



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316748

DfES Number: 513719

INSPECTION DETAILS

Inspection Date	03/06/2003
Inspector Name	Rosemary Killackey

SETTING DETAILS

Setting Name	Unsworth Nursery
Setting Address	Blackley Close Bury Lancashire

REGISTERED PROVIDER DETAILS

Name	Deborah Jones
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ORGANISATION DETAILS

Name
Address

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

Unsworth Nursery opened in 1995. It operates from a pre-fabricated building located in the grounds of Unsworth Primary School. The Nursery has access to a large play room, a small room used for pre school work and also used as an office/staff room there is an enclosed outdoor area. The nursery serves the local community, and has close links with the school. There are currently 37 children aged from two to five years on roll. This includes eight funded three- year-olds and eight funded four-year-olds. Children attend a variety of sessions. Two children have special needs and the group supports two children who speak English as an additional language. The group opens five days a week all year round except for bank holidays and the week between Christmas and New Year. Sessions are from 8.00am until 5.30pm. Five staff work with the children. Four have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). It also receives support from Unsworth Primary School. The group is registered to provide care for 20 children from two years to five years. The registration does not include overnight care.

How good is the Day Care?

Unsworth Day Nursery provides satisfactory care overall for children aged 2-5 years. The general organisation of the nursery is good. Staff are deployed well throughout the day. Space is organised appropriately and used effectively to meet the children's needs. The grouping of children is good and all staff work directly with the children, encouraging independence. Staff give high priority to ensuring that children are safe both inside and outside the nursery. They consistently carry out the procedures outlined in the comprehensive health and safety policies, some aspects of health and safety need to be addressed. The nursery has good policies and procedures in place which staff understand and implement. There is no lost child/ failure to collect a child policy and the child protection policy needs to include a procedure to be followed in the event of professional abuse. The quality of care for children is very good. The effective key worker system enables staff to establish consistent and good relationships with children and parents. The staff work well as a team and plan activities that encourage children to learn. They ensure that all children are included

and that individual needs are met. Children with special needs are fully included in activities. No weekly planning is in place and observations on children are not recorded. This is an area that the nursery intends to develop. All the children benefit from clear and consistent routines, they are confident, articulate children who are interested in what they are doing. They play well together and enjoy themselves. The children are able to choose what they want to play with and move freely from one activity to another. There is a good partnership with parents and carers. They are kept informed through regular newsletters. Information is shared at the end of the day and parents are invited to parents evenings during the year where children's progress is discussed.

What has improved since the last inspection?

At the last inspection, the provider agreed to ensure that an operational plan and the special needs statement was made available to parents, the behaviour management and complaints procedure to be updated and that staff accessed first aid training. All the required policies are now in place and made available to parents. However staff have not attended first aid training, this has been addressed and staff are to attend training at the end of June 2003.

What is being done well?

Staff are deployed effectively. They are able to identify and meet children individuals needs. They plan activities that enable children to progress learning.(Standards 2) Children are valued and respected. Good behaviour management is in place, good behaviour is encouraged by staff using lots of praise. Staff talk and listen to children, they encourage children to make choices and move freely around the nursery. (Standards 3) High priority is given to children's health and safety.(Standards 6) Staff work very well with children who have special needs. A strong emphasis is placed on all children being included. (Standard 10) A good relationships with parents is developed. (Standard 12)

What needs to be improved?

the weekly planning and recording of observations on children's learning; (Standard 3) the safety of the hot water in the bathroom, the door adjoining the class room and the fridge; (Standard 6) staff obtaining a relevant first aid certificate; (Standard 7) activities and resources that promote equality of opportunity and anti discriminatory practice; (Standard 9) the procedures for lost or uncollected child and the child protection policy. (standard 14)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
6	ensure the hot water in the bathroom is at a safe temperature and that children cannot access the adjoining classroom. (Standard 6)	03/07/2003
14	ensure that a procedure for lost or uncollected children is in place and that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and includes professional abuse. (Standard 14)	17/07/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	implement weekly planning and record observations on children's learning. (Standard 3)
6	ensure the fridge in children's playroom is made safe. (Standard 6)
7	ensure that planned first aid training is attended. (Standard 7)
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. (Standard 9)

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

How effective is the nursery education?

