



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY261311

DfES Number: 540861

INSPECTION DETAILS

Inspection Date	26/01/2004
Inspector Name	Sheena Osborne

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Old Buttery Nursery
Setting Address	16 High Street Willingham Cambridge Cambridgeshire CB4 5ES

REGISTERED PROVIDER DETAILS

Name	Koala-Kidz Ltd 03079651
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ORGANISATION DETAILS

Name	Koala-Kidz Ltd
Address	Little Court, London Road Harrow Middlesex HA1 3JQ

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

The Old Buttery Day Nursery, which is part of the privately operated Koala-Kidz group of three nurseries, is located in Willingham, Cambridgeshire. The nursery opened in 1990. It operates from a two-storey building and adjacent converted out-buildings. Eight rooms are used by the children. The nursery serves both the local, and wider, geographical area.

There are currently 60 children between 6 weeks old and 4 years of age on roll. This includes 11 funded three year-olds and 4 funded four year-olds. Children attend for a variety of sessions. The setting is able to support children who have special needs or who have English as an additional language.

The group opens five days a week, all year round, with the exception of Bank Holidays between 8am - 6 pm.

Seven part-time and nine full-time staff work with the children. Ten of the staff have early years qualifications to NVQ level 2 or 3. Five staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

The Old Buttery Day Nursery provides satisfactory care overall for children aged 0 - 5 years.

Staff, space and resources, on the whole, are used effectively. Staff have a good knowledge of the individual needs of children in their care. Children appear relaxed and secure in their environment.

There is a risk assessment system and staff are aware of the nursery's safety policies and procedures. However, risk assessments are not regularly carried out and not all of the procedures are effective. Staff attend regular staff meetings and work together as a team.

Throughout the nursery children are treated as individuals and respect is shown to differing needs. This encourages children to have respect for each other. Children between 1 and 4 years have the opportunity to engage in a selection of stimulating and interesting activities. Staff take steps to ensure children's progress and development is appropriate to their age. Children's behaviour is managed positively.

Staff make themselves available to share information with parents. The written information available to the parents does not fully reflect the nursery's practices and is not readily accessible.

What has improved since the last inspection?

This is the first inspection to be carried out under the new ownership of the nursery. There were no actions carried forward from the registration inspection.

What is being done well?

- an effective induction procedure makes staff aware of their roles and responsibilities.
- children aged 1 - 4 years are supported in their learning through the provision of a wide range of stimulating activities which encourages them to explore and investigate.
- children are treated and valued as individuals and have equal access to the resources available, which encourages them to develop a sense of self-respect.
- staff have a consistent approach to dealing with behaviour management, ensuring that the children are aware of the expectations required of them.

What needs to be improved?

- planning to provide a range of activities and play opportunities for children age 0 - 1 years to support them in all areas of their development.
- ensure risk assessments are regularly carried out and reviewed, to include Health and safety arrangements with regard to the monitoring of sleeping children, personal hygiene, toileting and general maintenance.
- the Proprietor's awareness of the safety and well-being of the children using the premises.
- required documentation with regard to ensuring that blanket consent is not obtained to administer Calpol and that prior written parental permission is gained to seek emergency medical advice/treatment.
- information about the setting which is currently out of date. Policies and procedures are incomplete and do not always reflect the practice of the nursery.

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
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks and ensure that safety arrangements are regularly reviewed.	15/03/2004
6	ensure that adequate numbers of staff are available during sleep time and develop a system to ensure that sleeping children are regularly checked.	15/03/2004
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times (with particular reference to the Information about the Setting which is given to the parents and the nursery's policies and procedures).	15/03/2004

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

Std	Recommendation
7	request written permission from parents for seeking emergency medical advice or treatment and ensure that blanket consent is not obtained to administer medication.
8	develop a system to enable children to freely access to drinking water through out the day.
12	update information regarding the setting and develop a system which enables parents to have access to relevant documentation and information relating to the setting.
13	ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and includes

	the procedure to be followed in the event of an allegation being made against a member of staff, visitor or volunteer.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at The Old Buttery Nursery is good. It enables children to make very good progress towards the early learning goals in their physical development and generally good progress in all other areas, apart from partnership with parents, which has significant weaknesses.

Teaching is generally good. Staff develop positive relationships with children and value them as individuals. They are good role models and set clear boundaries for behaviour to which children respond and behave well. Children learn to share, take turns and co-operate with each other, but are not always encouraged to develop their independence or freedom of expression in creative activities. Staff use their knowledge of the Foundation Stage and early learning goals to plan a varied curriculum. Some staff use good questioning skills to extend children's learning. Assessment is not used effectively to inform the next steps for individual children's learning.

Leadership and management is generally good. Regular staff meetings enable staff to share ideas and exchange information. The new owners are committed to on-going improvements to benefit the setting and support staff members in training to enhance their professional and personal development. The line management system allows for delegation of responsibilities according to qualifications and experience.

