



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 403972

DfES Number: 510150

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Schoolgate Nursery
Setting Address Medway Block Potters Street School
Carters Mead
Harlow
Essex
CM17 9EU

REGISTERED PROVIDER DETAILS

Name Mrs Anita Parrish

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

Schoolgate Nursery registered with the current owner in September 2001. It operates from a separate classroom unit within the grounds of a primary school. It serves the local urban area.

There are currently 46 children from two to five years on roll. This includes 23 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs and three who speak English as an additional language.

The group opens five days a week during school term times. Sessions are for varying times from 08:30 until 15:30.

Four full time and two part time staff work with the children. Four of the staff have early years qualifications to NVQ level 2 or 3 and two staff are working towards an early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Schoolgate Pre-School provides good care for the children.

The premises are light, comfortable and welcoming with defined areas for play. The children move confidently, and their independence is encouraged through the considered layout of resources and the carefully planned routine.

Children are fully involved in a broad range of interesting and practical activities.

Staff build warm and trusting relationships with the children who appear happy and well behaved. Snack time ensures that children establish an understanding of their peers and they co-operate with each other responsibly. Opportunities are given for tasting fruit and breads, and discussing healthy diets, although these could be extended.

Staff have a sound understanding of each child's development and individual needs through the key worker and assessment system. Procedures are in place to support children with Special Needs or children with English as an additional language. Staff are usually deployed effectively and they are vigilant about the children's safety. Staff follow effective hygiene procedures and children are normally reminded about the need for suitable hand washing practices.

Staff and management are committed to improving the service. They have developed a comprehensive operational plan and take opportunities to attend certificated and other short courses provided by Essex Early Years Childcare and Development Partnership.

Staff have an effective relationship with the parents. They are aware of the importance of good two-way communication on a daily basis with the use of the key worker scheme.

What has improved since the last inspection?

At the last inspection the nursery agreed to obtain permission for emergency medical treatment and to update the complaints procedures.

The nursery has obtained permission for emergency medical treatment from all parents, taking the opportunity to check that other details are correct. Staff reviewed and displayed the complaints procedure including the channels to take if parents had a complaint. Parents commented they would at first talk to the staff as they are very approachable and they are very happy with the care offered to their children.

What is being done well?

- Staff build warm, trusting relationship with the children. They provide a wide range of stimulating, worthwhile activities and they are available to listen to the children. Staff respond to the children's interests, helping them to progress, settle and leave their main carer confidently.
- Staff implement robust health and safety policies and procedures that are individual to the nursery and they ensure reasonable steps are taken to ensure the physical environment is safe and secure.
- The nursery has an extensive range of toys and play equipment, which are well organised and easily accessible. This encourages the children to be confident and fully involved in activities.
- There is a strong emphasis on equal opportunities throughout the nursery. Different family backgrounds and cultures are respected and thoughtfully celebrated. Parents are encouraged to contribute personal experiences of their culture, language and beliefs, allowing the children to relate well to each other.

What needs to be improved?

- Information for the parents regarding child protection procedures.
- Organisation of the staff at lunch time.

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
2	Review the organisation of the staff at lunch time.
13	Extend the information for the parents regarding child protection procedures.

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

How effective is the nursery education?

The provision for nursery education at the Schoolgate Nursery is of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear knowledge of most of the Foundation Stage. They use this understanding to plan a broad and balanced curriculum with a wide range of interesting activities, which are evaluated to ensure learning outcomes are met. Children are given sufficient opportunities to revisit their learning. However, the short time for the tabletop toys does not fully encourage the children's concentration. Staff regularly observe the children. Each child's progress is recorded in a developing system linked to the stepping stones, this information informs future planning.

Staff have developed meaningful relationships with the children. Their confidence and sense of belonging is fostered through an effective keyworker system. Staff share their extensive knowledge of the children with each other to ensure children build on their existing skills.

Group activities of music and story time are presented in an enthusiastic and lively way. The curriculum is taken outside in the warm weather. However outside activities are limited at other times of the year.

The children with special educational needs are suitably supported and staff have meaningful strategies for children with English as a second language.

Leadership and management are generally good. The proprietor is supportive with staff training and professional development. The information from observations, discussions, staff meetings and appraisals are used to monitor and improve the quality of care and education.

The partnership with parents is generally good. A welcoming and worthwhile relationship has been established. Some information about the Foundation Stage and the plans are displayed. Parents can request an appointment with the keyworker and developmental records are given to parents when their child leaves.

What is being done well?

- Staff build easy and trusting relationships with children. They manage the children's behaviour well and have high expectations of the children's achievements. Children have many opportunities to share, take turns and negotiate differences. The staff are skilful role models using appropriate praise and encouraging good manners.
- Effective support is given to children with special educational needs or English as an additional language, which helps them work steadily towards

the individual learning goals.

- Staff have become a consistent and strong team. They are committed to developing the provision through regular team meetings, planning and further training. This ensures the children are well supported, confident and fully occupied.

What needs to be improved?

- opportunities to broaden the learning environment outside
- opportunities for the children to develop the children's concentration
- experiences to encourage exploration, predication and creativity
- information for parents on the Foundation Stage.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children respond positively to staff and have formed strong relationships with their peers. They work as a group and take turns, sharing fairly. Their confidence and independence is promoted with the organisation of the resources and the sensitive support of the staff during story and snack time. Children are proficient in tidying up. There are many links to home which are encouraged including discussing the children's likes and dislikes and welcoming new family members.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen with attention to stories but the large group limits the children's concentration. Staff extend the children's vocabulary. They link letters with sounds during circle time with the use of Letterland and apt props. Children recognise their name cards at registration time, enjoying the name game. Ample high quality books are well displayed. Children have valuable chances to practice their writing skills at the mark making table, in the role play area and the large chalkboard

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an increased confidence with numbers by spotting errors and participating in number rhymes. Staff use positional language during a table top construction activity and they check the child's understanding of number when using a clock. Children are beginning to do simple calculations at circle time but have few opportunities to begin estimation or experiment with capacity. Children are developing an awareness of shape and are introduced to shape names throughout the session.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children gain a productive awareness of the cultures and beliefs of others during celebrations on the Chinese New Year. Parents are welcome to share family celebrations. Children have access to dual language books and they take the nursery bear Passport Ted with them on holiday bringing back postcards and photographs. They join construction pieces together with Polydrons and have the use of a computer and tape recorders but limited practice in joining materials.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have valuable opportunities to develop control over their bodies, such as running, jumping and pedalling tricycles. They express joy and enthusiasm whilst exercising and move with an awareness of others. They respond well to action rhymes and develop good posture and balance during the music and movement session. They use a wide range of small -scale tools and equipment with increasing skill.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have access to varied and interesting role play with exciting and realistic artefacts within the Chinese home area and the hospital. The children learn about the shades of colour and have a range of pinks, mixing colours towards the end of the week. Some creative activities are adult directed and lack chances for the children to explore the properties of varying materials.

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 opportunities to broaden the learning environment outside
- extend opportunities for the children to develop the children's concentration
- broaden experiences to encourage exploration, predication and creativity
- increase information for parents on the Foundation Stage.

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.