



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY257491

DfES Number: 585401

INSPECTION DETAILS

Inspection Date 31/10/2003
Inspector Name Noreen Elizabeth Appleby

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Durham University Day Nursery
Setting Address Haworth Building, Pelaw Leases Lane
 Durham
 County Durham
 DH1 1TA

REGISTERED PROVIDER DETAILS

Name Mr Adrian Darnell

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

Durham University Nursery opened in 1991. It operates from single-storey premises close to Durham City centre. The group serves the needs of university students and staff, as well as the general public.

There are currently eighty six children on roll, including twenty funded three-year-olds and one funded four-year-old. Children usually attend regular sessions. The setting currently supports one child with special needs. At present, there are eleven children who speak English as an additional language. At the time of this inspection there were fifty three children present in total.

The group opens Monday to Friday, throughout the year, excluding public holidays. It provides Full Day Care sessions from 08:00 to 18:00 and Sessional Day Care sessions from 08:00 to 13:00 and from 13:00 to 18:00.

Sixteen full time staff work with the children. Most have, or are working towards, early years qualifications and some are currently on further training programmes. There is also an Administrator and a Cook. The setting receives support from a link-teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Durham University Nursery provides good quality care for children. There are comprehensive employment, recruitment and vetting procedures in place to ensure staff have relevant qualifications and experience for their individual roles. All staff demonstrate a strong commitment to on-going training and personal development. Good documentation systems have been set up and written policies and procedures are drafted. Most are maintained in line with the requirements of the 'National Standards for Under Eights Day Care and Childminding' and are used effectively in daily routines.

Premises are purpose built and very well set out to provide an attractive, inviting, child-friendly environment. Good use is made of regular routines. Staff, space and

resources are well organised to ensure children are well cared for, both indoors and out. Careful consideration is given to health, safety and hygiene issues. Formal risk assessments are completed. Staff demonstrate good practices and they promote relevant issues with children e.g. tidying up, personal hygiene etc. Staff provide regular drinks and a range of healthy meals and snacks suited to children's individual dietary needs.

The nursery is well equipped and areas are effectively set out to promote 'free choice' and independence. Staff plan a broad range of activities to provide good learning opportunities suitable for children's ages and ability. They recognise children as individuals and promote equality of opportunity and diversity very well. Staff generally interact positively with the children providing advice, encouragement and praise. Children relate well to adults and peers.

Staff work closely with parents, carers and other professionals, sharing information regularly, to ensure that children's individual needs are well met. Many positive comments have been received from parents confirming that they are very happy with the quality of care provided.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff demonstrate a strong commitment to training and personal development. They have attended many external courses and in-house workshops to improve their knowledge, keep up to date with new developments and to improve their child care practice.
- The nursery provides a very warm, welcoming environment for children and their families. Good use is made of notice boards and displays to recognise and value children's work and to share information with parents.
- All childcare rooms are very well-equipped and well organised. Children enjoy exploring and choosing from the wide variety of accessible play and learning opportunities available to them. The sensory room is particularly well used and enjoyed.
- Staff demonstrate commitment to meeting children's needs well. They respect and value all children as individuals. They work closely with parents, agencies and other professionals to ensure they are well cared for and make good developmental progress.
- Health and safety procedures are well addressed through formal risk assessments. Staff record issues and work with the university health and safety team and other agencies to ensure equipment is safe and premises are maintained to a high standard.
- Staff work in close partnership with parents and carers. Information is exchanged formally, through written contracts and agreements and through informal daily discussion, in order that children's individual needs are well

met. Many positive comments have been received from parents praising staff for the commitment, professionalism and caring service they provide.

What needs to be improved?

- the behaviour management statement, by making reference to procedure regarding bullying
- the child protection policy statement, by identifying the designated person and the procedure regarding an allegation being made against members of staff.

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
11	improve the positive behaviour management statement by making reference to the procedure regarding bullying
13	improve the child protection policy statement by identifying the designated person and the procedure regarding an allegation being made against members of staff

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

How effective is the nursery education?

Durham University Nursery offers high quality provision which helps children make very good progress towards the early learning goals. Progress in all six areas of learning is very good.

