



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 305219

DfES Number: 514868

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Sheila May Price

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Nursery Lane Pre-School
Setting Address St Annes Church Hall
 Nursery Lane
 Wilmslow
 Cheshire

REGISTERED PROVIDER DETAILS

Name Mrs Patricia Mary Davison

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

Nursery Lane Playgroup has been registered under the ownership of Mrs Patricia Davison since 1991. It is accommodated in St Anne's Church Hall, Wilmslow, Cheshire and serves the local community. Facilities consist of a large playroom, hallway, toilets and kitchen. There is a secure outdoor play area. Sessions operate weekdays only during term time from 09:05 to 12:05 and also from 12:30 to 15:05 on Tuesday and Thursday afternoons when numbers permit. Places are offered to children aged from two and a half to five up to a maximum of 21 children at any one time. There are currently 26 children on roll of whom 10 are three year olds in receipt of nursery education funding. Mrs Davison has a level three childcare qualification and is the playgroup manager as well as owner. She has three other staff, all with relevant childcare qualifications.

How good is the Day Care?

Nursery Lane Playgroup meets the standards and provides good quality day care.

The experienced owner/manager runs a well organised service supported by a good team of qualified staff. Limitations with indoor space and storage facilities is overcome by careful planning of the timetable and imaginative layout of the many good resources. The building is clean and made welcoming through the arrangement of some well placed displays. The outdoor facilities are well used. Staff understand policies and procedures well but not all are clarified effectively enough in writing.

Staff supervise children well, taking into account their differing capabilities. All areas are risk assessed as well as outings and there is a review process to ensure the environment is safe indoors and out. There is a good understanding of child protection issues. The staff follow good hygiene practices and remind children why they need to wash their hands. Opportunities to promote healthy eating and good dental care are missed at snack time. Authorisations for seeking medical advice or treatment are not requested but there is a sickness and accident policy.

Children enjoy a wide range of activities which promote their all round development and have fun learning through play. The special educational needs co-ordinator works well to ensure individual plans are used to meet diverse needs. She has attended training to help improve inclusive practice and further develop the equal opportunities policy. Staff interact skilfully to help new or distressed children feel comforted and reassured. Behaviour is effectively managed.

Parents complete an 'all about me' page as well as an admissions form which helps staff meet the needs of the child more effectively during the settling in period. Newsletters inform parents of forthcoming events and about the topic. Parents find the staff helpful and approachable which reassures them that any concern could be discussed in confidence or individual needs met.

What has improved since the last inspection?

There was only one action arising from the transitional inspection which was to ensure that fire evacuation procedures were well written and appropriately displayed for staff and parents. This was dealt with immediately to ensure that all measures would then be in place for the safe evacuation of the building, thus improving safety for children.

What is being done well?

- The manager operates a well organised service where all team members understand their roles and duties and are committed to improving practice through ongoing training and development.
- Children are eager to learn and have fun participating in well planned and varied activities. Their imagination and desire to explore their environment is fostered well by the good use of resources indoors and out. Staff provide warm and caring support.
- All staff have a good awareness of safety issues. They work together to ensure children's safety indoors and out with good supervision. They regularly review safety such as checking doors as people leave, keeping children well away from the car park when outside, carrying out risk assessments before outings.
- Good relationships are fostered with parents which helps children feel more secure when they first attend, enables staff to meet individual needs, and provides a basis for effective partnership.
- Good assessment procedures are helping staff identify concerns to be shared with parents, setting in motion the first stages of the graduated response according to their recently updated Special Educational Needs policy.

What needs to be improved?

- the confirmation by parents in writing of their consent to the seeking of

emergency medical advice and treatment and the inclusion of a non collection of children procedure in the safety policy

- the development of the written policies on inclusion and staff training on equal opportunities, in order to build on the good start that has already been made by the special needs co-ordinator.
- the promotion of healthy life styles through snack time and refreshment policies shared with parents to reinforce what children learn through topics.

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
14	Further develop the health and safety policy to include a non collection of children procedure.
14	Ensure parents confirm their permission in writing 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?

Nursery Lane Pre-School provides good quality nursery education for funded children. Children make generally good progress in communication language and literacy, physical, and creative development. Their progress in personal, social and emotional development, mathematics and knowledge and understanding of the world is very good.

Teaching is generally good. Staff have a secure knowledge of the early learning goals which helps them to plan a good programme of activities, some of which are helping children to make very good progress. The minor weaknesses stem from lack of consolidation in some aspects of learning such as keeping healthy and opportunities to be creative during craft activities. Vocabulary to be learnt is not highlighted in plans. The staff have good knowledge of what children can do and need to learn next which enables them to set appropriate challenges to match ability. Methods used to help all children learn are good. During change over times staff miss some teaching opportunities.

