



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113424

DfES Number: 514306

### INSPECTION DETAILS

Inspection Date 19/01/2004  
Inspector Name Kerry Iden

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Chappell Croft Nursery  
Setting Address 33 Christchurch Road  
Worthing  
West Sussex  
BN11 1JH

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Vivien Furlong and Derek Furlong  
Address Chappell Croft Nursery  
33 Christchurch Road  
Worthing  
West Sussex  
BN11 1JH

## 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

Chappell Croft Nursery is a registered full day facility in the town of Worthing, West Sussex. The provision opened in 2000 and extended to offer a baby unit in 2003. The group runs Monday to Friday from 8am to 6pm all year round.

The nursery is set in a large three storey detached house, the children are accommodated on the ground and first floors only, there is outside play space to the rear of the property. The facility serves the needs of a large area covering many neighbouring towns.

The registration is for a total of 36 children under the age of five years of whom no more than 10 may be under two years.

There are currently 65 children on roll, 15 of whom are funded three year olds and 4 funded four year olds, there are no children with special needs and 1 child with English as an additional language.

There is a high percentage of suitably qualified staff and another working towards gaining a qualification. There are 4 staff who hold current first aid certificates. A representative from the nursery attends network meetings and works closely with a mentor from the Early Years Partnership.

### How good is the Day Care?

The nursery provides satisfactory care. The facility is warm, spacious and welcoming to adults and children. Space is used well enabling the children to access different activities in a safe environment. There is a high percentage of suitably qualified staff working within the nursery and the baby unit. There is good play equipment available, all in good condition and covering all the areas of children's learning. In the baby unit there is a vast selection of age appropriate toys which are well maintained. Very detailed documentation is in place to support the efficient running of the nursery.

Safety is promoted in the provision and emergency plans for fire and accidents are in place. There are suitable procedures in place in most areas of the nursery to promote the health and well being of the children and babies although the hygiene procedure regarding nappy changing needs to be reviewed. The nursery has a very good understanding of nutrition and offers all the children and babies fresh home cooked food daily, however children's independence could be encouraged at meal times with more social interaction between staff and children. The nursery liaises with parents to ensure individual needs are met. The provider has a clear understanding of her responsibility regarding the protection of children.

There is a wide range of good quality play equipment within the nursery. Behaviour is managed in a positive way, children are encouraged to respect and care for each other. Taking turns and sharing are promoted.

The nursery operates a partnership approach with the parents and provides a range of methods for exchanging information about the children.

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

Not applicable

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

- There is a high volume of suitably qualified staff working directly with the children.
- Good use is made of the space available allowing the children to use different areas of the nursery for different types of play.
- There is a clear understanding of safety including areas such as fire safety, risk assessments and ensuring the premises are kept secure.
- The nursery offers a good well balanced selection of home cooked food for all the children.
- All required documentation is in place, clear and comprehensive.

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

- hygiene practices with regard to nappy changing to reduce the risk of cross infection.
- social interaction between staff and children. Children not given opportunity to select appropriate resources at lunchtime.

#### **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
4	Increase hygiene levels with regard to nappy changing to minimise the risk of cross infection.

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

### How effective is the nursery education?

Chappell Croft Nursery offers good quality provision which helps children make very good progress towards the Early Learning Goals in their physical development and generally good progress in all other areas of learning.

The overall quality of the teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage and use this to plan a balanced range of practical and play activities both indoors and outside. Staff ensure that children have opportunities to be engaged in a variety of activities, although on occasions do not always allow children to think for themselves. Activities are not always extended to provide sufficient challenge, particularly in aspects of literacy and mathematics.

The leadership and management of the day nursery is generally good. The provider and the manager work well as a team and are supported by committed staff, who have a collaborative approach to all aspects of their work.

The partnership with parents and carers is generally good. Parents are able to talk informally to staff about their child's progress and able to make an appointment for individual consultations. Parents receive regular information regarding planned activities through notice boards and displays of children's work.

### What is being done well?

- Staff develop good relationships with children and parents through effective communication, which helps children to feel secure, develop in all areas of learning and grow in confidence.
- Staff create a well planned, stimulating environment where children learn through a wide range of play activities.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.

### What needs to be improved?

- the inclusion in planning of how opportunities are to be offered for the children to explore technology equipment;
- the development of evaluation of activities;
- the opportunities for children to gain an awareness of simple calculation;
- the inclusion in planning of how activities will be extended for the more able children.

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

The nursery has made limited progress towards addressing the key issues raised at the last inspection.

At the last inspection the provider was asked to provide more variety of experiences in joining and building with different materials and equipment in both two and three dimensions. Plans for knowledge and understanding of the world should be extended to include activities using technology to support the children's learning. The assessment and record system should be extended to include records in knowledge and understanding of the world and creative development. The introduction a wider range of opportunities to enable children to respond to cultural and religious events.

There is evidence through planning and photographs that the provision has made use of suitable resources and materials. The provision displays of children's artwork, including work with textiles and building in three dimensions from junk. A wide range of construction toys are offered.

There is still insufficient planning of using technology, although new equipment is now available.

Clear developmental records are in place but they are not used to gain the full benefit as assessments are not recorded regularly and evaluations of activities are not always made.

An action plan has been put in place to provide a wider range of opportunities to respond to cultural and religious events and there has been limited improvement. More equipment and resources are to obtained.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. children arrive happily and are interested in all the activities that are available. children work well as a group and as individuals. Relationships with staff are good. Children generally behave well, are friendly, co-operative and willing to take turns. Staff readily assist children in their activities although on some occasions do not allow children to make decisions for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area of learning. Children speak confidently to both adults and children and recognise the first names. They enjoy looking at books and are able to listen well. Staff do not always actively encourage the children to write or notice written word.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in this area is generally good. Children are beginning to have some understanding of number and are able to count confidently to 10 and beyond. Staff provide insufficient opportunities for children to explore addition and subtraction in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are generally making good progress in this area of learning. Children are able to extend their knowledge and understanding through planned activities, including their understanding of living things. There are few toys or books that reflect positive images of culture, disability and gender and children do not always have the opportunity to explore a wide range of information technology equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in this area is very good. children move around confidently showing an awareness of space and of others. Children are given many opportunities to develop their gross motor skills, through the appropriate use of resources. Children are learning to handle tools such as pencils, brushes and scissors with increasing skill and ease.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in this area of learning. There are regular opportunities to be involved in craft activities. Children are given opportunities to respond in a variety of ways to what they see, hear, touch and taste. Children enjoy singing simple songs and reciting rhymes.

**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**

- the inclusion in planning of how opportunities are to be offered for the children to explore technology equipment;
- the use of assessment records to help inform the planning for the children's next stage of learning and to extend the learning of more able children;
- the development of opportunities for children to gain an awareness of simple calculation.

*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.*