Staff have high expectations of children behaviour and interact positively with them to reinforce positive behaviour management practices. The quality of teaching is very good. Most staff demonstrate a sound knowledge and understanding of the Curriculum Guidance for the Foundation Stage of Learning. Long, medium and short-term planning systems are used to ensure children receive a broad curriculum linked to interesting topics. Focused activity plans identify extensions to ensure more able children are sufficiently challenged. Regular assessments monitor children's progress towards the early learning goals and are well used to inform future planning, based on children's existing skills and knowledge.

Leadership and management systems are very good. Staff are well supported and there are good opportunities for training and staff development. There have been several changes in personnel since the last inspection but staff have adapted well to change. They demonstrate enthusiasm and commitment to their work. They are able to identify their strengths and weaknesses and aim to monitor, develop and improve practices further.

Partnership with parents and carers is very good. There are comprehensive systems in place to ensure they receive information about the Curriculum and about their child's progress towards the early learning goals. Good use is made of notice boards and displays as well as informal verbal updates. Staff encourage parents and carers to be involved with their child's learning. Many positive comments have been received from parents indicating that they and their children are very happy with the high quality of nursery service.

What is being done well?

- Children are confident and very happy. They have established good relationships with each other and interact very well with staff and other adults.
- Staff and management demonstrate enthusiasm and commitment to their roles. They are able to assess their strengths and weaknesses and work hard to ensure children reach their full potential, within the early learning goals, before they leave the setting.
- Parents are made to feel welcome, valued and necessary through a range of planned and spontaneous opportunities. They are actively encouraged to be involved with their child's learning.
- Premises provide an attractive learning environment with excellent resources and activities to stimulate children's interest and motivation.

- Provision for outdoor play is very good. The enclosed purpose built outdoor area provides a bright, interesting play and learning environment for children.

What needs to be improved?

- There are no key issues but the following are points for consideration:
- Continue to give high priority to staff development and regularly monitor the quality of planning, assessment and adult support to ensure that high standards continue to be maintained.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Key issues raised for action were to continue to develop Special Educational Needs procedures to support both children and staff and to indicate on the plans how the learning needs of younger and older three-year-old children are to be addressed by linking planning to assessments.

Several staff have completed relevant training courses to improve their knowledge and understanding of Special Educational Needs. They use in-house workshops to cascade information to other staff. They work closely with parents, agencies and professionals to discuss relevant issues. This area should continue to be developed as required to ensure future planning provides for realistic progress across all areas of the curriculum.

Staff make good use of focused activity sheets to identify learning intentions for children and record their progress. They identify extensions for older and more able children and record differentiation on their assessments to inform future planning. This ensures children are more effectively challenged and make adequate progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very interested, excited and motivated to learn. All are settled and happy within the group and have formed good relationships with adults and peers. They work together very well and more able children are confident enough to initiate and lead a small group activity. They manage some complex tasks competently. Most children behave very well and demonstrate strong self control. All are developing high levels of independence and pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate very good language and communication skills. More able children speak confidently, using complex vocabulary. All are developing a strong interest in books. They listen well to stories, select and enjoy books independently, or 'read' in self-initiated small groups. They have good opportunities to link phonic sounds to letters. Hand/eye co-ordination skills are well developed. Children are very confident with mark making. They can form some recognisable letters well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a strong interest in numbers. Some count purposefully during self-initiated activities, all can identify a range of numerals and more able children can touch count up to ten and beyond. They competently recognise and use positional language. They learn about shape, size and sorting through a variety of interesting activities. They are developing good problem solving skills through play situations and daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a strong interest in the world in which they live. They are given well planned opportunities to use simple tools and they operate simple equipment very well. They investigate how things work and use very good techniques to design and construct imaginatively. They use all their senses to learn about living things, objects and materials. Positive images and well planned activities effectively teach children about different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around confidently indoors and out. They co-ordinate and control body movements well and demonstrate good spatial awareness. More able children perform complex manoeuvres e.g. using ride-on toys to reverse or negotiate small spaces. Children handle tools, construction and malleable materials safely and with increasing control. They are well aware of changes in body temperature due to the weather or as a result of activity.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy a broad range of creative materials that promote colour, texture and sensory awareness. They have a strong interest in what they see, hear, smell, taste and touch. They use body language and gestures very well, to express their feelings. Children have excellent opportunities for music, songs and rhymes. They particularly enjoy circle action games and join in enthusiastically. They are gaining good imaginative skills which they use very well in the role play area.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues but the following are points for consideration:
- Continue to give high priority to staff development and regularly monitor the quality of planning and assessment to ensure that high standards continue to be maintained.

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.