



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 323097

DfES Number: 514966

INSPECTION DETAILS

Inspection Date	26/04/2004
Inspector Name	Chris Scully

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Briar cottage Private Day Nursery
Setting Address	31 Park Road North Newton-le-Willows Merseyside WA12 9TF

REGISTERED PROVIDER DETAILS

Name	The partnership of Mr John & Mrs Valerie MacGowan
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ORGANISATION DETAILS

Name	Mr John & Mrs Valerie MacGowan
Address	86 Southworth Road Newton-le-Willows Merseyside WA12 0BU

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

Briar Cottage Day Nursery opened in 2000. It operates from a converted Victorian house in Newton Le Willows. Children have use of eight rooms within the building. Briar Cottage Day Nursery serves the local community.

There are currently 90 children from birth to 5 years on roll. This includes 28 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special educational needs and who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 15 full time staff working with the children. Of these, 12 have early years qualifications to NVQ 2 or 3, and 2 staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Briar Cottage provides unsatisfactory care for children. The manager continues to work towards a level three qualification. The operational plan is not yet effective in practice. Staff have no clear direction and have limited opportunities to meet as a group. There is a minimum of 50% qualified staff working with children. A number of resources are damaged and are not accessible to children. All records are in place but not effectively completed.

There are a number of health and safety issues within the setting that have not been addressed. Babies and children are encouraged to brush their teeth after lunch. Children are not able to wash their hands properly and do not learn good hygiene practices. There is a lack of toys promoting positive images, demonstrating a lack of understanding of equal opportunities issues. Care for children with special needs is satisfactory. Staff have an understanding of child protection issues and where to

seek advice. Children's individual dietary needs are met well.

Care of babies is generally good, however sleeping and feeding arrangements are not appropriate. Play and learning opportunities for children 18 - 36 months are limited due to a lack of planning and organisation. Children are generally well behaved. Systems are in place for monitoring behaviour management issues.

Partnership with parents is effective, parents can access a wide range of information both verbally and in written form. Information is displayed around the setting.

What has improved since the last inspection?

At the last inspection 11 actions were raised. These were to:

Review the risk assessment of the premises to include the risk to children of trapping fingers in doors, high surface temperatures of radiators and any opening windows on the first floor. This has partially been met though radiators remain hot and the windows still pose a hazard to children.

Ensure portable equipment conforms to current safety standards. This is now checked.

Ensure children have access to appropriate materials to assist with personal hygiene. Children do not always have access to toilet rolls, soap and individual hand drying materials.

Make fresh drinking water available at all times which has been addressed.

Develop existing records to form an operational plan. This has been begun but not effectively put into place.

Develop procedures for checking all staff are suitable to work with children, are suitably qualified and vetted. Systems have been implemented.

Ensure cots or other appropriate furniture are used for babies to sleep or rest. This has not been addressed and children do not always have appropriate furniture to sleep in i.e. car seats.

Review all policies and procedures to ensure they are consistent with current guidance. Policies have been reviewed however they have not been shared with the staff and are consequently not implemented.

Increase staff awareness of anti discriminatory practice and the resources available. This has not been addressed.

Develop an action plan for the manager to gain a level 3 qualification. The manager is due to complete her course July 2004.

Develop a system for registering children and staff. This has been implemented but on a number of occasions the setting has exceeded its registered numbers, thus

breaching the terms of the registration.

The response to these actions has not been effective in promoting the children's safety, health and development.

What is being done well?

- The emotional care of babies is met well and staff clearly understand the babies' individual needs.
- Staff are aware of children's individual dietary needs and provide suitable alternatives to the main meal.
- A SENCO is in place and provides support to children who have special educational needs.
- Staff have a good relationship with parents and provide them with clear information about their child's day.

What needs to be improved?

- the compliance with registered numbers
- the operational plan and organisation within the setting
- the range of activities available at all times to children
- the range of resources regarding positive images and staff's understanding of equal opportunities issues
- the raising of awareness of all health and safety issues
- the provision of appropriate equipment for babies to sleep, rest and to be fed in
- the hygiene practices and availability of soap, toilet rolls
- the procedures for nappy changing and laundering of face cloths.

Outcome of the inspection

Unsatisfactory

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
2	Ensure you are operating within the registered numbers at all times, and review the operational plan and organisation within the setting to ensure effective systems are in place that are understood and implemented by all staff.	17/05/2004
3	Ensure sufficient activities are available to children at all times that enable them to be fully involved and promote all areas of their development.	28/07/2004
5	Provide suitable equipment for babies to be fed in that is appropriate for their stage of development. Ensure that cots or other appropriate furniture is available at all times for babies to sleep or rest.	28/07/2004
6	Improve staff's awareness of health and safety issues with regards to the risk assessments and the implementation of these to reduce hazards to children, with particular regard for the surface temperatures of radiators, access to hazardous materials, the safety of windows and access to the laundry.	17/05/2004
7	Ensure all children have access to toilet rolls, soap, paper towels and encourage the children to learn about good personal hygiene through daily routines.	17/05/2004
9	Improve staff's understanding of the equal opportunities policy and actively promote equality of opportunity and anti discriminatory practice for all children and improved upon the range of resources available to all children promoting equality of opportunity.	28/07/2004

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

How effective is the nursery education?

