



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 115325**

**DfES Number: 582209**

### **INSPECTION DETAILS**

Inspection Date      01/09/2003  
Inspector Name      Jeannette Waring

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Fox House Day Nursery  
Setting Address      Erith Road  
                                 Belvedere  
                                 Kent  
                                 DA17 6HT

### **REGISTERED PROVIDER DETAILS**

Name                      Ms D Muraille

## 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

Fox House Day Nursery has been open since 1993. It is part of the family owned ABC Nursery Group. The nursery is situated in Upper Belvedere and operates from a prefabricated building, set back from the main road, on the edge of a school playing field. The nursery has sole use of the premises which comprise: two nursery rooms, one of which is divided to cater for two different age groups; a kitchen; toilet and washroom facilities; a reception area, which doubles as an office and is used as a staff rest area with a storage room behind. There is also an outdoor play area.

The nursery provides a service to local parents many of whom work or attend local colleges; both full and part-time places are available.

There are currently 53 children aged from 3 months to 5 years on roll. This includes 17 funded three-year-olds and 8 funded four-year-olds. There are a number of children with special needs, and who speak English as an additional language attending the nursery.

The nursery is open five days a week all year round. Opening hours are from 08:00 to 18:00.

Nine staff work with the children, including the manager. There is also an area manager who visits the group regularly and sometimes deputises for the manager. Over half of the staff hold a recognised early years qualification to NVQ level 2 or 3. Two staff members are currently working towards a level 2 qualification and three, who currently hold level 2 qualifications, are working towards level 3

The nursery receives support from the Bexley Early Years Development and Childcare Partnership.

### How good is the Day Care?

The standard of daycare provided is unsatisfactory. The operational plan for the nursery does not ensure that a suitably safe and stimulating environment is provided

for all children. All required documentation is in place at the nursery, but systems for maintaining records are not sufficiently rigorous and secure e.g. the records for accidents, medication and daily registers are in loose-leaf format, so not tamper proof.

The programme for maintenance of the building is inadequate and the outside area is unsafe and not secure. The cleaning routines do not ensure that the nursery rooms are maintained in a clean and hygienic condition. Nursery staff demonstrate a lack of awareness of basic hygiene and are unaware of their responsibilities for general health and safety.

Staff are warm and caring towards the children and they manage children's behaviour appropriately, however some staff lack a clear understanding of children's developmental needs and fail to plan and provide activities which are age appropriate. The range of toys and equipment is limited in many areas, much of what is available is old and worn. This poor resourcing of the nursery further hampers staff's attempts to provide suitably stimulating and challenging activities for the children. There are no plans in place to support children with special needs or those who have English as an additional language.

Staff have relaxed and friendly relationships with parents and parents of babies are informed about their child's personal care on a daily basis. However there is no formal method in place for keeping parents informed about their child's development or progress.

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

Fire safety has been improved - the manager now has a key to the fire alarm system and this is now used to call fire drills. All drills are recorded in a log book.

CRB checks have been requested for all new staff.

Although the menus still contain a predominance of processed food the brand used has low sodium and low sugar content and there is now more fresh fruit provided for children.

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

- Staff are kind and caring towards the children who relate well to them and to each other.
- All required documentation is available on the premises for inspection.
- Parents of babies are informed about their child's personal care on a daily basis.

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

- the operational plan, in order to provide children with a safe and stimulating environment;

- the procedures for maintaining the nursery building in a clean and safe condition;
- the range and quality of the resources provided for the children;
- staff awareness of health, safety and hygiene issues;
- the provision of suitable toilet and nappy changing facilities;
- the provision of a suitable range of toys and activities which promote equality of opportunity and anti-discriminatory practice;
- staff's understanding of their responsibilities under the Special Educational Needs Code of Practice;
- staff's knowledge and understanding of their role and responsibility in recording and reporting child protection concerns.

<b>Outcome of the inspection</b>
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Unsatisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children's progress towards the early learning goals is limited by significant weaknesses in the area's of; communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Children are making generally good progress in their personal, social and emotional development.

The quality of the teaching has some significant weaknesses. Planning systems are insufficiently linked to the early learning goals. Staff focus on offering children a range of activities, of which some are over directed. Children have few opportunities to experience extended free play or develop independence in self-care routines. Restricted space and limited resources, has hindered staff's ability to provide a broad range of activities. Assessment does not reflect children abilities, and information gained through observations is not used to inform future planning. Staff's commitment to equal opportunities is reflected in their responses to children. However, they have yet to establish a policy to ensure that children speaking English as an additional language are fully supported.