Leadership and management is very good. There is strong leadership from the owner manager who is very experienced. The staff work very well together as a team. The daily informal monitoring of the educational provision helps to make adjustments to planning for the next day or week. There is a strong commitment to training for supporting staff development and the provider is aware of the setting's strengths and weaknesses.

Partnership with parents is generally good. Many parents are able to regularly share information about their child or discuss progress through daily contact. There are no formal arrangements for others who do not regularly visit to see their child's record of progress and to contribute towards this. Information about the six areas of learning is displayed on the notice board but not about stages of progression towards early learning goals. Some methods for extending children's learning at home are good.

What is being done well?

- Children explore and investigate their world in many different ways. They learn to describe similarities and differences. They test whether objects will float or sink in the water. When baking children notice how consistency changes when ingredients are mixed. Children experience the feel of the wind and the colour and texture of the autumn leaves.
- Staff foster children's social, moral, spiritual and cultural development well. Through popular stories children begin to value and respect people's differences and learn what is right and wrong. They learn how their behaviour affects others and to take turns.
- Many good resources are used to help children learn to count, calculate and

learn about shape, space and measure. Staff provide good challenges with skilful questioning during every day activities. The home link scheme for mathematics provides children with further opportunities to extend their learning at home.

- Children who are learning English as an additional language get good support from staff who speak to them clearly ensuring that information is understood, adapt activities to their needs, and monitor their progress well.

What needs to be improved?

- the methods used to share information with parents about the stepping stones and how children make progress along these towards early learning goals at the end of the Foundation Stage
- the system for ensuring parents see children's records of progress and achievement at regular intervals and make their contribution
- the review of plans to ensure that children have regular opportunities to create their own outcomes in craft activities, there is greater emphasis on how we keep healthy, and vocabulary to be learnt is highlighted and reinforced by all staff.

What has improved since the last inspection?

Improvement is very good. The key issue from the last inspection was to provide more opportunities for children to develop skills in language, literacy and mathematics through play, and especially imaginative role play. This is now identified as an aspect where there is planned staff input as well as having the resources available. Staff now regularly involve themselves with children's imaginative play in the home corner using opportunities to set mathematical problems or give children reasons to write. Children particularly enjoy asking the staff their phone numbers to go in the phone book.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to take part in activities both self chosen and staff led. They develop confidence in their abilities through praise for achievements. Strong relationships are established between children who chose to play together and others are learning to take turns and share fairly. Children are helped to understand the consequences of their actions and how they should behave. They learn independence as they go alone to the toilets

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently express their wishes, communicating well. Staff help children with English as an additional language learn new vocabulary, but do not always plan what vocabulary they need to emphasise for all children through topics and certain activities. Children enjoy the sounds of words from stories and rhymes and some can identify initial letters in their name. They regularly look at books, turning pages to follow the story and use a diary in the home corner to write messages.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children play with some excellent resources such as the 'monkeys on the bed' game and gain confidence in matching, counting, and comparing numbers, looking at how many more, how many less and how many altogether up to five. They notice numerals on the phone and attempt to write these when collecting phone numbers. They talk about and draw round different shapes or fit shapes together, beginning to understand their different properties. They compare shapes and sizes when playing with dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate many types of natural and made materials through use of all their senses. They learn to describe similarities and differences. Children notice the effect of the weather and the changing seasons outside. They talk about family members and significant events. They appreciate the layout of their surroundings and where things belong. Mechanical and electronic equipment is used to learn about technology. Children construct with varied commercial materials and a range of tools.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use equipment to travel over, under, along and through, to develop balance and co-ordination. They develop control using a wide range of equipment both large and small. Children begin to use the space around them safely and use their bodies in different ways as they respond to instructions and music on the tape. They develop an understanding of how their bodies work but do not learn so much about healthy life styles.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children regularly explore how colours change when mixed and represent their ideas and feelings during free painting and drawing. Craft activities are often too directed so children are not expressing their own ideas or experimenting enough with junk materials. Musical instruments are regularly used by staff and children for exploring sound and rhythm. Children sing enthusiastically. They are very imaginative in their role play and when creating small worlds

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 the system for ensuring parents see and contribute towards children's records of progress and achievement at regular intervals, using this to help them understand how children make progress along stepping stones towards early learning goals
- review plans to ensure that children have more regular opportunities to create their own outcomes in craft activities, healthy life style awareness is further developed, and vocabulary to be promoted is highlighted in plans for the attention of all staff.

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.