hours.

Four full-time and two part-time staff work with the children. Five staff have an early years qualification and one member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Early Learners Centre provides good quality care for children. The premises are safe, secure and suitable for their purpose and effective use is made of the available space. Display boards are used to display children's work and a range of information for parents. The operational plan is effective and is put into practice. Staff are well supported by the strong management team.

Staff take positive steps to promote health and safety and procedures are in place to ensure that children are cared for in a safe and secure environment; staff are vigilant in their supervision of the children. Risk assessments are regularly completed. Effective cleaning routines and health and hygiene practise help to prevent the spread of infection. However, documentation relating to accident and medication consent are not kept fully in line with national standards. Children are provided with regular drinks and food in adequate quantities for their needs. Food is nutritious and complies with individual dietary requirements.

The range of toys and activities provide children with a variety of play experiences to develop in all areas. However, resources that promote positive images of differing culture and disability are limited. Staff provide an appropriate level of support to extend learning and develop children's capabilities. They have good relationships with the children and evidence good knowledge of children's individual needs. Children approach them with confidence and are happy, confident and independent. Staff gently guide the children and offer praise and encouragement, as a result children's behaviour is good. Systems are in place including policies and documentation to enable the setting to support children with special needs.

There are effective systems in place for exchanging information between staff and parents both verbally and in writing. Staff build good relationships with parents and carers and a key worker system supports this.

#### **What has improved since the last inspection?**

At the last inspection it was agreed that all policies and procedures were to be developed in line with the national standards this has been completed and policies and procedures are effective, including the operational plan. However, documentation relating to accident records are to be developed further. Drinking water is now available throughout each session and provided during snack and lunch time.

#### **What is being done well?**

- Staff plan and provide a range of activities and play opportunities, which help to develop children's capabilities.
- Staff take positive steps to promote safety in the setting and ensure proper precautions are taken to prevent accidents.
- Staff work in partnership with parents and carers to meet the needs of the children. Information is shared both written and verbally and a key worker system supports this.
- Children are provided with regular drinks and food in adequate quantities for their needs. Food is nutritious and complies with dietary requirements.

#### **What needs to be improved?**

- resources that reflect positive images of culture, ethnicity and disability
- documentation relating to accidents to ensure all records are kept in line with the national standards.

#### **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
7	Ensure all accident records are completed in full in line with the national standards.
9	Develop further resources that reflect positive images of culture, ethnicity and disability.

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

### How effective is the nursery education?

Early Learners Centre Day Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals, particularly in the areas of personal, social and emotional development, communication, language and literacy, physical development and creative development which are very good.

The quality of teaching is generally good. Effective teaching, assessment and planning provide an effective framework to help children make progress. Planning reflects all areas of learning but does not fully highlight the use of everyday information and communication technology. Children are not always grouped effectively in activities and further challenge for more able children in some areas is not included. Staff skilfully foster children's independence skills, are good role models and consistent in their approach. As a result children's behaviour is very good. Physical activities are planned well and staff use space well both inside and outside.

Teaching methods help the children to develop skills and staff have a sound knowledge of how children learn. Staff regularly record and assess children's progress. Systems are in place to support children with special educational needs, including individual learning plans. Staff provide opportunities for children to use their imagination and there are a good variety of activities available on a daily basis.

Leadership and management is very good. Staff work well as a team and effective systems are in place to ensure that good early years practice is shared. Systems for monitoring and evaluating the effectiveness of nursery education are in place and inform future planning in all areas.

The partnership with parents is very good. Staff regularly share information with parents about their child's progress and a key worker system supports this. Parents receive good information about the group and are encouraged to be involved in children's learning.

### What is being done well?

- Children's personal, social and emotional development. Children are confident and developing an awareness of their own needs. Staff are consistent in their approach to reinforcing positive behaviour, in response children's behaviour is very good.
- A very good partnership with parents and carers is fostered through effective verbal and written communication. The key worker system supports this well.
- The staff team are competent, confident and work effectively together. Good early years practice is regularly shared.

- The leadership and management of the nursery ensures staff are committed to improving care and education for all children. Training is actively encouraged and staff have development plans to ensure training is identified.

**What needs to be improved?**

- further opportunities for children to use developing ideas and methods to solve practical problems
- planning to reflect the use of everyday information, communication technology, to ensure children have opportunities to extend their skills
- the grouping of children more effectively in some activities, to enable them to develop knowledge and understanding at the right level and pace. Ensure challenges set for children are clearly identified.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is very good and they learn to take responsibility for their own actions. They relate well to each other and form effective relationships with staff. Children are confident and motivated to learn, they select resources and activities independently. They are showing an awareness of their own needs. Children show care and concern for others and are developing their understanding of diverse cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Interaction between staff and children encourages the development of communication skills. Children are developing confidence in their ability to use words to communicate. They are linking sounds and letters when talking with staff during activities such as story and circle time. They listen to songs, stories and rhymes and join in with repeated refrains, anticipating key events and important phrases.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, recognising and counting reliably, numbers 1 to 10. There are limited opportunities for children to develop mathematical ideas and methods in the areas of problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Activities are effective in teaching children to look closely at differences and the way things change. These include tadpoles and butterflies. Children are making independent choices in their exploration, experimentation and investigation of the world around them. Although information, communication technology is available, children show little interest in using the equipment and developing their skills.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus. Children move confidently and in safety. They negotiate space successfully when playing chasing games with other children. They access and use a good range of equipment in both indoor and outdoor play areas, providing purposeful learning opportunities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Opportunities are provided for children to play a range of musical instruments and to explore different sounds. Children join in with songs and respond to sound with body movement. They draw on first hand experiences when engaging in role-play activities and respond, express and communicate ideas to each other. Children use a range of media to explore colour, shape and texture and have access to a very good variety of creative activities on a day to day basis.

**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**

- Key issues;
- provide further opportunities for children to use developing ideas and methods to solve practical problems
- group children more effectively in some activities, to enable them to develop knowledge and understanding at the right level and pace. Ensure challenges set for children are clearly identified.

*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.*