



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 144298

DfES Number: 510647

INSPECTION DETAILS

Inspection Date	04/10/2004
Inspector Name	Carole Argles

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Nursery Rhyme
Setting Address	26 River Way Christchurch Dorset BH23 2QP

REGISTERED PROVIDER DETAILS

Name	Mrs Angela Sherrie Dewey
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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

Nursery Rhyme opened in 1985. It operates from two buildings situated in the grounds of the proprietor's home in a residential area of Christchurch. The playschool mainly serves families from the local area.

The playschool is registered to provide care for 30 children aged from 2 to under 5 years. There are currently 49 children on roll which includes 24 funded three and four-year-olds. There are no children who have special needs or speak English as an additional language attending at present.

The playschool opens 5 mornings each week for 50 weeks of the year. Sessions are from 08.30 until 12.30. There are four full-time and four part-time staff who work with the children. There are four members of staff who hold early years qualifications and one member of staff is currently on a training programme. The playschool receives support from the Early Years Childcare Partnership.

How good is the Day Care?

Nursery Rhyme provides satisfactory care for the children. Staff make good use of the premises, which includes a large outdoor play area, to provide many activities for the children. They decorate the playrooms with displays and posters to make them welcoming. Although some policies, procedures and records are in place, many have insufficient detail. There is a suitable range of furniture, toys and equipment to meet the children's needs.

Generally the premises are safe and secure and staff check them daily. There are suitable procedures in place to make sure that children are collected safely. They supervise the children well in the play rooms and during outdoor play. However, sometimes children are alone in the outdoor area when visiting the toilets. Staff encourage good hygiene through hand washing but the children often use a communal towel which could spread infection. Some toys are not clean. Staff provide a healthy snack for the children and take account of dietary needs. They have a satisfactory knowledge of child protection issues but no suitable statement of

the child protection arrangements, based on the Area Child Protection Committee procedures, is in place.

The children are happy and relate well to the staff. They are interested in the activities provided for them which support many areas of their development well. However, staff have not kept suitable records of children's development to help them plan for children's learning. Children behave well. Most staff use positive strategies to help the children learn what is expected of them and give them praise and encouragement. Staff exchange information with parents to help them meet children's individual needs and help them settle. However, occasionally staff do not treat boys and girls equally.

Parents and staff have a friendly relationship and often talk about the children's care. Parents receive satisfactory information about the playschool and their children.

What has improved since the last inspection?

At the previous inspection the provider agreed to obtain a copy of the Area Child Protection Committee (ACPC) procedures; produce a procedure to be followed in the events of allegations of harm to a child at the playschool; keep a record of visitors; and obtain written parental consent for emergency medical treatment or advice.

Since then the provider has kept a record of visitors. She has devised a suitable procedure to be followed in the event of an allegation that a child has suffered harm at the playschool. She has obtained a copy of the ACPC procedures but has not incorporated this information into the child protection procedures. Staff have obtained written consent for them to take appropriate action in the event of an emergency but this does not specifically refer to seeking medical treatment or advice.

The action taken so far has helped to increase the safety of the children and the provider has agreed to include more detail in the procedures and records of the setting.

What is being done well?

- Children relate well to the staff who are interested in them and talk with them about their homes and families. This helps the children settle quickly and happily at the group.
- There is a suitable range of furniture, equipment and toys which can be used to support all areas of the children's development and meet their needs. This includes a good range of outdoor play equipment.
- Staff create a welcoming environment for the children. They decorate the playrooms with displays and posters, and have toys and equipment readily available for the children to use.
- Children behave well, many sharing fairly and taking turns. Staff frequently give them praise and encouragement and help them learn what is expected

of them.

- There is a friendly relationship between parents and staff. They often exchange information about the children to help staff meet their individual needs.

What needs to be improved?

- the children's safety and welfare by reviewing the record keeping, policies and procedures which are required for the efficient and safe management of the pre-school, or to promote the welfare, care and learning of the children
- the children's learning by implementing procedures for monitoring and recording all children's development to help staff to plan the next steps in their learning effectively
- the children's health by ensuring hygienic hand washing practices are in place and that all toys are clean
- the children's safety by ensuring they are well supervised at all times in the outside area
- the children's welfare by developing staff's knowledge and understanding of equal opportunities issues

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	Review and implement the record keeping, policies and procedures which are required for the efficient and safe management of the pre-school and to promote the welfare, care and learning of the children.	05/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Implement procedures for monitoring and assessing the progress of all children to assist staff in planning the next steps in their learning.
6	Ensure that children are well supervised at all times when in the outside area.
7	Ensure good hygiene practices are in place regarding hand washing and ensure that all toys used by the children are clean.
9	Develop staff's knowledge and understanding of equal opportunities issues and anti-discriminatory good practice.

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

How effective is the nursery education?

Nursery Rhyme provides nursery education which is acceptable and of good overall quality. Children are making generally good progress towards the early learning goals in most areas of their development.

Teaching is generally good. Staff interact well with the children and form good relationships with them. They give them help, encouragement and praise, and usually manage their behaviour well. The daily routine allows for children to choose independently from a range of activities as well as taking part in adult-led small and large group times. Staff observe the children to assess what they can do but they have not kept ongoing records of their development to help them to set suitable levels of challenge for all children. Although staff plan activities, the plans do not contain sufficient detail to ensure that all activities are carried out effectively. Staff do not give equal emphasis to all areas of learning. However, staff make good use of unplanned opportunities to extend children's learning by asking many open questions and giving them further information to extend their knowledge.

