



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226988

DfES Number: 522225

INSPECTION DETAILS

Inspection Date	09/03/2003
Inspector Name	Chaula Amin

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Shanklin Day Nursery
Setting Address	443 London Road Leicester Leicestershire LE2 3JW

REGISTERED PROVIDER DETAILS

Name	Mrs Geraldine Philomena McGrath
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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

Shanklin Day Nursery has been operating since 1994 in the area of Stoneygate, to the south of the city of Leicester. It occupies a large Victorian detached house. Children have access to the four rooms which are on the ground and first floors of the house and an enclosed garden.

There are currently 58 children from nought to five years on roll. This includes 14 funded three-year-olds and 6 funded four-year-olds. The majority of children speak English as an additional language and the nursery currently supports two children with special educational needs.

The nursery opens five days a week, all year round, with the exception of bank holidays. Children can attend all day from 08:00 to 18:00, for morning session from 08:00 to 13:30 or for afternoon sessions from 13:30 to 18:00.

Eight qualified staff work with the children. There are currently two staff working towards a qualification in childcare. The nursery receives support from the mentor teacher for the Leicester City Early Years' Development and Childcare Partnership.

How good is the Day Care?

The nursery provides good quality care for the children.

The staff offer a warm, welcoming and well maintained environment, where children feel secure and happy. Staff work well together as a team, ensuring that they adhere to the policies and procedure of the nursery. Staff give high priority to safety inside the nursery and in the garden, and this is frequently monitored.

Staff maintain and encourage children to practice good standards of hygiene. Staff are aware of the children's individual needs and support them accordingly. The effective organisation of the daily routine enables children to have regular meals, drinks and sleep times; all staff are aware of children's dietary requirements. All children have regular opportunities for outdoor play.

Children play with a wide range of self chosen and adult led activities. The nursery has a wide and varied selection of toys and resources encompassing each age group and each area of development. Staff spend time playing and talking to the children. There is a good selection of resources that promote positive images of people with differing needs, culture and ethnicity, however the toys that reflect positive images of people with differing abilities are not always utilised to full benefit. Staff frequently use praise and encouragement, which is effective in boosting children's confidence and maintaining good behaviour.

Staff have a good awareness of the importance of working in partnership with parents and carers, and ensuring children are looked after according to parents' wishes. They exchange information about the children daily. Most aspects of required documentation are good, with the exception of parental consent to seek emergency treatment and medical advice, which is not yet in place.

What has improved since the last inspection?

Since the last inspection, the nursery have ensured all staff have completed Ofsted's vetting procedure or new staff are in the process of this. The nursery has devised an effective system for recording staff's personnel records and qualifications. This ensures that the nursery is compliant with the National Standards.

What is being done well?

- Staff work as an effective team, ensuring that children are always involved in a wide range of interesting activities.
- Children are well behaved and aware of acceptable boundaries through staff's clear guidance and use of praise.
- Staff provide a warm and homely environment; they spend quality time playing and talking to the children.
- Staff work well in partnership with parents and carers, keeping them appropriately informed about their children's progress.

What needs to be improved?

- ensure that there are signed agreements from parents for the consent of emergency medical advice or treatment
- extend children's awareness of people with differing abilities.

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
5	Provide more opportunities for children to become more familiar with people with differing needs.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals in all six areas.

The quality of teaching is good. Staff have a warm and caring relationship with the children and interact very well with them. Staff use effective questioning techniques to support and build on what children already know. Staff skilfully adapt their teaching for young children or older and more able children during the activities. There is a good balance of activities which are initiated by children and those that are adult led. Staff regularly observe children's progress through planned and spontaneous activities. This is then used to record children's developmental progress and then influences the planning of future activities. All staff have a good knowledge and understanding of the early learning goals and the curriculum is effectively planned.

The leadership and management of the nursery is very good. The staff work as an effective team. They are aware of their roles and responsibilities, and benefit from having the Officer-in-Charge work alongside them. Staff have identified their training needs and there are sufficient opportunities for them to attend relevant courses.

The partnership with parents and carers is very good. Parents and carers are informed verbally and in written form about their child's progress and daily achievements. Children take home examples of their work and there are good opportunities for parents to be involved in their child's learning, for example in borrowing the nursery bear and the activity packs.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interest and efforts.
- Children's personal, social and emotional development is good. They are confident and willing share toys with each other. Their behaviour is good.
- High emphasis is placed on developing children's confidence to talk about their ideas, thoughts and experiences during circle time.
- Children are making good progress in mathematical development. They are becoming familiar with mathematical language through planned activities and through the daily nursery routine.

What needs to be improved?

- develop more planned opportunities for increasing children's understanding

of health and bodily awareness.

What has improved since the last inspection?

The nursery has made good progress since the last education inspection. Staff have introduced more resources that reflect cultural diversity and children are becoming familiar with different cultures through a variety of toys and the celebrations of festivals. The nursery has also increased their technology resources to include a science box, artefacts box and regular use of battery operated toys and the computer. The nursery effectively plans activities which allow children to explore and investigate and make use of the interest table which is linked to the topic. These have all had a positive effect on the quality of children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children participate well and independently select activities of their choosing. They are confident to share their ideas and experiences during circle time. All children work well together, especially when playing games and sharing toys, and they take turns co-operatively. Children are well behaved and help to put toys away. Older and more able children help and show younger children how to play games. All children are developing good independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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All children initiate in conversation and use new words that they have learnt through practical activities. Older and more able children are able to explain in detail what they are doing; younger children demonstrate this. Older and more able children recall the types of activities they were doing last week and beginning to question why things do not work. All children are linking sounds to words and to their names. They look at books purposefully and regularly use their early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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All children count confidently and are able to match a numeral to a quantity of objects. Younger children are becoming familiar with mathematical language. Older and more able children are able to say how many there are left and how many they may need. Younger children are able to recognise familiar shapes and older and more able children are able to recognise more complex shapes, such as hexagons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have opportunities to explore and investigate change through practical activities, such as growing seeds and watching the flower petals change colour. Children are making recognisable models with construction toys and technological equipment. They make trips into the locality and a globe is effectively used to widen children's understanding of the wider world. Children's learning is well supported when using the computer.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move confidently and demonstrate good bodily control. Older and more able children are able to balance and throw skilfully, and younger children are acquiring these skills. Children use one handed tools competently and safely. All children are introduced to health and bodily awareness spontaneously through their personal, social and emotional development, although there are less planned activities to raise children's awareness of this.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
All children regularly explore colour and texture through a variety of medium, such as junk modelling and free painting, and by using natural materials, such as water and sand. Children experiment with sound by the regular use of musical instruments and by tapping drinking glasses filled with different quantities of water. All children are given good opportunities to develop and extend their imagination though different role-play situations in the home corner.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure children have sufficient opportunities to become familiar with issues of health and bodily awareness.

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.