Partnership with parents has significant weaknesses at present. Staff are approachable and give verbal feedback to parents. Some information relating to children's learning is displayed on the notice board and parents are generally satisfied with the setting. However, they are not sufficiently well-informed about the Foundation Stage and early learning goals. There are no effective measures in place to include parents in their children's learning or to give them meaningful feedback about children's progress. The setting is in the process of introducing new initiatives to improve the situation.

What is being done well?

- Children are happy and settled. They have good relationships with adults and each other.
- Staff are good role models, they have high expectations and manage children's behaviour well, encouraging them to share, take turns and cooperate with each other. Children behave well and their self-esteem is fostered appropriately.
- Children have opportunities to use their imagination and to develop an awareness of their own community, along with an understanding of other cultures and lifestyles.

- Children are confident learners and respond to new experiences with enthusiasm and high levels of curiosity. They show motivation to learn and persevere with tasks to achieve their desired outcome.
- Staff plan a varied curriculum which makes use of a range of resources for indoor and outdoor activities. The outdoor environment is used well, offering children opportunities to explore the natural world and come into close contact with living things.

What needs to be improved?

- Children's independence to enable them to take responsibility for themselves more often, to select activities and resources, along with opportunities to explore their own creative ideas by designing and constructing objects and practising their writing skills.
- Partnership with parents, so that they can become more involved in their children's learning by sharing information about what their children do at home and are given more information about the Foundation Stage, the early learning goals and stepping stones.
- Teaching strategies and use of interaction and questioning to challenge children and extend children's learning across the curriculum.
- Assessments, to identify more clearly how individual children will make progression to the next steps of learning and to show how parents' knowledge of children's achievements will be used in this process.

What has improved since the last inspection?

The setting has made generally good progress overall in response to issues raised in the last inspection report.

Very good progress has been made to ensure that children have opportunities to develop skills in climbing. Indoor and outdoor equipment has been obtained for regular use and children over 3 years of age can take part in a weekly Gym Tots session, which is organised by an external company at the nursery's request.

Generally good progress has been made in relation to planning. This has been adapted, in liaison with an associate teacher, to show in more detail what children are intended to learn from the planned activities.

Poor progress has been made in relation to ensuring that parents have opportunities to add their own observations of their child's learning to the assessments. However, plans are being developed to move forward with this matter.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate from their carers happily and have good relationships with staff. They are given consistent boundaries and behave well. Children learn to share, take turns and show consideration for others e.g. they talk about people getting upset by name-calling. They approach activities with confidence and enthusiasm, but, are not sufficiently encouraged to develop independence in everyday tasks, e.g. by selecting activities for themselves or taking a more active role at snack-time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's speaking and listening skills are developing well. They engage in conversation with adults and peers. New words (e.g. pirates) are introduced to extend children's vocabulary. They enjoy rhymes and stories and know how to use books for pleasure and to gain information. Some children recognise and form the letters of their name. However, they do not have regular access to writing materials and implements to practise these skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count and sort objects, with mathematical language being introduced by staff through everyday experiences. They can recognise shapes and use resources create their own patterns. Some children are able to solve mathematical problems, e.g. whether there will be enough biscuits for everybody. Opportunities are not always taken to extend children's learning through questioning or offering further challenges for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are keen to explore, to find out how and why things happen. Regular access to the natural world in the extensive nursery grounds brings them into contact with living things, e.g. seeing bulbs dug up by the gardener. They talk about events in their lives and homes and begin to know about other cultures and life-styles. Children shape, assemble and join materials and have access to everyday technology, showing a fascination for the new toilets push button flush mechanism.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Physical development is fostered very well through a range of indoor and outdoor activities. Children engage in activities which enhance their fine and gross motor skills, they can manipulate small objects and manoeuvre equipment with coordination and control. Children gain awareness of healthy life-styles as they discuss which foods build healthy bones and talk about the changes that take place during exercise, e.g. feeling their heart beating faster.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children show enthusiasm for role play, with good resources to support the submarine theme and adult involvement to enhance their experiences. Children used their imagination well to transform an activity where they could catch fish from a water tank into a "Finding Nemo" story. They explore colour, shape and texture, enjoy rhymes and parachute games in adult-led activities. There are, however, insufficient opportunities for children to express their own ideas in art and craft.	

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

- Key issues:-
- Create more opportunities for children to be independent in personal tasks, to select activities and resources for themselves. They should also be encouraged and given time to develop their own ideas. Encourage staff to use skilful questioning and interactions to extend children's learning across the curriculum.
- Ensure that assessments are used effectively to inform immediate planning for individual children, to identify the next steps and build upon what children already know.
- Develop partnership with parents by providing meaningful information about the Foundation Stage, early learning goals and stepping stones and ensure that there are effective systems to gather, record and exchange information with parents so that they are able to comment on their child's achievements at home and are better informed of their child's progress within the setting.

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.