



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226965

DfES Number: 595050

INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Judith Chinnery

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	City Nursery Limited
Setting Address	18 Northampton Square Leicester Leicestershire LE1 1PA

REGISTERED PROVIDER DETAILS

Name	City Nursery Ltd 4195277
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ORGANISATION DETAILS

Name	City Nursery Ltd
Address	18 Northampton Street Leicester Leicestershire LE1 1PA

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

City Day Nursery has been registered for twenty-four years. It operates from a large four storey building in the city centre, close to the railway station. The nursery cares for children from all over the city and county.

There are currently 88 children from birth to five years on roll. This includes 18 funded three-year-olds and 11 funded four-year-olds. The nursery also offers an extra 60 places to three to 14 year-olds on Saturdays and during the school holidays. Staff support children who may have special educational needs and 10 children who speak English as an additional language.

The setting opens for five days a week all year round, as well as operating a Saturday club during term time for the over-threes. Weekday sessions run from 07:45 until 18:00 and children can attend a variety of sessions.

There are 17 members of staff working with the children, three of whom work part-time. All staff have an early years' qualification, except one who is currently completing a training programme. The setting receives support from a mentor teacher from the Leicester City Early Years' Development and Childcare Partnership.

How good is the Day Care?

The nursery provides good quality care for children. An effective management team lead a committed staff group. The spacious building is well planned and organised so that children can move around freely. Families are warmly welcomed into rooms where children's work is attractively displayed. Each group room is well equipped and resourced to enable children to develop skills in all areas. The over-fives area is particularly equipped with some suitably challenging resources, such as computers. Records are kept up-to-date and are well organised, contributing very effectively to the safe and efficient running of the setting.

Staff are very aware of safety in and out of the building and ensure that suitable

safety precautions are in place, such as door gates and padding around pillars to prevent accidents to the children. Good hygiene practices are in place to prevent the spread of infection, particularly at meal times. Children have regular drinks and receive a variety of healthy and nutritious meals. Equality of opportunity is promoted well; staff ensure that children's individual care needs are met. Staff have a sound knowledge of local area child protection procedures.

Activities provided for the children are appropriate to their age and ability and are mostly challenging and stimulating. Babies have regular opportunities to explore paint and go outside, while older children have access to technology. They are developing good skills in communication, many aspects of mathematics, using their imaginations in role-play, and creativity through music and collage. Children behave well. Staff use consistent and fair strategies to enable children to behave acceptably in the setting.

Partnership with parents is very strong. All staff have a good rapport with parents and information about the care and learning of their children is shared regularly. Staff are careful to follow the wishes of parents, particularly in the care of babies with regard to daily routines.

What has improved since the last inspection?

At the last Children Act Inspection, the nursery was asked to ensure that the first aid kit was fully stocked, that parental consent was obtained for administering non-prescribed medication and that documentation for using staff cars for transporting children was made available.

Since the last inspection, the nursery has appointed a named person who regularly checks all the first aid kits in the nursery and keeps them fully stocked, ensuring that any injuries can be dealt with appropriately. There is now a sound policy and procedure in place for administering both prescribed and non-prescribed medication and the relevant consent is obtained from parents, ensuring that all medication is administered safely. Appropriate documents, such as insurance and driving licences, are available in the nursery should staff need to transport children for any reason.

What is being done well?

- The strong and effective management team work well together. Their individual skills compliment each other, ensuring that the setting is led and managed appropriately.
- Records, policies and procedures are well organised and up-to-date. They contribute very effectively to the safe and efficient running of the setting.
- Staff have a good knowledge of equality of opportunity. They are committed to meeting the individual needs of the children through the use of positive images in books and displays, as well as including all children in activities and adapting them to ensure all children can take part.
- The implementation of a programme supported by "Birth to Three Matters" is beginning to have a positive impact on younger children as they join in

activities based on their own needs and interests.

What needs to be improved?

- ways to embed current good practice, ensuring activities are child-led, and ways to implement future changes in early years.

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
3	Continue to develop current practice and embed the new "Birth to three matters" programme, ensuring that activities are child-led. Also consider ways to implement new and future developments in child care and early years' practice.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals overall, and they are making very good progress in personal, social and emotional development.

Teaching is generally good. Staff have a good understanding of the Foundation Stage. Good observation and assessment systems are used to track children's progress. Curriculum planning gives equal weight to each area of the learning, although the setting has only recently introduced systems to check that all clusters in each area of the curriculum are being visited regularly. Plans do not, however, sufficiently link in with the individual assessments of children's learning and their next steps for progress. There is a good range of resources and space available to support learning, however these are not all used to their greatest effect.

