



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 131615**

**DfES Number: 518346**

### **INSPECTION DETAILS**

Inspection Date      21/07/2003  
Inspector Name      Loraine Wardlaw

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Taplins Day Nursery  
Setting Address      Tremona Road  
                                 Southampton  
                                 Hampshire  
                                 SO16 6YD

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Elizabeth Allen

## 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

Taplins Day Nursery opened in June 1998. It operates from a purpose built building which is located on the campus of Southampton General hospital in the west of the city of Southampton. The nursery enables staff at the hospital to access full day care for their children. It is run by Southampton University Hospitals Trust.

The registration is for 60 children under eight years, of whom 36 may be under three years. There are currently 122 children on roll from nought to eight years. This includes 18 funded three year olds and 20 funded four year olds. Children attend for a variety of sessions. One child has special needs and the group supports nine children who speak English as an additional language.

The nursery opens six days a week, all year round, from 07:00 to 21:30.

Twenty one full time and part-time staff work with the children. Fourteen staff have early years qualifications and four staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Taplins Day Nursery provides a good standard of care for children. Staff are well trained and ensure that they regularly update their knowledge of childcare issues. The nursery is well organised, with systems and policies in place that are understood by the staff. The provision makes effective use of the space available and of the staff to ensure that children are well cared for.

Staff give high priority to children's hygiene, dietary needs and to keeping them safe. Staff carry out regular risk assessments and meetings to ensure maximum safety on site. Children with special needs are well supported in the nursery and are included in activities. Staff establish good relationships with children throughout the nursery, and know them well.

In the younger end of the nursery babies and toddlers benefit from consistent routines for sleeping, eating and playing. Although there is a good range of toys, there is limited opportunity for babies to experience play in the garden and to have contact with books. In addition, the organisation of snack time needs to be addressed, so that babies gain additional physical contact with the carer whilst being bottle. In the older end staff plan various practical activities for children to enjoy.

There is good partnership with parents and carers. Staff keep parents fully informed of their child's care to ensure that the children's individual needs are met well. Records are up-to date, but some require a little more detail.

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

At the last inspection the nursery were advised to ensure that resources and furniture were available for the care of children over five years. Also to ensure that resources reflect positive images of culture, gender and disability.

The nursery now have bigger chairs available for children over five years and has a supply of toys and resources from the play scheme co-ordinator. The nursery purchased a few resources, for example, puzzles, books and posters that reflect positive images of culture, gender and disability. The nursery are continuing to build up their equal opportunity resources further over the next year.

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

- Staff are well trained and committed to keeping their knowledge of childcare up-to date.
- Staff have a caring attitude and are sympathetic towards children who are experiencing difficulties or change. For example, a staff member gave up her lunch break to settle in a new child. Staff plan various activities for children.
- The nursery has a varied range of toys and equipment to suit the needs of all children.
- The deputy regularly carries out risk assessments. The manager keeps staff fully updated of health and safety issues every month. Staff are proactive in keeping children healthy, by following the guidelines for nappy changing closely.
- The nursery offers a wholesome and healthy, hot meal to children. They cater well for children with special dietary needs.
- Staff care well for children with special needs. Specialist equipment is used and there is good liaison between relevant professionals.
- Staff communicate with parents well. Up to date daily diaries are kept of each child's care and staff exchange information at the end of the day.

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

- registration arrangements that show in the two areas of the nursery which children and staff are present, at any given time, during the nurseries opening times;(Standard 2)
- arrangements for babies to experience more regular play in the garden, and to look at books; (Standard 3)
- organisation of snack time for children under 2 years to include more physical contact by the carer for babies being bottle fed.
- (Standard 3)

### 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 registration system further to include the number and names of children and staff present, in both areas of the nursery, at any given time;
3	ensure organisation of snack time for children under two years includes more physical contact by the carer for babies being bottle fed;
3	ensure babies have opportunities to experience books and more regular play in the garden.

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

### How effective is the nursery education?

Taplins Day Nursery is a caring and welcoming nursery. Provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The children take part in a range of activities which support their learning. They are confident and relate well to adults and each other. Their spoken language is good and they enjoy their imaginative play.

The quality of teaching has some significant weaknesses. Staff treat the children with respect and concern, however the organisation of daily routines and plans needs to ensure that children are receiving sufficient challenge and appropriate learning opportunities in all areas of learning. Children need to be able to make more choices and influence their own learning.