Leadership and management has some significant weaknesses. There are insufficient systems in place to monitor and evaluate the effectiveness of the nursery education. Staff have few opportunities to assess their own strengths and weakness. Roles and responsibilities are not clearly defined. The role of the special needs co-ordinator has yet to be developed. Staff are uncertain of the requirements of the code of practice for special educational needs.

Partnership with parents has significant weaknesses. Staff communicate regularly with parents, they share information on a daily basis. However, a formal system for keeping parent's informed about their child's progress has yet to be established.

### What is being done well?

- Staff foster warm and caring relationships with children, which has a positive impact on their confidence and self-esteem.
- Children are generally confident speakers, they listen well to stories and enjoy singing rhymes.
- Good behaviour is valued and encouraged by staff. Children are well-behaved and show a growing awareness and respect of others.

### What needs to be improved?

- staff's knowledge and understanding of the early learning goals;
- planning and assessment systems to ensure that children's individual

learning needs are recognised and met and that they are supported and challenged in their learning according to their individual abilities;

- the provision for children speaking English as an additional language;
- staff's knowledge of the code of practice for special educational needs and the further development the role of the special needs co-ordinator;
- the provision of space and resources to promote children's independence and support children's learning;
- the development of systems to monitor and evaluate the effectiveness of the nursery education.

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

The nursery has made limited progress in addressing the key issues since the last inspection. Progress has been made in providing children with opportunities to communicate by writing and drawing for a purpose. The nursery has a designated writing area and examples of children writing and drawing's are displayed. However, writing resources remain limited and have yet to impact positively on children's learning.

Planning and assessment remains a key issue. Staff plan activities linked to the six early learning goals, but do not clearly identify learning outcomes for children. Regular assessments are undertaken through observation, but the information gathered is currently not used to inform future planning.

Physical development remains a key issue. Children have few opportunities to use large physical equipment. Lack of indoor space and limited access to a wide range of outdoor physical equipment impacts on children's physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. Most children show interest in activities and are eager to participate, especially during music and movement. Children are well behaved, they share and play co-operatively in a variety of play situations. Children form good relationships with both peers and adults. Children have limited opportunities to play independently and gain independence in self-care routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy has some significant weaknesses. Many of the children are gaining confidence when speaking. Children speaking English as an additional language are sometimes insufficiently supported. Children practice writing their name and see words displayed around the setting. Children have few opportunities to link sounds to letters. Children enjoy stories read by adults. However, books are of a poor quality and the book corner is uninviting.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in mathematical development has some significant weakness. Older children count confidently up to 10. They count during circle time and sing a variety of number rhymes; they learn ideas of addition and subtraction as they sing. Children learn about shape and size. They do not often develop or consolidate mathematical learning during other activities. Mathematical resources are limited, four-years old are therefore insufficiently challenged in this area.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in knowledge and understanding of the world has significant weaknesses. Topic based projects relating to other cultures and the wider world are insufficiently planned. Children are provided with information, but lack opportunities to, explore, investigate, construct and consolidate their learning through purposeful activities, that build on their current experiences. There are few opportunities for children to expand their knowledge of technology.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in physical development has significant weaknesses. Children show agility and confidence, they enjoy exercise sessions and running races. Limited indoor space and a general lack of outdoor play facilities, impact on children's physical development. Children's fine motor skills are supported through a variety of activities. Physical play and outdoor play is currently not fully incorporated into the overall planning.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children's progress in creative development has significant weaknesses. Children enjoy free drawing. However, art and craft activities are often over directed and materials available are limited. They enjoy music and movement. Children have few opportunities to play imaginatively. Lack of space and resources limits children's ability to extend their play and develop and does not allow them to develop their imagination through role play.

**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**

- Develop staff's knowledge of the foundation stage, particularly in the area's of communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
- Further develop and link planning and assessment to provide a secure framework for the educational programme. Ensure that all areas of learning are covered and that children's learning is supported, challenged and reflects their individual abilities.
- Establish a policy to underpin provision for children for whom English is an additional language to ensure that their learning and progress are supported.
- Ensure that staff have a working knowledge of the code of practice on the identification and assessment of special educational needs and that the role of the special needs co-ordinator is defined and developed;
- Ensure that there is adequate space and sufficient resources for the effective delivery of the foundation stage curriculum.
- Establish an effective system for monitoring and evaluating the provision for nursery education.

*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.*