Briar Cottage Private Day Nursery offers good quality nursery education which enables children to make generally good progress towards the early learning goals. Children are making very good progress with regards to knowledge and understanding of the world.

Teaching is generally good, although some staff do not fully understand the foundation stage and early learning goals limiting opportunities to extend children's learning. Staff are good role models. Staff foster children's self esteem well, but do not always ask questions sensitively to promote children's curiosity. Staff use resources well to provide activities but do not provide consistent opportunities to extend children's understanding of maths and reading skills. Some unwanted behaviour goes unchallenged by some staff due to the use of four rooms and do not always see when children need additional support self selecting activities. Staff have an understanding of the code of practice for the identification of special educational needs. Procedures are in place for supporting children who have English as an additional language.

The leadership is generally good and contributes to ongoing improvements. Management are committed to addressing weaknesses although staff's lack of understanding of the foundation stage has not been identified.

Partnership with parents is generally good and contributes well to the children's progress. Parents are supportive of the nursery and work with their children at home on specific pieces of work. They receive detailed verbal information about their child's progress. The partnership with the parents involves the parents in the children's learning and enables them to make progress.

What is being done well?

- Children have opportunities to explore a range of media and techniques in two and three dimensions, including play dough, junk modelling, printing and collage, in an organised messy room.
- Children are learning to recognise the names and sounds of letters through the home reading scheme.
- Children have good levels of personal independence; they tidy up well, attend to their own toileting needs help themselves to snacks and pour their own drinks. They wait patiently for their turn and share equipment well.
- Children are developing a good understanding of the world in which we live through planned activities. They are developing an understanding of their own cultures and beliefs and those of others. They explore objects effectively using all their senses.

- Children's physical development is good, children confidently use large and small equipment. They are adapt at using a range of bikes and scooters out doors and enjoy the benefits of regular trips to local parks for climbing opportunities. Children move safely on the stairs and are developing a sense of space.

What needs to be improved?

- some staff's understanding of the foundation stage and early learning goals in order for them to fully support children learning, to ask questions that prompt children's curiosity
- the opportunities for children to count and to solve mathematical problems
- the ways staff manage unwanted behaviour so poor behaviour in consistently challenged
- the organisation of resources to enable children to self select activities.

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 have good levels of personal independence. They tidy up well, attend to their own toileting needs and help themselves to drinks and snacks. They learn about their own needs and those of others through topic work 'all about me'. Children's behaviour is generally good, although some staff do not sufficiently challenge unwanted behaviour or explain why the behaviour is unacceptable. Children are aware of their own culture and beliefs and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are learning about sounds and letters supported by the home reading scheme although some of the books used carry stereotypical images. Staff extend the children's vocabulary with words such as 'wriggle' and 'squirm'. However some staff do not always identify opportunities to question children sensitively to prompt their curiosity and do not always give children sufficient time to answer the question. Children enjoy group story times and are learning that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count to 5 well with some children counting to 10. Opportunities are missed to encourage children to count every day items and to solve simple mathematical problems such as how many cups do we need? Children are developing an understanding of shape and size though opportunities are limited in water play to expand children's understanding of weight, volume and capacity. Children sing number songs and rhymes well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing a good understanding of the world in which we live. They have access to every day technology within the home corner and are developing good I.T skills. There are interesting items for the children to examine using a range of resources like magnifying glasses to look at the bee. Children's design and making skills are developing well. Children have an understanding of time and place supported through topic work and discussions such as what I needed as a baby.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's physical development is good. They are confident when using outdoor equipment, bikes scooters and large slide. They benefit from regular trips to the parks to run and use the climbing equipment. They use tools in manipulative play with play dough and are taught about healthy eating, personal dental hygiene through topic work, though some children do not always use soap when washing their hands.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have use of an organised messy play room incorporating different aspect of creative development like sand, water, art, craft, junk modelling. They express themselves and use their imagination well in role play areas like 'the wedding' building upon their own experiences. Children enjoy singing songs and listening to music. Children's creative development is included within out door activities when collecting items from the park for collage and painting.	

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

- consolidate staff's understanding of the foundation stage and the early learning goals in order for them to fully support children's learning and help children to make progress
- improve the opportunities for children to count, recognise numerals in practical activities and to solve simple mathematical problems
- the organisation of resources to enable children to self select additional activities and books, and to make full use of display materials
- improve the ways staff manage unwanted behaviour, so that poor behaviour is consistently challenged and children are helped to understand the reasons why the behaviour is unacceptable.

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.