



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128498

DfES Number: 583068

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Jane Davenport

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Clayhall Nursery
Setting Address	208 Clayhall Avenue Ilford Essex IG5 0LE

REGISTERED PROVIDER DETAILS

Name	Mr Rabinder Bhanot
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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

Clayhall Nursery has been open since 1997. The nursery offers full day care for children aged nought to five years. It is situated in a semi residential street in Clayhall, and is close to local parks and amenities. The nursery is open Monday to Friday between 08:00 am-18:00pm all year round.

Currently 40 children attend throughout the week. The hours of attendance vary to suit the working hours of the parents. Four children speak English as an additional language and two have identified special needs. There are 13 children who receive funding for nursery education, eight four year olds and five three-year-olds. There is a fully enclosed outside play area.

Eleven staff work in the centre. Of these, more than half hold a recognised Early years and Childcare qualification, level 2 or 3. Staff receive some support from the Early Years and Childcare Partnership (EYDCP).

How good is the Day Care?

Clayhall Nursery provides satisfactory care for children. The environment is warm and welcoming. Staff are experienced and qualified in childcare and generally work well together as a team. However, OFSTED are not always kept informed of staff changes at the nursery. The routines which are in place help children feel secure and individual needs, including dietary needs, are generally well met.

Safety is generally emphasised well and good attention is given to developing children's understanding of personal hygiene. However, maintaining a comfortable temperature in the baby room, food hygiene and health and safety in the garden are all issues which need to be addressed.

Records are generally well kept. However, registers do not include arrival and departure times of staff.

There is a good range of toys and resources at the nursery, but many of them are

stored on high shelves out of the reach of children, which limits their ability to make choices.

There is an extensive range of policies and procedures at the nursery, which are shared with parents. However, the equal opportunities and child protection policies require further development.

The nursery has very good relationships with parents. Staff are friendly and professional and exchange information with parents about their children's progress on a daily basis.

What has improved since the last inspection?

Since the last inspection, staff vetting procedures and qualification levels of staff have both improved. Regular risk assessments now identify potential hazards on the premises. Resources promoting positive images of culture, gender and disability have been added to, and this is now an ongoing process. The complaints procedure has been expanded upon and the nursery now has designated persons responsible for special needs, behaviour management and child protection. These improvements have resulted in enhancing the service available to parents and children.

What is being done well?

- The environment within the nursery is warm and friendly. Staff are very welcoming and the premises are clean and well maintained. Interaction between the staff and children is warm and positive.
- Menus are healthy and well balanced and special dietary requirements are catered for in a sensitive manner.
- There is a good range of age appropriate toys and resources which supports the children's learning in all areas of their development.
- Children's behaviour is managed well. The staff provide positive role models and children's achievements are praised, encouraged and valued.
- The nursery has very good relationships with parents. Children are looked after according to their parents' wishes and parents are kept well informed of their children's progress and participation in activities at the nursery.

What needs to be improved?

- keeping OFSTED informed of all relevant matters
- development of equal opportunities and child protection policies
- health and safety of baby room, kitchen and garden
- accessibility of toys and equipment

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
1	Ensure that OFSTED is informed of all staff changes.
4	Ensure that the baby room is maintained at an adequate and comfortable temperature.
5	Ensure that toys and equipment are easily accessible to the children.
6	Conduct a risk assessment of the garden identifying action to be taken to minimize identified risks.
7	Store all food at the correct temperature and ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements.
14	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures, and that the equal opportunities policy covers all aspects of the running of the group.

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

How effective is the nursery education?

Children that attend Clayhall day nursery are making generally good progress towards the early learning goals. Children are happy to attend the nursery and are developing good relationships with each other and the staff. They understand right and wrong and are well behaved. Staff are caring and supportive which helps children to settle and develop independence.

The quality of teaching has some inconsistencies. Most of the staff team are new to the setting and have limited knowledge and understanding of the foundation stage. They lack confidence delivering the curriculum which results in aspects of the early learning goals being missed. Particularly in the programmes for children's mathematical development and communication, language and literacy. Regular nursery routines are not used effectively to extend children's learning. The room leader plans some interesting activities particularly relating to knowledge and understanding of the world. However, short term plans lack detail which results in aspects of the early learning goals not being adequately covered. Assessments of children's learning are produced regularly by the room leader but the information recorded is not used to inform planning of the next steps for children's learning.

