



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224129

DfES Number: 517945

INSPECTION DETAILS

Inspection Date 08/09/2003
Inspector Name Mary Anne Henderson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Acorns of Rushbury
Setting Address Rushbury Primary School
Rushbury
Church Stretton
Shropshire
SY6 7EB

REGISTERED PROVIDER DETAILS

Name The Committee of Little Acorns of Rushbury

ORGANISATION DETAILS

Name Little Acorns of Rushbury
Address Rushbury C of E Primary School
Rushbury
Church Stretton
Shrops
SY6 7EB

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

Little Acorns of Rushbury opened in 1994. It operates from one main room in the old school house situated in Rushbury Primary School. The nursery serves the local rural areas.

There are currently sixteen children from two and a half years to under five years on roll. This includes six funded three year olds and six funded four year olds. Children attend for a variety of sessions. Three children have special needs. There are currently no children attending who speak English as an additional language.

The group opens four days a week from Monday to Thursday during school term time. Sessions are from 09:00 to 15:15.

Four part time staff work with the children. Two have early years qualifications. Two staff are currently undertaking their NVQ qualifications and attend training programmes. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The group implement many of the High Scope methods of teaching.

How good is the Day Care?

Little Acorns of Rushbury provides good care for children. Staff attend training with the Early Years Development and Childcare Partnership and they work effectively as a team. Some of the staff have attended health & safety training, however, the outings are not included in the risk assessment. There is a comprehensive operational plan which includes all the policies and is made available to parents.

Children are well behaved and courteous with each other and the adults. They plan, do and review and have lots of opportunities to self select resources and activities both indoors and outdoors.

Staff interact positively with children and use open ended questioning to extend their learning. The main room is well organised and resources are in labelled drawers and

boxes encouraging children's skills of independence.

Partnership with parents is very good and parents feel that staff are friendly and approachable. The parents commented that they are kept well informed and their child's individual needs are met. Parents also commented on the staff's supportive attitude to children with special needs.

What has improved since the last inspection?

At the time of the last inspection the group were asked to provide an action plan outlining how the person in charge is to become suitably qualified. The group employed temporary staff to enable the person in charge to undertake an NVQ Level 3 qualification. The PIC had many problems accessing support from the college, however, she is now generating evidence for her NVQ and should be suitably qualified in 2004.

What is being done well?

- Children are encouraged to plan their activities and recall what they played with.
- A wide range of activities are available for the children covering the six areas of learning.
- The main room is well set out to encourage children to self select activities to promote children's skills in independence.
- Children's behaviour is managed well with children receiving praise throughout the day.

What needs to be improved?

- induction procedures;
- risk assessment procedures;
- assessment of risk for outings;
- children's records to include information which enables appropriate care to be given.

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	review existing induction arrangements;
6	review existing risk assessment procedures with reference to national guidance;
6	include outings in risk assessment;
9	ensure that all children's records contain information which enables appropriate care to be given.

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

How effective is the nursery education?

The teaching and learning is very good.

Children are progressing very well. Staff have a sound understanding of the foundation stage of learning and the early learning goals. Staff use open-ended questioning and encourage the children to think for themselves. The staff provide a broad range of interesting and challenging activities and resources and ensure planning covers all the six areas of learning.

Leadership and management of the setting is very good. Staff work very well together and with parents and other professionals to meet the needs of the children attending and ensure inclusion.

Partnership with parents is very good. Staff work closely with parents, who also form the committee. Good verbal and written information about children's progress is made available.

What is being done well?

- Children's personal, social and emotional development is very good. Children are caring towards peers and staff and they are interested and keen to learn. They have a broad range of opportunities to select for themselves and are encouraged to care for themselves and have regard for others.
- Children are progressing well in communication, language and literacy and in mathematical development, with a broad range of learning opportunities.
- Children are making very good progress in knowledge and understanding of the world, in creative development and in physical development, with a good range of activities and resources to support their learning.
- Staff provide a wide range of planned and spontaneous opportunities for children to extend and consolidate learning in all areas of development. Resources are accessible, clearly labelled and children are encouraged to make free choices.
- Staff make good use of the local environment and the resources to foster interest in the natural world.
- Staff have a sound understanding of the curriculum and work well as a team to ensure the needs of all children including those with special needs are met as agreed with parents and other professionals.
- There are positive relationships with parents. Staff provide a warm and welcoming environment for parents and children and they are friendly and approachable. Parents are provided with good verbal and written feedback about their child's care and education.

What needs to be improved?

- children's development in reading and writing could be further extended by having paper and pens accessible in the imaginary shop activity box.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff and committee have worked together to ensure all three key issues have been addressed.

They now relate how each of the six areas of learning are linked to the theme or topic on the medium term plans to meet key issue 1. They are now able to identify any weaknesses in this area.

They have increased opportunities for children to read simple common words by implementing an early reading scheme offering children more one to one time with their key worker and showing objectives in short and medium term plans to meet key issue 2. Children now read simple common words throughout the day.

Staff ensure planning includes more opportunities to investigate how things work, for example, children have investigated how clocks and other mechanical items work to meet key issue 3. Plans show children regularly explore and investigate how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good, and is given high priority within the nursery, with staff providing many opportunities to develop self care, high levels of esteem and independence. The children are motivated and interested in their activities and they persevere and concentrate well for extended periods. Children are well behaved with staff having high expectations of the children, praising all their efforts of achievement throughout the day.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Development of children's communication, language and literacy is very good. They listen and interact positively at story time, and can recall story endings. Children are familiar with nursery rhymes and know the actions. They enjoy story and factual books, and have free access to books throughout the day. The children communicate positively with peers and adults through out the day. Children are encouraged to write their own names and they can read some simple common words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Very good progress is being made in mathematical development. The staff make good use of planned and spontaneous learning opportunities during practical activities to count with the children, and they are able to count beyond, up to and backwards from ten. Children can identify shapes and look at patterns exploring mathematical concepts using sand and water and during baking activities. The staff use spontaneous opportunities to encourage children to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They access a broad range of opportunities to use their senses to explore and investigate. They explore the local environment, looking at differences in their own homes and those of others around the world. The children explore the concept of past and present events and they talk about their families and pets. Children look at various festivals and cultures and have access to positive images of diversity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The physical development of children is very good. Staff provide a broad range of activities and equipment to extend children's skills. Art and craft resources are accessible to children throughout the day and include tools to promote hand-eye coordination. The children access a broad range of large and small equipment and tools for both indoor and outdoor play. Staff provide activities to explore a healthy lifestyle including self care and healthy eating.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's creative development is very good. They have daily access to resources like glue, painting and drawing to create and design. They have lots of opportunities to respond to what they see, touch and feel and the staff extend and consolidate children's learning at every opportunity. Children sing songs and recite rhymes and they play imaginatively in the home corner with peers and adults where they express themselves freely.

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:

- as a point for consideration the group should ensure paper and pencils are added to the shop activity.

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.