



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507781

DfES Number: 511697

INSPECTION DETAILS

Inspection Date	22/03/2004
Inspector Name	Rowena Ann Bentley

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tadpoles Nursery School
Setting Address	Carlisle Park Pavillion Wensleydale Rd Hampton Middlesex

REGISTERED PROVIDER DETAILS

Name	Ms Fay Shenton
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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

Tadpoles Nursery School opened in 1995. It operates from three rooms in a cricket pavilion that is located in Carlisle Park, Hampton and serves the local area.

There are currently 38 children from two to five years on roll. This includes eight funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting gives support to children with special needs. One child attends who speaks English as an additional language.

The group opens five days a week term time only. Sessions are from 09:15 until 15:00.

Three full time and two part time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Tadpoles Nursery School provides satisfactory care for children.

The environment is warm and welcoming for children and parents. The space is organised to meet the needs of the children and staff are deployed effectively. Policies and procedures are in place and daily records kept up to date however improvements need to be made to the implementation of the admissions and settling in policies. There is a written procedure to ensure the daily attendance for children and staff is accurately recorded.

Procedures are in place to ensure children's safety and risk assessments are carried out prior to outings, however attention should be paid to safety in relation to the use of the indoor climbing frame. The premises is safe and maintained to a satisfactory

standard although the toilet facilities need to be improved. Staff are vigilant about teaching hygiene procedures to children. There is a good quantity of toys and equipment. These are clean and in good condition.

The staff develop good relationships with the children. Children are confident and secure in the nursery. They are offered a wide range of activities, which promote learning in all areas. These are planned and set up by the staff and consideration needs to be given to making equipment more accessible so children can make choices. Children can help themselves to a drink throughout the session and are involved in the preparation of fruit at snack time.

Staff communicate with parents daily and maintain friendly relations with them. Regular newsletters keep parents informed about nursery activities and parents are given copies of the nursery's policies and procedures. Staff manage children's behaviour consistently and give praise and encouragement for good behaviour.

What has improved since the last inspection?

At the last inspection a number of actions were made in relation to staff qualifications, documentation and health and safety. The proprietor submitted an action plan to Ofsted and all issues were addressed within given timescales.

What is being done well?

- Activities are planned in advance and offer children a well-balanced curriculum, which promotes learning in all areas.
- There is a procedure in place to ensure children have access to drinks. Children are involved in the preparation of fruit at snack time and this is used as a learning experience.
- Information about each child is gathered before they start at the nursery. Children's individual needs are discussed with parents and their wishes respected. Staff communicate with parents regularly and keep them informed about their child's progress.
- Staff promote good hygiene practice and are vigilant about children's hand washing.

What needs to be improved?

- the settling in procedures
- the supervision of the indoor climbing frame
- the accessibility of resources and equipment to the children
- the information about notifiable diseases
- the quality of the toilet facilities.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
2	Ensure all children reach their second birthday before the settle in procedure commences.
6	Devise and implement a procedure to ensure children are closely supervised when playing on the indoor climbing frame.
7	Ensure information about notifiable diseases is accessible.
3	Ensure children can independently access resources and equipment to choose activities for themselves.
4	ensure children have access to adequate toilet facilities.

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

How effective is the nursery education?

Tadpoles Nursery School provides acceptable nursery education where children make generally good progress towards the early learning goals in all areas of learning.

Teaching is generally good. The environment is well organised and resources are of good quality overall. Staff plan a varied programme of activities that provide good opportunities for children to learn through hands-on experience. Plans cover all areas of learning and include weekly learning intentions for most areas, although the intended learning objectives for physical development are not specified. Staff have positive relationships with children and clear expectations for behaviour. They regularly observe and keep records of children's progress, but observations and assessments are not used when planning activities in order to help children move to the next steps in their learning. Opportunities are therefore sometimes missed to challenge older and more able children and extend children's learning in some areas of their development. Children have many good opportunities to do things for themselves and develop self-care skills, but do not have enough opportunities to independently choose their own activities and resources.

Leadership and management is generally good. Staff have clear roles and responsibilities and work well as a team. The manager has a clear understanding of the setting's strengths and weaknesses, and is committed to improvement. An effective system for monitoring and evaluating the quality of the provision for nursery education is yet to be put in place.

