



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117167

DfES Number: 516797

INSPECTION DETAILS

Inspection Date 28/05/2003
Inspector Name Glynis Pratchett

SETTING DETAILS

Setting Name Woodford Rascals Day Nursery & Out of School Club
Setting Address Litchaton Way
Plymouth
Devon
PL7 4RR

REGISTERED PROVIDER DETAILS

Name The Committee of Woodford Schools Trust 1058377

ORGANISATION DETAILS

Name
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

Woodford Schools Trust opened Woodford Rascals Day Nursery and Out of School Club in November 1996 and the facility has grown steadily ever since. It operates from a purpose built building, with a new extension that includes a baby and toddler unit and provision for the after school club. It is located on the same site as Woodford Primary School in Plympton, a residential area of the city of Plymouth. Woodford Rascals serves a wide catchment area, with parents bringing children from all over Plymouth, Plympton and Ivybridge. The setting is registered to take 78 children aged under five years for full day care and 28 children for the out of school club. There are currently 103 children aged under five years on roll, who attend at varying times during the week. This includes 39 funded three year olds and 21 funded four year olds. Two children have special needs. The setting opens five days a week, from Monday to Friday. Sessions run from 8.00 am to 6.00pm. During school holidays a play scheme operates. The nursery and play scheme close for one week each year at Christmas. Sixteen staff work with the children and thirteen have early years qualifications. Three staff are completing their NVQ level 3 qualification. The manager and deputy are supernumery to the staff ratio for care of the children and administration staff provide extra support. The setting works closely with Social Services who place children with them and they offer one to one care for children with special needs. The nursery has been in receipt of several awards, including the Plymouth Kite Mark and Investors in People. The nursery receives support from a mentor from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Woodford Rascals Day Nursery and Out of School Club provides good quality care for children. Staff are very well qualified and follow ongoing training programmes. The setting has excellent staffing ratios, although sometimes at activity changeover times, staff could be better deployed. Staff work well together and a key worker system is used for planning, recording and liaising with parents. It could be extended so children benefit from staff being more involved in their progress and learning. The new building provides an excellent facility for the out of school club and baby room, and extra space for the nursery. There is a good range of resources that promote

equality of opportunity, however some may need upgrading. All necessary documentation for running the setting is in place. The premises are safe and secure, and staff have a very good understanding of safety issues. There are effective systems in place for ensuring children's safety when they arrive and depart. All staff have a first aid qualification. There are good procedures in place for health and hygiene. Staff are aware of children's dietary needs and the cook provides a range of healthy and nutritious meals. All staff receive child protection training and they have a good understanding of child protection procedures. Children's individual needs are well met and staff actively promote equality of opportunity. The setting has disabled access and facilities and staff have a good awareness of special needs. Staff plan a wide range of interesting activities for all children. Activities for babies and toddlers are based on the SureStart "Birth to three matters" framework, the nursery uses the Foundation Stage curriculum, and the after school club plan around a theme. Children behave well and appear happy, settled and actively engaged. Staff actively work in partnership with parents to meet the needs of the children.

What has improved since the last inspection?

At the last inspection, the setting agreed to ensure parents sign medication records when medication is administered to their child. All medicines given to children are now clearly signed and countersigned by parents and recorded in the medication book.

What is being done well?

There are good staffing ratios and the staff are well qualified. There are sound procedures for staff induction and training and staff work well as a team. (Standard 2) Staff plan an interesting range of activities. They work well with the children and are interested in what they say and do. (Standard 3) The premises are warm and welcoming and provide an excellent environment, which is safe and secure. (Standard 4) Staff actively promote equal opportunities within the setting and select resources that reflect diversity. (Standard 9) Good systems are in place for supporting children with special needs. The SENCO has a good understanding of special needs and works closely with parents and outside agencies to support children's learning and development. (Standard 10) Staff use effective techniques for managing behaviour and promote positive behaviour by using lots of praise and encouragement. Children's behaviour is good. (Standard 11) Comprehensive child protection policies and procedures are in place and staff demonstrate an excellent understanding of child protection issues. (Standard 13)