The manager is new to the post and has clear plans for the nursery, which include the recruitment of experienced qualified staff to support the new staff team. She intends spending a majority of her time in the base rooms working with the staff and evaluating the quality of teaching.

The partnership with parents is generally good. Parents and carers are kept informed of their children's progress informally most days. However there are no formal procedures in place to give parents detailed information of their child's progress towards the early learning goals.

What is being done well?

- Children are happy and confident, they take responsibility for their own learning when selecting activities and resources that interest them.
- Children are well behaved. Staff are consistent in the behaviour management strategies. They use lots of praise and encouragement to help develop children's self esteem.
- There are good relationships between the staff and the children, which helps to develop children's confidence and independence.
- Children have a good understanding of books, they know how books operate. The home reading scheme helps to encourage children to use books confidently.

What needs to be improved?

- staff knowledge and understanding of the foundation stage.
- the monitoring and evaluation of teaching to identify training needs
- the programme for children's mathematical development to ensure that all aspects are covered.
- planning to ensure all aspects of the six areas of learning are covered and that all staff clearly understand the learning intentions for activities
- the evaluation and assessment of children's progress to inform planning for the next steps.

What has improved since the last inspection?

At the last inspection the nursery were required to strengthen the programme for language and literacy by teaching the children to associate sounds with patterns in rhythms and syllables and with words. Limited progress has been made on implementing this key issue and it remains an issue to be addressed.

They were also required to strengthen the partnership with parents by providing information on the educational provision. Generally good progress has been made towards this issue. Plans are now displayed for parents to refer to at their leisure and informal information is exchanged most days when parents collect their children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in their personal, social and emotional development. Children are happy and settled, they are developing good relationships. They share and take turns. They concentrate well and are developing independence when choosing activities that interest them and when helping to pour drinks at snack time. They are well behaved and understand right from wrong. However opportunities for children to develop a sense of community are rare.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The programme for communication, language and literacy is generally good. Children communicate well, they express their ideas well in small groups. Staff do not always help children to extend their vocabulary, they miss opportunities to introduce children to the sounds in words. Children's enjoy books and use them well. The home reading scheme helps children recognise some familiar words. Children are starting form recognisable letters when writing their names on their paintings.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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The programme for children's mathematical development has significant weaknesses. Older children can count to 10 confidently. They compare size and shape when printing and when playing in the sand. But, there is not enough emphasis on numbers in the environment. There are few opportunities for children to recognise and record numbers in their play. Every day routines are not used effectively to help children start to solve simple mathematical problems or to group objects together..

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The programme for children's knowledge and understanding of the world is generally good. There are good opportunities for children to explore and investigate using magnets and magnifying glasses. Children explore differences in the environment when looking at houses and the environment. They look at similarities and differences when reproducing the Sunflowers from the painting by Van Gogh. There are few opportunities to learn about cultures and beliefs or to use information technology .

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their physical development. They move with confidence around the room and are considerate of children's personal space. They enjoy dancing and demonstrate good balance. They use tools and malleable materials like dough and clay imaginatively and with increasing control. However staff miss opportunities to develop children's understanding of the importance of keeping healthy and healthy practices.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their creative development. Display's of children's art work shows they have good opportunities to explore colour and texture using a variety of materials, pastels and paints. They are starting to understand shape in two and three dimensions when building. They make good use of the role play corner to act out their stories and role play offices. Children have limited opportunities to explore music and musical instruments.

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 teaching standards through developing staff knowledge and understanding of the foundation stage, so that they become familiar with all aspects of the six areas of learning. Implement procedures that monitor the quality of teaching and identify training needs.
- Extend the programme for children's mathematical development through providing regular opportunities for children to count and recognise numbers and to develop their understanding of simple mathematical problems during planned activities and regular nursery routines.
- Further develop planning to ensure that all aspects of the six areas of learning are included and that short term plans clearly state the learning intentions for activities.
- Improve the assessment and evaluation of children's individual progress to enable staff to plan the next steps for children in all six areas of learning and implement procedures for sharing the information with parents.

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.