There are no funded children with special educational needs or for whom English is an additional language.

Leadership and management is generally good. The management and staff are all committed to improving care and education for all children. However, upper management need to ensure that the educational provision is monitored and evaluated.

The partnership with parents and carers is generally good. Parents are kept well informed about policies and procedures although plans of activities are not shared for all children.

### What is being done well?

- Children's personal social and emotional development is good. Children relate well to each other and adults. They learn to share and take turns and know right from wrong, prompting each other to say please and thank you.
- Children are confident speakers and engage in conversation with adults, each other and those less well known to them. They enjoy sharing books, pretending to read stories to their friends. They enjoy their imaginative role play, talking and communicating their ideas.
- Children know how to operate simple equipment with confidence. They enjoy exploring and investigating with the materials available to them. They are beginning to know about different cultures and beliefs.
- The partnership with parents is generally good. They are kept up to date with policies and procedures. Monthly focus sheets keep parents informed of their child's progress and achievements.

- Staff and management are committed to improving the care and education for all children.

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

- the consistency of planning, to ensure that all funded children receive sufficient challenge in their learning opportunities to enable them to fulfil their potential, particularly in the area of maths, communication language and literacy, physical development and creative development.
- the organisation and availability of resources and the use of daily routines to make the best use of all learning opportunities.
- the opportunities for children to make choices and express their own thoughts when taking part in play activities, particularly during creative activities and when designing and making using tools.
- the use of everyday activities and routines to develop an understanding of adding and subtraction and to use mathematical language.
- the opportunities for children to learn the sounds of letters, recognise numbers and begin to solve simple number problems.
- the involvement of management in the monitoring and evaluation of the educational provision.

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

The nursery have made limited progress since the last inspection and significant weaknesses in teaching still remain. Staff have begun to identify the stepping stones in their planning, but the expected learning outcomes for many activities are still not included, particularly in the areas of maths and physical development. The monitoring system does not ensure that all children are making appropriate progress in all areas of learning.

The programme for language and literacy has improved and some children are able to form letters and write their names.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident. They learn to share and take turns when using the play equipment. They relate well to each other and to adults. Children know right from wrong, they share well and say please and thank you. Their behaviour is generally good, however they become restless when expected to sit for long periods of time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers and engage in conversation with adults and each other. They use spoken language well during their role play which they enjoy. Some children can write their names and have labelled their own work. They enjoy sharing books with each other and adults, sometimes pretending to read to their friends. Children need more encouragement to learn the sounds and shapes of letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children can count confidently to at least five. There is a number line for them to refer to when wishing to count further. They use some mathematical language in their role play e.g. this ladder is very tall. The planning for maths is insufficient. There are insufficient planned activities to develop children's recognition of numbers or to begin to solve simple number problems. Opportunities are missed during everyday activities and routines to develop an understanding of adding and subtracting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children know how to operate simple equipment with confidence particularly during their role play, when they have access to telephones, tills and toy typewriters. They enjoy exploring and investigating with the material available, especially sand, water, paint and lego. Children are beginning to know about different cultures and the beliefs of others. However, they lack the opportunities to use or select a range of tools to increase their manipulative skills such as scissors, glue spreaders.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

The children move confidently and with increasing control. They are reasonably well co-ordinated and enjoy riding trikes and scooters. They show an awareness of a range of healthy practices with regard to hygiene, such as when washing their hands or applying suntan lotion. Children need more encouragement to practice their fine motor skills when using pencils, scissors and other tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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There are a variety of opportunities for children to explore colour, texture, shape and form using a range of materials. They use their imaginations well during role play when they talk and communicate ideas to each other. They have access to a wide range of resources to encourage them to act out their experiences. Children enjoy singing songs and rhymes and using musical instruments. However, children are unable to express their own creative ideas as many activities are adult directed.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **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**

- implement a planning, monitoring and evaluation system for the foundation stage, ensuring that all funded children receive sufficient challenge in their learning opportunities, particularly in the areas of maths, communication language and literacy, physical development, and creative development.
- increase the opportunities for children to make choices and express their own thoughts when taking part in play activities, particularly during creative activities and when designing and making using tools.
- evaluate and improve the organisation of the daily routine and accessibility of resources to ensure that children can make best use of all learning opportunities.
- use everyday routines to increase the opportunities for children to learn the sounds and shapes of letters, recognise numbers and begin to solve simple number problems, using mathematical language.

*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.*