



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316019

DfES Number: 523152

INSPECTION DETAILS

Inspection Date 07/04/2004
Inspector Name Jannet Mary Richards

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Heaton Dene Nursery
Setting Address Heaton Dene Farm
Chorley Road
Bolton
BL5 3NJ

REGISTERED PROVIDER DETAILS

Name Jean Gittins

ORGANISATION DETAILS

Name Jean Gittins
Address -
-

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

Heaton Dene Nursery and School's Out opened in 1994. It operates from detached buildings located on the border of Westhoughton and Blackrod with immediate access to the A6. The nursery is reached via a short drive, with parking on the premises and disability access. The nursery and out of school club serve the local and wider communities. Four play rooms are used by the nursery, with a separate room available for use by the out of school club. The recent addition of a hall has provided additional space for physical play. A large purpose built area is available for outdoor play.

There are currently 131 children aged from babies to primary school age on roll. This includes 22 three year old children and 10 four year old children who receive nursery education funding. Children attend the nursery and out of school club for a variety of sessions. There are currently no children attending who have identified special needs or for whom English is an additional language.

The nursery and out of school club operate from 07.30 to 18.00 daily for 52 weeks of the year.

A total of 29 staff work with the children in the nursery and out of school club, most of whom hold, or are working towards relevant qualifications. The setting has an investors in people certificate. The setting has links with the Early Years Development and Childcare Partnership.

How good is the Day Care?

Heaton Dene Nursery and School's Out provides good care for children.

The provision is effectively managed. The staff team are familiar with the policies and procedures in place and follow these well in practice to enable the smooth running of the nursery and out of school club. The number of staff working with the children enables children to receive individual attention when necessary and good levels of adult interaction. The staff get to know the children very well, which allows

them to meet their individual needs well.

Children benefit from a very good range of activities available which are suitable for their ages and interests. Whilst the youngest children enjoy activities to stimulate their senses and exploration skills, older children have access to a very good range of sports and craft activities. Children have a good amount of choice about what they do, and can reach the varied range of toys and equipment easily. The staff are calm and positive when they talk to the children, they praise them often, which encourages the children to behave well.

The nursery and out of school club are housed in spacious premises which are clean and well maintained. The staff supervise the children well and have most measures in place to keep them safe. Children are provided with healthy and nutritious snacks and meals, with individual needs and preferences catered for.

The staff team develop good working relationships with parents. There are good systems in place such as daily diaries and parent's notice boards to ensure that parents are well informed about what the children have been doing during the day. Good quality information in the policies and procedures in place are available to parents, these are reviewed periodically and contain most of the information needed.

What has improved since the last inspection?

At the last inspection the setting was required to address six issues.

Four of the issues relate to the documentation in place. The setting was required to establish a procedure to follow in the event of an allegation being made against a member of staff, to establish a clear procedure for recording of administration of medication, to inform Ofsted of the status of staff checks, and to obtain parental consent to transport children in vehicles. Procedures are now in place for the administration of medication and action to take in the event of an allegation against a member of staff. The latter, however requires additional information and forms a recommendation from this inspection. The provider has advised Ofsted of the status of staff checks and has obtained written parental consent for transporting children in vehicles. Overall this has improved the documentation in place relating to the care of the children.

The remaining two actions relate to safety. The setting was required to undertake a risk assessment of the plants on the premises and to establish a rolling programme of safety checks to toys and equipment. The actions have both been completed, risk assessments and safety procedures are in place and are effective. This has increased the safety measures in place for the nursery and out of school club.

What is being done well?

- Effective systems are in place such as admission visits and key person systems which enable the staff to get to know the children very well and meet their individual needs well.

- The children benefit from a very good range of activities which are suitable for their ages and interests. Activities are well planned, but are flexible enough to accommodate children's interests at the time.
- The staff team are positive and calm in their interactions with the children, in response the children behave well.
- The children have access to additional space for physical activities. The hall is well used for physical education, dance and drama sessions. Children also benefit from access to a well organised and spacious outdoor play area.
- The staff team understand and follow the clear policy and procedural guidelines in place. This allows them to provide a consistent approach to the care of the children and contributes to the smooth running of the provision.

What needs to be improved?

- the systems for ensuring that water is maintained at a suitable temperature and that chairs are stored safely
- the documentation, to ensure that relevant contact details are included in the complaints procedure and child protection policy.

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
6	Put measures in place to ensure that water temperature in the children's bathrooms is maintained at a suitable temperature, and that chairs are stored safely.
12	Ensure that the complaints procedure for parents contains telephone contact details of the regulator.
13	Ensure that the child protection policy contains information about who to contact in the event of an allegation against a member of staff.

