



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 321470

DfES Number: 594154

### INSPECTION DETAILS

Inspection Date	17/08/2004
Inspector Name	Jackie Phillips

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Crescent Day Nursery
Setting Address	7 The Crescent York North Yorkshire YO24 1AW

### REGISTERED PROVIDER DETAILS

Name	Mr Joseph Penryth Gould
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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

Crescent Day Nursery is one of four day care establishments that are owned by Northumbrian Trust Day Nurseries Ltd. It has been registered for a number of years and was purchased from a private individual by the present owners in 2001. It is located within a three story terraced property close to the railway station and main road into the city centre of York. Care is provided on three floors: the basement providing care for a maximum of 12 pre-school children, the ground floor for a maximum of 8 children aged from 18 months to 3 years old and the first floor for a maximum of 10 babies, aged from birth to 2 years of age. The provision is registered for an overall total of 30 children between the ages of birth to 5 years. An enclosed area is provided for outdoor play.

The nursery is open for 52 weeks of the year, closing only at weekends and all Bank Holidays. Opening times are between the core hours of 08:00 until 18:00 although parents may take or collect children at alternative times by previous prior arrangement with the nursery manager.

There are currently 49 children on roll with children attending full or part time sessions. There are 13 children of which 10 3-year olds and 3 4-year olds are in receipt of nursery education funding. There are no children currently attending with a special need or who use English as an additional language.

There are nine members of staff including the nursery manager. A bank of supply staff are available to cover for permanent staffs holiday leave or sickness cover. The majority of staff hold a relevant childcare qualification or are working towards achieving qualified status. The nursery receives support from the Local Authority.

### How good is the Day Care?

Crescent Day Nursery provides good quality care for young children, and is meeting the 14 National Standards well. Appropriate areas are created for babies, toddlers and pre school children and an outdoor area is provided for children to access physical play opportunities. The routine of the day is well planned and meets the

needs of the age range of children. There is an established staff team who support each other and develop positive relationships with parents and children. An attractive and interesting environment is created for young children.

Clear health and safety measures are in place, and there are good systems to record children's personal care routines including allergies and special requirements. Children are provided with a varied menu that includes fresh fruit, and have good access to fresh drinking water. The setting supports children with special or additional needs and staff have realistic expectations of managing children's behaviour. Good attention is paid to updating staff's knowledge of child protection procedures, food hygiene and health and safety.

There is a good range of toys provided for all children, although equipment for outdoor use is limited. A range of resources to promote children's understanding of equal opportunity and cultural diversity are provided, and to encourage children to experiment with a range of art and craft materials. Toys for babies and the younger children are interesting and meet their developmental needs.

An effective partnership with parents is clearly promoted, through regular verbal feedback, written records and clear visual information relating to the operation of the setting. Parents and staff chat informally on a regular basis to exchange details regarding the care of the children, and newsletters and parents evenings are organised to keep both parties fully informed. Documentation is well presented and organised to ensure information is relevant, up to date and easily accessible.

#### **What has improved since the last inspection?**

Since the last inspection the Nursery has created suitable nappy changing facilities within a bathroom area of the toddler room, and have made improvements to ensure children's safety when accessing equipment from internal shelving and when playing outside.

#### **What is being done well?**

- All information and documentation are presented to a high standard and are very well organised and stored. This includes a range of records to gather information on a daily basis that relates to the care and physical needs of the children, and which is verbally exchanged with parents at the end of the day. An operational plan is in place which relates well to the settings plans and routines and includes a range of appropriate policies and procedures. This is easily accessed and shared with parents.
- An established team is in place and low levels of staff turnover are evident. The team are supportive of each other and build positive relationships with parents and children. They display high levels of interaction and supervision of children which contribute to the effective play opportunities provided and positive behaviour management of the children.
- The environment is appealing for young children and provides an interesting and stimulating environment in which to play. Defined areas for the three age

ranges are appropriate with areas for quiet activities provided. Wall displays show a range of art and craft experiences that the children have participated in and pictures and posters assist in making attractive surroundings. Good attention has been paid to the outdoor area to make it visually stimulating and a suitable play space for physical outdoor play.

- A positive partnership with parents is developed by a range of ways in which to share information and develop positive relationships. This includes regular parents evenings, Summer fairs, children's Graduation days, fund raising events, newsletters and a range of written information to keep parents well informed. Parents comments are valued and there are opportunities for their ideas, thoughts and concerns to be shared with the staff team.

#### What needs to be improved?

- the documentation relating to the registration system
- parental access to the contact details of Ofsted, the regulator.

#### 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	Develop the current registration system to include children's individual arrival and departure times.
12	Improve parental access to Ofsted's contact details.