The leadership and management is generally good. The session runs smoothly and staff are aware of their roles and responsibilities. The provider recognises there are areas for development and accepts support from the EYDCP. Some staff are attending training. However, the weakness in the assessment of children's development means that the provider cannot monitor how well the nursery education supports children's learning.

The partnership between parents and staff is generally good and they have a friendly relationship. They exchange information about the children informally and parents receive written reports of their child's progress. Parents can find out about what the children will be doing through newsletters and displays in the playroom. However, there are few opportunities for them to see their child's records or add information to them.

What is being done well?

- Children are happy and settled and relate well to others. They play cooperatively together and many are beginning to share fairly and take turns.
- Children enjoy physical activities and are developing good control and coordination. They use the large garden frequently where there is a range of large play equipment.
- Staff take many opportunities during the children's play to encourage them to count. Many children are beginning to count competently and to compare groups of objects and say when they have the same number.
- Children are beginning to use the correct mathematical language to describe and compare position, shape, quantity and size and often use the words

spontaneously in their play.

- Most children speak clearly and confidently and readily suggest their ideas at large group times. Children talk about what they are doing and about real and imaginary ideas, for example introducing a storyline to their pretend play.

What needs to be improved?

- the planning of activities to ensure equal emphasis is given to all areas of learning and to show what the children will learn and how this will be achieved
- the procedures for assessing and recording the children's development to ensure they are making good progress and to help staff plan the next steps in their learning
- the leadership and management by extending procedures for monitoring and assessing the effectiveness of the nursery education in supporting children's learning
- the partnership with parents to keep them well informed about their child's progress and to encourage them to become more involved with their child's learning including having the opportunity to contribute information to their records.

What has improved since the last inspection?

There has been limited improvement since the last inspection when the areas identified for development were:

extend the planning of the activities, to include more detail about what the children will learn;

improve the assessment of children's development to ensure that details of all areas of learning are recorded. The information kept should be used to enable children to make good progress;

offer more opportunities for the children to explore, investigate and ask enquiring questions about what is happening and how things work;

improve staff skills in supporting creative activities, especially in promoting the exploration of art resources and the expression of children's own ideas.

Although the provider has introduced a system for recording children's progress in all areas of learning, this has not been fully implemented and there are no on-going records of the children's development. This means that staff cannot monitor their development effectively to make sure that children are making progress, or use the information when planning the next steps in their learning. Staff have recently introduced a revised system for their written plans and these make reference to the areas of learning and the stepping stones in children's development. However, plans

have few specific details about how the activities are to be put into practice or what children will learn so that staff are clear about their role. There is a good level of interaction between the staff and children. Staff ask children many open questions, making good use of unplanned opportunities to extend the children's knowledge. Children have enquiring minds and ask questions. However, staff do not plan or provide a wide variety of activities which allow children to investigate and explore through first-hand experiences. Many creative activities are adult-directed and allow children little opportunity to express their own ideas or select from a wide range of resources.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Most children are happy, settled and confident. They form good relationships with the staff and other children and play cooperatively together. Children are keen to take part in activities and many show good concentration. They are developing independence, for example with putting on their coats. Children behave well and understand there are times to sit quietly. Occasionally boys' and girls' behaviour is compared which does not help the boys to develop a positive self-image.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most children speak clearly and confidently, taking turns in conversation. They talk about real and imaginary events and what they are doing. Children are developing good hand-eye coordination and some are beginning to form recognisable letters. At times children take part in writing activities which are not meaningful or beyond their ability. Children enjoy songs, rhymes and hearing stories. Some children choose books independently but the set book time does not help all to enjoy them.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested in numbers and use them in their play. They are beginning to use the right words to describe and compare size, shape and quantity. Many children are starting to count competently linking numbers to objects. Some children can recognise numerals. Children are beginning to compare groups of objects. However, during some activities the children do not learn effectively because the activities are poorly organised. Some children can recognise and make sequences and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children often talk with staff about the world around them. They find out how things work and change but there are few planned opportunities for children to explore and investigate objects and materials freely. Children use a computer to support their learning, competently using the mouse. They talk readily about past and future events in their lives which are important to them. They are beginning to find out about their own and other cultures through books and activities including tasting food.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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In the large garden children enjoy using a range of large equipment and wheeled toys. They move confidently and develop good coordination. They join in enthusiastically with adult-led activities where they bend, skip, jump and move in a variety of ways. They are developing good hand-eye coordination when handling a range of small objects and tools. Although children learn about good hygiene through the routine of the day there are no planned activities to develop awareness of health and body.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use their imaginations in pretend play. They enjoy singing, requesting their favourite songs and joining in with the words and actions. Although children use musical instruments, they have little opportunity to investigate or respond to them in their own way. There are painting and drawing activities for the children. However, they do not learn a variety of art and design skills or have opportunities to explore their own ideas, selecting freely from a wide range of resources.

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 planning of activities to ensure equal emphasis is given to all areas of learning and to show what the children will learn and how this will be achieved
- extend and implement the procedures for assessing and recording the children's development to ensure they are making good progress, to help staff plan the next steps in their learning, and the provider to monitor and assess how well the nursery education supports the children's learning
- extend the partnership with parents to keep them well informed about their child's progress and to encourage them to become more involved with their child's learning including contributing information to their developmental records.

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.