



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218444

DfES Number: 510086

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Diane Trout

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Keele Day Nursery
Setting Address University of Keele
Keele
Newcastle
Staffordshire
ST5 5BG

REGISTERED PROVIDER DETAILS

Name KEELE FACILITIES MANAGEMENT

ORGANISATION DETAILS

Name KEELE FACILITIES MANAGEMENT
Address KEELE UNIVERSITY
KEELE
NEWCASTLE UNDER LYME
STAFFORDSHIRE
ST5 5BG

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

Keele Day Nursery opened in 1989. It operates from eight playrooms in a purpose built building, situated within the grounds of Keele University campus. The nursery serves students and staff of the University and the surrounding community.

There are currently 148 children from 0 to 8 years on roll. This includes 35 funded 3-year-olds and 30 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and there are arrangements in place to support children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are 35 full and part time staff who work with the children. Over three quarters of the staff have early years qualifications to level 2, 3 or 4. There are four staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Keele Day Nursery provides good quality care for children. Staff provide a friendly, welcoming environment for parents and children. Children are happy, confident and secure. Space and resources are very well organised to create a stimulating and supportive environment for children. Policies and procedures are regularly reviewed, individual to the nursery and have a positive impact on the children. Staff work as a team and there is a strong commitment to improving practice through evaluation and training. Staff are currently waiting to update training regarding children under three years. All documentation is accurately maintained.

Staff place a high priority on children's health and safety and take all reasonable steps to minimise risks and prevent the spread of infection. They implement and

promote good hygiene practices and healthy eating. Children's differing needs are recognised, responded to well and appropriately supported.

A wide range of activities are planned and presented in a thoughtful and imaginative way, that promote all areas of learning. Children are encouraged to become increasingly independent by selecting their own resources. They are involved, interested and concentrate well in chosen and structured activities that provide fun, stimulation and challenge. Children are eager to learn and develop new skills. The quality of interactions significantly enhances the children's development. Children explore and investigate their immediate and surrounding environment. Staff respect and value the children and have high expectations. Children respond and behave well, demonstrating care and consideration for others.

Staff develop professional, trusting relationships with parents. Parents are listened to and their views and concerns respected. Staff work in partnership with parents to meet children's individual needs and parents are kept fully informed about the nursery and their children's progress.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. They were asked to implement an action plan detailing how the after school club leader would achieve a level 3 qualification. This has been implemented and two staff have completed a level 3 qualification.

The nursery was asked to meet staff/child ratios during staff breaks and make the play mats safe. Staff/child ratios are met at all times and the play mats have been removed to ensure the children's safety.

What is being done well?

- Staff implement policies and procedures which are clearly understood, individual to the nursery and have a positive impact on the children.
- The quality of interactions significantly enhances all aspects of children's development. Staff have high expectations of children and they behave well.
- Children are confident, involved and interested in the wide range of activities planned by staff to promote children's learning. Activities are presented in an imaginative and thoughtful way.
- Space and resources are very well organised to create a stimulating, challenging and supportive environment.
- Staff have a high level of awareness of all risks to children's health and safety. They take all reasonable steps to keep children healthy and ensure the physical environment is safe and secure.
- Staff develop friendly, trusting relationships with parents. Parents are kept fully informed about the nursery and their children's progress.

What needs to be improved?

- the implementation of the action plan for staff training regarding Birth to Three Matters.

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	Implement an action plan for staff training regarding Birth to Three Matters.

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

How effective is the nursery education?

Keele Day Nursery provides high quality provision overall which helps children make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good, secure knowledge and understanding of the foundation stage curriculum and the early learning goals. A wide variety of stimulating and challenging practical activities are planned for in and out of doors and staff understand what children learn from them. Resources are of good quality and are effectively organised to encourage children to become increasingly independent, however there are no alternative methods available to children, using number limited play areas such as sand play, who are unable to recognise written numerals. Staff question and challenge children during planned and spontaneous activities, to make them think, use their imagination, solve problems and make decisions. They skilfully develop children's language by encouraging them to talk about what they are doing. The quality of interactions significantly enhances the children's development and staff ensure children's differing needs are met.