Unsworth Nursery offers pre-school provision which enables children to make generally good progress towards the early learning goals. Children's progress in personal, social and emotional development and communication, language and literacy is very good. Progress in mathematics, knowledge and understanding of the world, creative and physical development is generally good. There are some aspects for further development within these four areas of learning. Teaching is generally good with some weaknesses. Staff provide a welcoming and caring environment where children's confidence and self esteem is well fostered, good relationships are formed with children and their families. The staff provide a balance of adult led activities and opportunities for free play, children have independent access to a full range of tools and working resources to support children's learning and thinking, although there are some missed opportunities to further develop mathematical concepts in role play and for children to use technology and scientific investigation. Long and medium term planning is in place but weekly planning is currently under developed and assessments are not intentionally used to inform these planning systems. Behaviour is consistently good, clear boundaries are set and children receive lots of praise and encouragement. The provision for the two children with special educational needs is very good, effective systems are in place to ensure their needs are met, parents are consulted and encouraged to work in close partnership with staff. Children who have English as an additional language are well supported but there are some weaknesses with regard to resources. The leadership and management of the setting is generally good. Staff have clearly defined roles and responsibilities and they work effectively as a team. The partnership with parents is very good, staff are approachable and friendly, parents are encouraged to attend annual parents evenings.

What is being done well?

Children are confident and show a lively interest and enthusiasm for learning. The setting creates a welcoming environment where individual children and their families are valued and respected. Children have access to a wide range of activities, resources and working materials which support all six areas of learning. Children's behaviour is consistently good, clear boundaries are set and children receive lots of praise and encouragement. Children have a love of music, they fully participate and enjoy music, movement and dance sessions. The staff work effectively as a team, there is a clear management structure but all staff members display an ownership and commitment to development within the provision.

What needs to be improved?

opportunities for children to use technology and to explore, experiment and undertake scientific investigation; use of assessments to inform planning; weekly planning

including outdoor play ensuring that all six areas of learning has sufficient emphasis; provision for children with EAL within all six areas of learning.

What has improved since the last inspection?

The setting has made limited progress since the last inspection: The staff have a sound knowledge of the elg's and they regularly attend supplementary training, however weekly plans have not been devised and this has an impact on all six areas of learning and for the usefulness of assessment records to inform planning. The children now have access to a wide range of tools and materials for model making and to develop writing skills. There has been some development in opportunities for children to explore and investigate. The current bugs theme has introduced children to exploration and they have made a butterfly house, but there are still missed opportunities for children to communicate their own views, predict and investigate quite naturally. There is evidence to support literacy in role play but there were missed opportunities to further develop maths in role play situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in this area. Children display a positive disposition to learning and play, they are confident within the setting and participate enthusiastically in all activities. They listen well and are able to follow simple instructions during activities. Children are polite, consistently well behaved and have developed good relationships with staff and their peers. Children concentrate well and take great pride in their work.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are making very good progress in this area. Children progress well in the print rich environment where books are used for reference as well as for pleasure. Children are confident speakers and writers. They are able to write their own names clearly and are confident to share their expertise with friends i.e. how to hold a pencil. They recognise familiar letters and make links with the sounds of others 's for Susan', 's for sun'. They enjoy practicing writing in the mark making area.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. Children have a good understanding of number, counting, patterns and sequencing and they are able to work out simple mathematical problems by adding and subtracting. Children use positional language such as in front, behind, big, bigger and little as a natural part of play. The maths area is under utilised, the resources are limited and there are missed opportunities to further develop mathematical concepts in role play.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in this area. Children use a range of tools and resources when designing and making, they work with a variety of materials to construct models and pictures. The children have explored the natural world through the current 'bugs' theme, they name and recognise bugs and are familiar with how they grow and transform. There are limited opportunities for children to carry out scientific exploration or use technology to extend their learning .	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Children move around the available space carefully, negotiating furniture, pathways and other children. They learn to hop, skip, throw and kick when playing outdoors and they are confident when using tools in the writing area and during creative and modelling activities. Outdoor play is not currently planned for, this limits opportunities for purposeful activities which reflect children's individual needs.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Children enjoy working creatively and they take great pride in their work, art work is valued and attractively displayed to support theme work. Resources are varied and plentiful and allow children to be imaginative, i.e. cling film used for dragon fly wings. Children love music and participate enthusiastically. Opportunities for children to further explore through their natural senses and express and communicate ideas are missed by staff.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
Develop the educational programme in knowledge and understanding of the world to enable children to have more opportunities to carry out scientific investigation, predict and experiment and develop the use of technology. develop planning systems with regard to weekly plans, ensure plans consistently emphasize all six areas of learning and include outdoor play. Assessment records should be developed and used more effectively to inform planning, extend opportunities for children to explore their natural senses and communicate their own ideas through purposeful activities and questioning. develop the provision for children with English as a additional language, (EAL) extend resources and activities to provide greater opportunities for children to increase their awareness of cultural diversity.

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.