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

### How effective is the nursery education?

The Crescent Day Nursery provision is acceptable and is of good quality. Children are making generally good progress towards the early learning goals. Provision for children's personal, social and emotional development as well as their communication, language and literacy is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Adults make effective use of their time and sessions are planned, prepared and organised. They manage the children well and develop good relationships with them. The indoor environment is well planned to create focused areas to support children's learning, although there are missed opportunities to increase children's independence, encourage sustained play in the role play area and to fully exploit learning potential. An interesting outdoor area has been created although resources to develop children's physical skills and present appropriate challenges are limited.

The leadership and management of the nursery are generally good. The manager demonstrates effective leadership skills and regularly works alongside staff to observe and provide supervision. A good system is in place to aid staff development, although the less confident staff need additional support to ensure their professional progression does not negatively impact on the quality of teaching. A commitment to providing a service for parents and children to a high standard is evident. Good systems are in place to monitor and evaluate the effectiveness of the nursery education and the smooth operation of the setting.

Partnership with parents is very good and parents are kept very well informed through a variety of methods including visual, verbal and written information. Parents are positively welcomed into the setting and secure relationships are fostered. They are provided with regular opportunities to share their views and opinions with management and staff members to support the quality care of the setting.

### What is being done well?

- Staff have created a stimulating and interesting early years environment with defined focus areas to support and encourage children's development in the six areas of learning. Pictures, posters and wall displays promote the aesthetic appearance and a rich print environment has been created.
- A concise method of planning the curriculum has been adopted which is easy to follow and clearly identifies activities and learning opportunities leading to the early learning goals. Assessment of children's progression is on going and is shared appropriately with parents.
- A positive relationship is developed with parents and informal occasions are evident when parents and carers can exchange information and keep both

parties well informed. Parents contributions are welcomed and their suggestions for improvement of the setting is clearly welcomed.

#### **What needs to be improved?**

- the use of planned and spontaneous events to increase children's independence and to reinforce and consolidate children's understanding and learning, ensuring differentiation between three and four year olds
- the resources for older and more able children to promote physical skills especially those that facilitate climbing opportunities and present a challenge
- the regular and consistent access to role play opportunities.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. An increase of resources to support areas of knowledge and understanding of the world and creative development has made a positive impact on children's learning.

Staff have developed a range of materials to support children's awareness of different festivals, celebrations and religious events from other cultures. They have shown support of a range of themes for the role play area to support and encourage children's imagination and creativity, and spontaneous use of writing materials.

A range of methods have been introduced to keep parents better informed including those of forthcoming events and in particular the children's progression towards the foundations stage.

An interesting outdoor area has been created for the children with many opportunities provided to meet development needs. However, equipment to fully increase and challenge the physical skills of four year olds is insufficient.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and leave their parents with confidence. They relate well to each other and adults within the setting. They share and take turns and are able to co-operate and negotiate. They are becoming confident and developing in independence which is not fully exploited by the adults of the setting. Children behave well and show an understanding between right and wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are familiar with shape and sounds of letters of the alphabet. They are eager to practise their writing skills and older children can write their own name independently. Books are used well and children show enjoyment at story time. They can communicate their needs using descriptive language as they speak. Many four year olds are confident and competent speakers.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have lots of different opportunities to observe and use numbers throughout their play. They can count up to ten and some children beyond, and are encouraged to solve simple number operations. All children are involved in a range of number activities, although greater differentiation between the needs and capabilities of some children should be recognised by staff to support learning potential.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities are provided to allow children to experiment and investigate. They question adults frequently and use a range of tools to develop their understanding. Resources include a range of technology equipment that children are confident at using. They are becoming increasingly familiar with the wider world by the celebration of different festivals of other cultures, and by exposure to resources and pictures that represent religious and cultural diversity.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have access to outdoor space and use a range of equipment to develop their physical skills. There are however, insufficient opportunities for older children to climb and have a range of physical challenges as there are insufficient outdoor resources (this was raised at the last inspection). Smaller equipment such as balls, scissors, pencils and dough cutters develop children's manipulative skills and promote accurate hand eye co-ordination. Children move around the setting confidently.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children paint and draw regularly and take a pride in the finished product. They use musical instruments and have a good repertoire of songs and rhymes. Children use their imagination and creativity very well using a range of mediums such as small world equipment, construction and art and craft. An excellent role play area is provided that takes on a variety of themes such as a travel agents, however children's use is often restricted.	

**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**

- encourage greater use of planned and spontaneous opportunities and events to develop children's independence and reinforce and consolidate learning
- improve the outside resources to promote children's physical development especially those that provide sufficient challenge for the older children.

*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.*