



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY233205

DfES Number: 548109

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Veronica Sharpe

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Dizzys Day Nursery
Setting Address 24 Hollands Road
Haverhill
Suffolk
CB9 8PR

REGISTERED PROVIDER DETAILS

Name Ms Elizabeth Gillian Jones

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

Dizzy's Day Nursery was first opened in 2002. It operates from a converted unit on the Hollands Road industrial estate in Haverhill. Children have use of two main group rooms and an enclosed outdoor play area.

The nursery is registered to accept up to 40 children at any one time. There are currently 59 children aged from 3 months to under 5 years on roll, of these 15 receive funding for nursery education. Opening times are 07:30 to 18:00 Monday to Friday all year round. Children mostly come from the local urban area and attend for a variety of sessions. The nursery supports a small number of children with special educational needs.

The nursery employs 18 staff. The majority of these have appropriate early years qualifications. Several staff are currently on training courses.

The nursery is privately owned and is a member of the National Day Nurseries Association. It is currently participating in the Suffolk Children First quality assurance scheme.

The nursery offers a Saturday "fun club" from 09:00 to 14:00 for children aged 2 to under 8 years.

How good is the Day Care?

Dizzy's Day Nursery provides good quality care for children. Children enjoy a wide range of activities and are well supported by enthusiastic and friendly staff. The bright and attractive rooms are well organised to meet children's needs and there are cheerful room displays to provide a warm and welcoming environment. There is a wide range of imaginative and stimulating resources throughout the nursery, changed regularly to maintain children's interest. A limited range of accessible books are provided for older children which sometimes inhibits their opportunities to choose

Effective procedures are in place to ensure children's safety both in and outdoors,

including the monitoring of access to the setting. Older children are encouraged to develop good hygiene practice although procedures in the baby room need improvement. Staff support children well in their activities and enable children with diverse abilities and interests to participate in all the activities and there are sound procedures in place that support children with special needs. Children's behaviour is generally good, however there are some inconsistencies in the behaviour management.

Parents have warm and positive relationships with staff and are kept well informed about their children's well being on a daily basis. Documentation is complete and up to date.

What has improved since the last inspection?

This is the first inspection.

What is being done well?

- The nursery has effective induction procedures to ensure students and new staff are well informed about nursery routines.
- Throughout the nursery staff provide a well-organised range of activities that children enjoy and they help and support children with kindness and sensitivity. As a result children are friendly and trusting and explore and experiment with confidence.
- The canteen system during the morning session enables older children to serve themselves and choose when to eat and drink. This helps them develop their independence and express their opinions.
- The setting has well written policies and procedures to support the current good practice, which are shared with parents. Confidential information is recorded and kept appropriately. Documentation is complete.

What needs to be improved?

- the range of books for older children in the main group room.
- hygiene procedures in the baby room.
- staff knowledge of consistent behaviour strategies.

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
5	Improve the range of books available in the 'Rainbow' room so that children have increased opportunities to choose.
7	Ensure all children wash their hands before meal times and after toileting.
11	Further develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

The provision of nursery education at Dizzy's Day Nursery is good. It enables children to make very good progress in communication, language and literacy, knowledge and understanding of the world and in their creativity. They make generally good progress in the other areas of learning.

The quality of teaching is generally good, with some very good aspects. Senior staff have a good understanding of the early learning goals and plan and provide a broad range of activities that enable children to progress in all the areas of learning. Resources are well organised so children have a wide choice and can access materials for themselves, which helps them to develop their independence. Staff offer praise and encouragement so that children approach new activities with confidence and enthusiasm.

Planning is thorough and daily observations and focus activities are well used to establish children's next steps, although at present there is no system that enables parents to contribute what they know about their child. Sound procedures are in place that support children with special educational needs.

The leadership and management are very good. The staff and management team meet regularly to discuss future developments and assess the strengths and weaknesses of the setting. Parents' opinions are sought and listened to and other professionals, such as the associate teacher are invited to contribute to the process of improvement.

The partnership with parents is generally good; parents are well informed about their child's well-being and have a range of written information about the setting and the educational provision. Parents' opportunities to see and contribute to their child's individual records are limited, although the management team are intending to implement open evenings where children's progress can be discussed.

What is being done well?

- Children have developed warm and trusting relationships with staff. They are friendly and confident and approach adults with high expectations, asking questions and happily offering their opinions.
- Children practise their pre-writing skills with pleasure and confidence. They select tracing paper and carefully copy out their names, sounding out the letters and identifying those they have in common with other names.
- Children make good use of small and large construction to build models in three dimensions; they select the appropriate resources, such as Duplo bricks to create complicated and interesting structures such as bridges or houses.

- Children make good use of an imaginative and well resourced role play area that can be a cave for a bear, a shop or a hospital. They independently decide on their scenarios and are able to create imaginary worlds where they initiate the activities and interact with their peers.
- Staff and management work together to decide on future developments and improvements. They question parents and other professionals and identify the key strengths and weaknesses so that the setting can continue to progress and improve.

What needs to be improved?

- children's understanding of their boundaries and how their behaviour sometimes impacts on others.
- children's use and understanding of positional language and their opportunities to problem solve.
- opportunities for children to climb, scramble and slide and pedal and manoeuvre safely.
- parents contributions to children's progress records.

What has improved since the last inspection?

This is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are independent, they select their own resources and snacks at break time and enjoy sharing and socialising with their peers. They have developed warm and affectionate relationships with staff and happily take part in small or large group activities. Older children sit quietly and concentrate although inconsistent behaviour sometimes affects their ability to sustain interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy many practical activities that help them develop their pre-writing skills and are beginning to recognise familiar letters, such as their own name. They listen carefully to stories in small or large groups, and happily join in and speculate on outcomes and events. Children recall past events and exchange their memories of "bonfire night" using language and gestures appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children happily play dominoes with staff and each other, to help them understand sequences and numbers. They use a variety of resources, such as a computer to identify and match shapes and some can count confidently to six, and know how many make twelve. Practical activities such as play dough, sand and water help them to measure, weigh and estimate, although they are not always helped to speculate and solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the world around them through a wide range of activities, they grow plants and fruits and watch them change and develop. They explore other countries and learn about festivals such as Divali. They recall Bonfire night and celebrate other festivals such as Christmas and Easter. Although local visits are difficult, children have experience of their own environment through the "travels with Teddy", photographs and a range of visitors.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence when playing musical statues, and they hop, skip and jump when in the outdoor area. Topics and themes help them to learn about their bodies and how they grow and change, and they know that water is good for them. Hand-to-eye co-ordination is well developed using small and large construction, scissors, cutters, brushes and glue sticks. There are insufficient opportunities for children to climb, slide, pedal and manoeuvre.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy a range of arts and crafts, which is balance of child initiated and adult led. Children create models from junk and explore texture, colour and shape in various media, such as gloop. They enjoy planned and impromptu music sessions and sing along happily to songs and rhymes, choosing their favourites with much excitement. Role play is a feature of the setting with an imaginative range of resources available and well used by the children.

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

- improve children's opportunities to climb, scramble and slide and develop activities that enable them to pedal and negotiate space successfully
- encourage parents to contribute to children's progress records and share what they know about their child's learning at home. This will enable staff to widen their knowledge of children's attainments and further improve the assessment process.

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.