Leadership and management is generally good. Management have a very strong commitment to improving the care and education for all children. They support this by providing staff with opportunities to attend relevant training, by having planned sessions to discuss the curriculum, and through staff meetings to discuss pertinent issues. Management are keen to ensure a smooth transition for children from nursery to school, however this ethos does at times support a more formalised approach to learning, rather than enabling children to learn through more developmentally appropriate play.

Partnership with parents is generally good. Staff and management have very good relationships with parents, and parents are given daily information about the activities their child has been involved with. Parents are given good access to information about the curriculum, and newsletters provide them with further information about the activities being undertaken. There is, however, insufficient dialogue with parents regarding their child's 'next steps' in learning and how parents can support their child's individual learning progress in the home environment.

What is being done well?

- Children have high levels of confidence and self-esteem. They form very good relationships with each other and the staff who support them.
- Children's understanding of musical instrumentation is good. They have excellent opportunities to explore instruments and the sounds they make.
- Children's knowledge of the seasons, months and days of the week is very good. They are progressing very well with their sense of time.
- Children have very good language for communication, engaging well in conversation and in role play scenarios.
- Counting skills are well fostered, and children demonstrate a good

understanding of shape, including shapes in the environment.

What needs to be improved?

- the breadth of activities available to children on a daily basis to further children's opportunities to initiate their own learning in all areas of the curriculum
- planning to ensure adult-directed activities are of an appropriate length for three-year-olds to sustain their interest, and that the next steps in children's progress through the stepping stones are clearly linked into the planning process
- provision of information to parents about their child's achievements and their next steps in learning, to give parents the opportunities to support their child in the home environment.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting has improved children's opportunities to use intermediate communication technology in play, and staff identify and record the learning opportunities and progress children make with free play activities. Children record their names, label their work, and regularly make marks. However, the nursery does not make the most effective use of free-play time to support children's learning in this respect, and copy writing is not always meaningful to children or appropriate for their stage of development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate high levels of confidence and self-esteem during structured activities and child-initiated activities. They form good relationships with each other, and have very good relationships with the staff who support them. They behave well, and have a clear understanding of the expectations of the nursery. Children attending the nursery have different cultures and beliefs, and they have a good understanding of their own culture, and those of their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have very good communication skills, and are keen to inform staff of their knowledge at registration time. They enjoy using language in role-play scenarios, such as the music shop. Children enjoy reading and have good opportunities to read in the indoor and outdoor environment. Writing skills are progressing well, with older children being able to write their own names. However, there is an over-emphasis on copy writing and children are not yet linking sounds to letters of the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good counting skills to 10, with many children counting to beyond this. Older children demonstrate good numeral recognition at registration time. Children have good opportunities to match and sequence, although some planned activities, such as matching shoes, are too long to sustain the interest of younger ones. Children have a good understanding of shapes in the environment, but they are not, sufficiently developing early calculation skills, for example through routine events.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a very good sense of time, and are aware of the days of the week, months and seasons in the year. They regularly use a range of technological equipment, including play cash registers, calculators and computers. Planned activities give children many opportunities to explore and investigate the local and wider environment, and to look at change and differences. However, children less frequently build to their own design.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate a good sense of space in the smaller and larger rooms. They enjoy outdoor play and use wheeled toys well. They have many opportunities to play with larger equipment in the indoor physical play area, and can slide, balance and climb competently. They are able to handle tools and materials well, and are developing good small muscle control. There is insufficient attention paid to children's understanding of their own health and how their body changes when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The topic on music and dance has given children many opportunities to explore different musical styles and instruments. They enjoy singing, and happily burst into song whilst engaged in free play. Children paint, collage and occasionally make three-dimensional models. They make good use of their imaginations during free play activities, although opportunities for small world play are insufficient and some creative resources are not sufficiently accessible to attract children's attention.

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

- ensure the assessments of children's learning are effectively used to inform future curriculum planning, to ensure the learning needs of children as individuals are catered for. Provide adult-led activities of an appropriate length to sustain the interest of younger children
- make more effective use of the space and resources available to improve children's opportunities to initiate their own learning in all areas of the curriculum
- continue to ensure that all the clusters relating to each area of learning are covered and re-visited to secure children's learning
- provide parents with information about their child's next steps in learning to enable them the opportunity to support children's progress in the home environment.

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.