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

How effective is the nursery education?

Heaton Dene Nursery offers high quality provision which helps children to make very good progress towards the early learning goals.

Children's progress in all six areas of learning is very good, children are confident, well motivated and eager to learn in the setting.

Teaching is very good. The staff plan a varied and interesting programme of activities which provide very good opportunities for children to make progress along the stepping stones. There is a good balance of adult-led and child-initiated activities. The planning is flexible enough to allow for spontaneous play directed by the children, which promotes enjoyment and choice. The environment is well organised with a good range of resources allowing children to operate independently and direct their own play and learning experiences. There are good systems in place for supporting children with special educational needs.

The staff know the children and their abilities well, and set good challenges for them to encourage their progress, though are less confident in recording their observations of what the children know and can do, and in linking this clearly to planning the next steps in children's learning.

Leadership and management are very good. The nursery benefits from the strong leadership and experience of the manager. The staff team work very well together to ensure the smooth operation of daily routines and activities. There is a strong commitment to continuous development of the provision, by, for example, access to training to ensure that staff have up to date knowledge and skills.

The partnership with parents and carers is very good and contributes well to children's progress towards the early learning goals. Parents are well informed about the children's learning and the programme of activities they are involved in.

What is being done well?

- Children are motivated, interested and make very good progress in all six areas of learning through provision of a varied and stimulating programme of activities.
- Children's confidence, independence and self-esteem are fostered well through good levels of individual attention, support, and respect for children.
- Children have many very good opportunities to develop their communication skills. They use language confidently, particularly during imaginative role play, which is well promoted in the setting.
- There are very good opportunities for children to develop their physical skills through well organised resources and outdoor play, and additional

opportunities such as dance, swimming and physical education sessions.

- Parents have access to very good information about the activities which children are involved in and the progress they make which ensures that they are well informed.

What needs to be improved?

- the use of the book area, to encourage children to use books independently for enjoyment and reference
- the written observations of what children know and can do, and the use of these observations in planning the next steps in their learning.

What has improved since the last inspection?

At the last inspection the setting was required to address two key issues;

to extend the opportunities in the area of knowledge and understanding of the world to record children's observations,

to develop the records so that they link more clearly to the desirable learning outcomes.

The setting has made very good progress on the issues. They have developed good opportunities in the area of knowledge and understanding of the world and opportunities for children to record their observations. For example during an outing to the airport children make observational drawings of aeroplanes.

The records have been developed well in accordance with the foundation stage curriculum guidance. Children now have access to a well planned curriculum based on the six areas of learning, which enables them to make very good progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle well in the nursery, they are very confident and eager to participate in activities. They develop a positive disposition to learning. They choose from a good range of resources and have high levels of independence, helping to tidy up, pouring their own drinks and putting on their own coats for example. They work very well alone and in groups, co-operating well during chosen tasks. They behave well in response to praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident speakers and good listeners. They use language very well to express ideas, recall events and talk through activities. They know how books work and really enjoy group story time, they have many favourites which strongly influence their imaginative play. They look at books in the book area at set times during the day, though less often independently. They often practice early writing skills during meaningful activities such as writing 'letters' in the 'post office'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a very good understanding of number. They count often during play, and can count confidently to twenty and sometimes beyond. They can recognise some numbers under ten, even when they are presented in a different order. They are developing early number skills, they know that when one of five monkeys falls out of the bed in the rhyme there are four left. They use many good opportunities to learn about shape, space and measure using good resources to support their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children engage in interesting activities to encourage their sense of exploration, such as digging for 'skeleton bones' in sand. They find out why things happen and how they work when watching ice melt and playing with magnets for example. They use design and making skills well when creating objects with card and collage materials. They learn about the world, people, cultures and nature through direct experiences for example visits to places of interest such as a wildlife centre and airport.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a variety of activities such as swimming, dance and sports to develop motor skills and co-ordination. They regularly play outdoors with equipment which provides them with very good opportunities to climb, balance, and negotiate space for example. They develop an awareness of their bodies through discussions about healthy foods and the effects of exercise. They develop good fine motor skills by regularly using small tools such as scissors, different size pencils and paintbrushes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experiment with a very good range of media and materials such as paint, clay and collage resources, expressing their own ideas in two and three dimensional artwork. They enjoy listening to music, singing familiar songs and have access to musical instruments to create their own sounds. They engage in role play with great enthusiasm, using a good range of props and dressing up clothes to create storylines and act out familiar stories.

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:

- Review the organisation of the book area to further encourage children to use books independently for enjoyment and reference.
- Continue to develop the systems for recording what children know and can do, and the use of this information to plan the next steps in their learning.

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.