Staff assess children's learning against the stepping stones towards the early learning goals and use this information to plan what to do next. They keep careful records which provide a clear picture of children's progress to share with parents.

The leadership and management of the nursery is very good. Staff are clear about their roles and work very well together as a team. A system is in place to monitor the quality and effectiveness of teaching and identify and address any training needs.

The partnership with parents is very good. Parents are listened to and kept fully informed about the nursery and their children's progress. Parents are given information to involve them in their children's learning and they are encouraged to share information with staff to inform children's developmental records.

What is being done well?

- Children communicate well with each other and adults and they build warm, trusting relationships with staff. Children respond well to the staff's high expectations and behave well.
- A wide range of stimulating and exciting activities build on children's interests and develop their imagination and skills. Staff set challenges for all children that increases their thinking and skills.
- Children have good listening and speaking skills. Staff value what children say and do and effectively model and reinforce language.
- Children are confident to explore and investigate, share experiences and be challenged.

- Staff work very well together as a team to provide a friendly, supportive environment. They work in partnership with parents to support, build on and extend children's learning.
- Staff use excellent strategies to promote good behaviour and care and consideration for others. Children have clear and consistent boundaries and are beginning to realise the consequences of their actions on others.
- Staff work very well as a team, have a clear understanding of their roles and nursery aims. They have a strong commitment to improving practice through evaluation and training.

What needs to be improved?

- alternative methods to indicate to children that a play area, such as sand play, is full, as well as using written numerals.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The nursery were asked to improve the resources and opportunities for children to cut, join and fold. They were also asked to provide a range of tools and materials for children to develop their own ideas.

Additional resources for children to cut, join and fold using a range of techniques have been provided and children are encouraged to use them in planned activities and when initiating their own ideas. Staff have improved accessibility to a wide range of well labelled resources. Children are encouraged to become increasingly independent and select tools and materials to develop their own ideas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, confident and keen to learn. Their self esteem is built up by staff who know them well. Children build warm, trusting relationships with staff, demonstrate care and consideration and are beginning to understand the consequences of their own and others actions. They select work for themselves with increasing independence, concentrate well and persist until a task is completed. Children take care of their personal needs such as washing and pouring drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy handling books and listening to stories. They communicate well with each other and adults using an increasing vocabulary and negotiating skills. Children are confident when singing familiar songs and rhymes and relating familiar stories. They are encouraged to note a wealth of print throughout the nursery on signs, captions and posters. Children recognise their names and are beginning to write these using correctly formed letters. They recognise some letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with number rhymes. They are beginning to recognise written numerals through practical activities such as inserting the date on the calendar. Children use opportunities well to explore concepts of weight, shape and size through a wide range of practical activities such as sand and water play. They use mathematical vocabulary correctly in their play. Routine activities develop and reinforce an understanding of numbers up to and beyond ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore their surroundings, and through objects, growing things and living creatures the wider and natural world. They are beginning to learn about their own and other cultures and beliefs, celebrating and sharing festivals and events. Children explore and investigate a range of objects and materials. They use computers to develop their skills. Children confidently talk about their past experiences and talk about their families and the community in which they live.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate increasing control of their bodies when running, dancing, climbing and balancing. They enjoy the challenges in the outdoor area and practise their physical skills until they feel confident. A variety of small tools are used to cut, draw, paint, scoop and dig. Children are beginning to develop an awareness of their bodies and the effect of food and the environment on them.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are becoming confident when selecting and using creative materials and enjoy seeing their work displayed. They use a variety of activities to explore colour, shape, texture and music. Children are confident when singing familiar songs and rhymes. They use instruments to create their own sounds and music and understand rhythm. Children use the role play and small world areas to develop their imagination and express feelings and their own ideas through these activities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

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- the provision of alternative methods to indicate to children that a play area, such as sand play, is full, as well as using written numerals.

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.