



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127045

DfES Number: 543358

INSPECTION DETAILS

Inspection Date	18/01/2004
Inspector Name	Linda Margaret Nicholls

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bridgewood Day Nursery
Setting Address	429 Maidstone Road Blue Bell Hill Chatham Kent ME5 9RX

REGISTERED PROVIDER DETAILS

Name	Jean-Paul George
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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

Bridgewood Day Nursery opened in 2001. It operates from four rooms in a house in Chatham and serves the local area.

There are currently 24 children from 3 months to 5 years on roll. This includes 4 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:00 to 18:00.

There are 4 staff working with the children. Over 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 a mentor from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Bridgewood Day Nursery provides satisfactory care for children. The staff have a good understanding of individual family requirements. Children benefit from continuity of care.

The organisation of the nursery is developing well. Documentation and information for parents is clear and easily understood. Staff employment procedures are followed ensuring suitability for those working with children. All staff have early years qualifications and a current first aid certificate. The premises and external play area are safe and secure. Resources, overall, are managed appropriately, although the space between furniture and equipment storage in the room for funded children is restrictive to their free play.

The safety and care of children is adequate in all the playrooms. Risk assessments are undertaken daily and equipment checked for damage. The management of the

preparation for lunchtime is not good. The communal area becomes the children's dining area. Space is restricted and some staff do not give appropriate care when feeding toddlers, leaving them in high chairs, to support juice bottles alone, and without interaction. Staff do not sit at the table with older children.

The range and quality of the activities and their effect on children is uneven. The rooms for the younger children are well resourced, with items accessible to children and enough space for those becoming mobile. Some members of staff interact well with the babies and toddlers. Management of staff, who have incomplete knowledge of children's developmental levels, is inadequate. Funded children are adequately occupied with both adult led activities and those of their own choices, although whole group activities do result in time spent shifting furniture, which could be used more appropriately for play.

The partnership with parents is good. Information is shared between staff and carers. There are regular meetings to discuss children's progress. Clear procedures are understood and agreed.

What has improved since the last inspection?

At the last inspection the group agreed to complete a number of actions. At this inspection the following improvements were noted.

The safety of children has improved. Staff now directly supervise children using the climbing frame. Fire drills are undertaken regularly and recorded. All staff have a current clear police check. Visitors to the nursery are challenged and their details recorded. Information for parents and carers has improved. There are now written policies on the administration of medication and smoking.

What is being done well?

- Provision for babies and children is good, with adequate sleeping space, and toys and equipment for play. Children's individual routines are respected.
- There is a good basic understanding of the additional support needed by families and children with additional needs. The special needs policy is well written and provides a substantive base for encouraging children to take part in everyday activities. Children learn social skills and play with their peers.
- Record keeping systems, written policies and procedures are clearly written. Parents are informed of their child's progress regularly. Information is shared.

What needs to be improved?

- the management of the preparation for lunchtime and the interaction between adults and children to eliminate potential hazards and encourage a relaxed social atmosphere
- the information for parents and staff about the procedure to be followed in the event of a child becoming lost or remaining uncollected

- the understanding by all staff of the developmental needs of younger children, so that achievements are built upon.

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

Std	Recommendation
3	Devise a system for planning and implementing a suitable range of activities for younger children, which is appropriate for their stage of development and based on their individual needs.
6	Conduct a risk assessment on the premises identifying action to be taken to minimize risks at the time of preparation for lunch, and the use of the microwave, in the communal access area.
14	Ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times.

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

How effective is the nursery education?

Bridgewood Day Nursery is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Teaching has some significant weaknesses. The children are cared for in small groups, up to six at a time. Activities are very staff led, not always allowing the children to choose, explore and use their imagination. Activities do not always differentiate between the needs of three and four-year-olds. Older and more able children are not always challenged enough. Staff are not totally secure in their knowledge and understanding of the early learning goals and stepping stones. They are not always sure what children are expected to achieve through activities.

Leadership and management has some significant weaknesses. Staff meetings are held monthly or more often if required. Staff appraisals are carried out every six months. Staff are able to identify their training needs and attend courses whenever possible. Staff evaluation of activities is carried out but is not always effective. All staff working with the three and four-year-olds are involved in the planning. The plans are not detailed enough. They do not differentiate between the three and four-year-olds or identify targets for individual children.

Partnership with parents is very good. All parents have a prospectus, which carries an explanation about the early learning goals. They receive a newsletter every two months advising of future activities in the nursery. Photographic evidence of what children do is displayed around the playroom. There are planned parents' evenings twice a year, sometimes for parents to discuss their child with the keyworker or sometimes to discuss specific subjects or events. Parents can take their children's records home and are able to help staff set targets for their child.

What is being done well?

- Partnership with parents is positive and parents are encouraged to come into the group and take an active interest in their child's progress. Children benefit from continuity of care.
- Children are confident communicators. They are able to speak in a group and make their needs and feelings known.
- Children have good imaginations. They work together well to establish the story and their role and responsibility within the story.
- Children are confident and form good relationships with staff and their peers.

What needs to be improved?

- staff knowledge and understanding of the early learning goals and stepping stones
- the assessment of children and their individual needs
- the effective planning of activities using the early learning goals and stepping stones
- the provision of activities which are not always staff led
- the use of writing for a variety of purposes during play activities
- the opportunities for children to have more free choice of activities and resources.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, they can suggest ideas and speak in a familiar group. They are able to explain their feelings, their likes and dislikes. The children's behaviour is generally good and staff deal with any issues quickly and quietly. Children do not always have independence in their choice of resources. Activities are too staff led. Opportunities to provide self-care and independence at snack and meal times are not provided.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are confident speakers. They negotiate well with others during activities especially imaginative play. They show good concentration skills. Children know how to use books, are able to follow text and predict stories. They enjoy listening to stories. There are few opportunities for children to freely use pens and pencils in their play. Staff do not encourage children to write their names on their work. Children have access to programmable toys but need clear instruction in their use.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in their knowledge of numbers. They are able to count up to ten in French as well as English. They show the ability to do some simple subtraction and addition. Staff miss opportunities to introduce comparative language throughout activities or develop mathematical ideas in practical or play situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are provided with positive images through posters and resources. They have opportunities to find out about the world around them, their environment and the natural world. They look at other cultures and beliefs. Children are able to design and build confidently with construction equipment. They have access to everyday technology through the use of programmable toys, but need clear instruction from staff on how to use it.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good awareness of space considering the limited space available in the playroom. Children move confidently and with co-ordination. They have ability in the use of both large and small equipment. They can use knives and forks competently at meal times. They have access to an outdoor play space.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	<p>The children have good imaginations. They make up stories and enjoy role-play. There are few opportunities for children to develop their creative skills. Most activities are carried out as a group and are staff led. Staff use worksheets for a lot of the activities. Children do not have freedom to access art, craft and creative equipment because of the space limitations.</p>
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff knowledge of the early learning goals and stepping stones
- evaluate activities effectively using the early learning goals
- identify individual children's needs and include them in the future planning
- give children more free choice to choose their own activities.

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.