The partnership with parents is good. Parents receive good quality information about the setting and have regular opportunities to discuss their child's progress. Newsletters include detailed information relating to activities to enable parents to be involved in their child's learning. Parents find staff friendly and approachable. Feedback from parents is actively sought and taken into account.

What is being done well?

- Children are confident, eager to try activities and relate well to each other and adults.
- Good use is made of the local environment to support children's learning in knowledge and understanding of the world.
- Topics are well planned and incorporated effectively into activities across the curriculum.
- Children have good opportunities to explore music and experience different musical instruments through external teaching
- The manager is committed to continual development and improvement

What needs to be improved?

- the system for using assessments of children's progress when planning activities
- the detail included in the planning of activities to support children's physical development
- the opportunities for older and more able children to practise forming letters and simple words, and to solve practical problems that will develop their mathematical understanding
- the opportunities for children to talk about their own lives and those of others
- the opportunities for children to choose play materials and resources for themselves, and to develop their own ideas in art and design.

What has improved since the last inspection?

Progress in relation to the four key issues arising from the last inspection has been generally good.

The system for planning now clearly covers all areas of learning within the Foundation Stage. Weekly learning intentions are incorporated into plans for all areas, except for physical development.

Children now have opportunities to use writing materials freely and in a variety of situations, and older children have some support with early writing skills through the use of worksheets. However, older and more able children still need more opportunities to practise forming letters and writing simple words.

Children have a number of opportunities to learn about the uses of everyday technology through the activities provided, for example, they use telephones and cash registers in role play activities. Children have opportunities to talk about the uses of technology during topic work, for example, talking about traffic lights as part of a transport theme. Although the setting still does not have a computer, children are now able to use a number of electronic and programmable toys to support learning.

Children are involved in various activities that acknowledge and celebrate different cultures and beliefs and a range of resources are now available to support this.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make good relationships with each other and with adults in the setting, and show care and concern for one another. They have an understanding of the behavioural expectations of the setting and respond well to the familiar routines. Children work well in groups, take turns and share. They develop self-care skills by washing their hands independently, making sandwiches and helping cut fruit, but they do not have enough opportunities to choose their own activities and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children show an interest in books, use the book corner independently, and enjoy listening to stories. They are confident speakers and use language to initiate conversations and express their ideas. Some children are starting to recognise the sounds in familiar words. Children have good access to writing materials including in role play, but opportunities are missed for older and more able children to practise forming letters and writing simple words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and enjoy taking part in number songs. Some children count confidently to 10 and recognise significant numerals. Children recognise shapes and use language to describe shape, size and position. Opportunities are sometimes missed to challenge and extend the learning of older and more able children, for example by providing opportunities to solve simple number problems and develop understanding in practical situations and everyday activities such as in role play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to explore and identify features of the natural environment and living things. They use construction materials confidently and with a purpose in mind. Children learn about different cultures and beliefs through practical activities, and have opportunities to find out about the uses of everyday technology. There are not enough opportunities for children to talk about past and present events in their own lives and those of their families and people they know.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently and with increasing control. They have a variety of opportunities to develop fine manipulative skills by using a range of tools and materials, and use a range of large apparatus and equipment to practise climbing and balancing skills. Children are learning about things that are good and bad for them and healthy practises. They join in a variety of physical activities throughout the session, but the learning intentions of the activities are not included in the plans.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children show good imagination in role play and small world activities. They have very good opportunities to explore and respond to music and enjoy singing. Children recognise colours and use them purposefully, for example when painting. Children have many opportunities to explore various media and materials. They enjoy adult led craft activities, but do not have enough opportunities to select their own creative materials, express their imagination and develop their own ideas in art and design.	

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

- Develop the system for assessing children's progress so that information gained can be used to plan activities that will help children move on to the next step in their learning. Include learning intentions for physical development in weekly plans.
- Provide more challenging activities for older and more able children, including more opportunities to practise forming letters and familiar words, to solve practical number problems and to talk about their own lives and the lives of others.
- Provide more opportunities for children to choose their own resources, and to select materials and develop their own ideas in art and design.

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.