



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218480

DfES Number: 539792

INSPECTION DETAILS

Inspection Date 28/09/2004
Inspector Name Sally Ann Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Roosters Day Nursery
Setting Address 6 Brassington Terrace
Den Lane, Wrinehill
Crewe
Cheshire
CW3 9BT

REGISTERED PROVIDER DETAILS

Name Mr & Mrs Morris

ORGANISATION DETAILS

Name Mr & Mrs Morris
Address 6 Brassington Terrace
Den Lane, Wrinehill
Crewe
Cheshire
CW3 9BT

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

Roosters Day Nursery opened in 1997. It operates from six rooms from converted outbuildings in Wrinehill near Crewe. The nursery serves the local area.

There are currently 74 children from 0 to 8 years on roll. This includes 16 funded 3-year-olds. Children attend for a variety of sessions.

The group opens five days a week all year round. Sessions are from 8:00 until 18:00.

Eleven part time and full time staff work with the children. Eight have early years qualifications to NVQ level 2 or 3. Three staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Roosters Day Nursery provides satisfactory care for children. Staff provide an environment where children are happy and settled. Staff work together as a team to meet the needs of all children. Written policies and procedures are in place that contribute to the children's care and welfare, however not all staff are familiar with them.

Staff have appropriate hygiene routines in place to prevent the spread of infection and maintain children's good health. Children are familiar with routines for washing hands before eating and after using the toilet. Staff demonstrate a good understanding of how to keep children safe although not all staff are familiar with risk assessments or child protection procedures where an allegation is made against a member of staff. Staff regularly practice emergency evacuation procedures and they receive training in first aid.

Children are involved in a suitable range of activities that includes structured and free play. Staff interact with the children positively and provide support and

reassurance. The range of resources includes toys, books and puzzles reflecting positive images of race, culture, gender and disability. Older children in the out of school club particularly enjoy participating in art and craft activities and evidence of their creative talents are displayed. Children's behaviour is good and staff give regular praise and encouragement to reinforce positive behaviour. Children are provided with a range of healthy meals and snacks which are freshly prepared.

Partnership with parents is positively fostered and they receive verbal information regarding their child's progress. However, there is no key worker system in place. Staff liaise with parents to discuss children's individual needs and to ensure that the children are cared for in accordance with parent's wishes.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work together as a team and provide an environment which is warm, friendly and welcoming.
- Staff liaise with parents to ensure that children are cared for appropriately according to their individual needs.
- Staff are aware of appropriate hygiene routines to promote children's good health and prevent the spread of infection.
- Children's behaviour is good and they are aware of the boundaries set by staff. They receive praise and encouragement for good behaviour and share and take turns.
- Children are provided with a range of meals and snacks which are healthy and nutritious and includes fresh fruit and vegetables.

What needs to be improved?

- the procedures for child protection and risk assessments
- the procedures for checking staff's understanding of the operational plan
- procedures to enable children to be allocated to a key group and member of staff, who ensures that information about the child is effectively shared with parents.

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 must take the following actions by the date shown

Std	Action	Date
13	Devise written child protection procedures to be followed in the event of an allegation being made against a staff member or volunteer	14/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop a system where children belong to a key group and are allocated to a member of staff and information about children's learning is shared effectively with parents.
2	Improve procedures to ensure all staff are familiar with the settings policies and procedures.

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

How effective is the nursery education?

The provision of nursery education at Roosters Day Nursery has significant weaknesses.

Staff responsible for the care of funded children have limited knowledge of the Foundation Stage and Early Learning Goals and therefore this affects the quality of teaching. Although planning includes the six areas of learning, it is not shared and understood by all staff. Staff's understanding of learning intentions is limited and therefore they are not able to plan resources and execute activities effectively. Assessments are not used appropriately to ensure that children make progress in all areas of learning. However, staff provide a welcoming environment where children are beginning to gain independence and confidence. Staff manage children's behaviour well and they give praise, support and reassurance. Children are encouraged to share and take turns and play co-operatively with each other. Their independence is being fostered well through everyday routines and activities, although they have little opportunity to self-select activities.

Leadership and management have significant weaknesses. The person in charge completes staff appraisals to identify areas for development but does not consistently evaluate staff's practice. Staff have had limited training regarding the Foundation Stage and curriculum planning and this requires attention in order for staff to address gaps in their knowledge so as children can make progress towards the early learning goals. The person in charge is committed to improving and developing practice and welcomes advice and support from early years practitioners.

Partnership with parents is generally good. Staff are friendly and approachable and greet parents and children warmly on arrival. Parents are given information about the setting and the policies and procedures. Planning is displayed but there is no formal procedure in place for sharing information regarding their child's learning and progress.

What is being done well?

- Children are happy and settle quickly into the nursery routine. They are gaining independence skills and a sense of belonging, hanging their coats and bags up on their pegs when they arrive.
- Children enjoy participating in weekly French lessons, listening to stories and singing familiar rhymes and songs.
- Children relate well to each other and adults and are confident to express their feelings.
- Staff encourage the children to behave well and the children interact with each other positively, sharing and taking turns.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and the Early Learning Goals
- the effective use of plans and learning intentions behind activities
- the procedures to observe and assess children's development and how this information is shared with parents
- organisation of space and resources.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and separate from their main carer confidently. Children interact with adults and their peers positively and establish good relationships. Children sit quietly and attentively during stories and the weekly French lesson and confidently attempt new words, sharing with each other what they know and what they have learnt. Children's independence and sense of belonging is encouraged although they have few opportunities to self select and initiate their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy listening to familiar stories and rhymes but their knowledge, understanding and vocabulary are not extended through appropriate questioning. There is little opportunity to hear initial sounds or recognise letters. Children are developing writing skills and are beginning to write their name but do not write for a purpose as they play. They are confident to express their feelings and relate well to adults.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children do not use simple calculation and problem solving in everyday practical activities. Opportunities to count are limited although children are able to count up to five and back when singing familiar songs. Activities do not enable children to consolidate their mathematical thinking and logic. Children show an interest in shape and predict which objects can float or sink when playing in the water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are interested in their environment and are able to recognise different birds in the fields surrounding the nursery. They go for rides on the bus to compare the country environment with the town. However, there are few opportunities for children to discuss past and present events in their own lives and those of their family. Although children have access to a computer it is infrequently used.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children demonstrate awareness for each other as they move around the rooms confidently. They find a space when sitting next to each other but space is not organised effectively to enable the children to practice the different ways of moving their bodies such as bending, balancing, rolling, hopping or skipping. There are limited opportunities for children to gain an understanding of what happens to their bodies when active or how to stay healthy.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children respond well to music and attempt to move appropriately to sounds. They enjoy singing familiar songs and rhymes. Children are beginning to develop their imagination although activities and resources do not always encourage this area of their development. Children learn about colour, texture and shape through directed activities but opportunities for self initiated art and craft activities to explore materials are limited.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff's understanding of the Foundation Stage and early learning goals to enable them to plan effectively and enable children to make progress in all six areas of learning
- raise staff's awareness of learning intentions behind activities to enable them to plan and organise space and resources and execute activities effectively. Increase opportunities for children to self select resources and initiate their play
- develop and implement effective procedures to observe and assess children's learning, which is shared 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.