An aspect of outstanding practice:

The nursery prepares children for the transition to primary school very well. They receive excellent support in a small group setting from staff who have a clear understanding of these children's particular needs. (Standard 3)

What needs to be improved?

the key worker system, in order to support children's learning more

effectively.(Standard 2) adult:child ratios at activity changeover times. (Standard 2)
some of the resources which are old and worn. (Standard 5)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	make the keyworker system more effective in supporting children's learning.
2	ensure adult:child ratios are maintained throughout the day.
5	ensure all resources are well maintained.

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

How effective is the nursery education?

Woodford Rascals Day Nursery offers good quality nursery education, where children are motivated and excited about learning. They are making generally good progress towards the early learning goals, with very good progress being made in the areas of personal, social and emotional development, knowledge and understanding of the world and creative development. The quality of teaching is generally good with some very good aspects. Staff have a sound knowledge of the early learning goals and the lead practitioner team plan a varied and interesting programme of activities for the children. Small group support for children approaching school age is very effective, but this is lacking for younger children. This leads to an insufficient number of opportunities for younger children to work one-to-one with an adult. A record of children's progress is made each time they attend. Sessions are evaluated effectively and the team use this information to improve practice. The sessions have a balance of large group activities, free play, and smaller group work, although better organisation of the large group activities would enable children to make a greater contribution. The partnership with parents is generally good. Staff have good relationships with parents and there are daily informal exchanges of information about children's progress. Parents easily access written observations about their children, although the level of information they receive lacks detail at times. Parents receive a good amount of information about the educational programme and about the setting as a whole. Leadership of the setting is very good. Managers set high standards for recruitment and ongoing training, and have created a coherent and stable team. A clear team ethos is evident. The leadership team show a responsive and reflective approach to practice and a strong commitment to meeting the needs of all children within the nursery.

What is being done well?

Staff work hard to build warm and encouraging relationships with all children. As a result children are happy, settled, enjoy their time in nursery, and their personal, social and emotional development progresses well. Lead practitioners plan a varied and exciting programme for the children. The programme is delivered in a way that fosters confident, curious and enthusiastic learners. Children's imaginations flourish in an environment that allows them to play independently. They communicate well with the adults around them, who are interested in what they say. There is excellent support for the rising five year olds as they prepare for the transition to school. Teaching that supports children's knowledge and understanding of the world is particularly strong. Staff are motivated to continue their professional development and work well as a team.

What needs to be improved?

organisation of large group activities including circle time, story time and snack time,

to enable children to remain focused. observations and assessments of children's progress, and the sharing of this information with parents, in order that both staff and parents have more detailed information with which to plan next steps. access of all children to individual support for their learning, particularly in the areas of communication, language and literacy and mathematical development.

What has improved since the last inspection?

Progress since the last inspection is generally good. The amount of information parents receive about the educational programme has increased. Communication, language and literacy and mathematical development have been made a priority, but opportunities for individual support for children are not always taken up. Assessment of children's progress is now linked to the six areas of learning, but the amount of information collected sometimes lacks sufficient detail. Parents are invited to contribute to their child's learning, but many do not actively participate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Childrens' progress in personal, social and emotional development is very good. They are settled, happy and confident in a large group, and have warm relationships with staff members. They show real curiosity about the world around them and demonstrate increasing self-sufficiency, recognising the need to rotate outdoor play equipment to ensure everyone has a turn. They are surrounded by images of diversity and are learning to respect difference well.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children are making generally good progress in communication, language and literacy. They are confident speakers and use language well to talk about their real and imagined experiences. Children enjoy books and stories, though story time is not managed effectively to ensure all children participate fully. Children are making good progress with name recognition and writing, though there is not enough emphasis given to supporting children individually or in small groups.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Children are confident counters and enjoy using numbers in everyday activities. Many children can count well beyond ten. Children also have a good understanding of comparative language, such as shorter, taller, bigger and smaller. Simple calculations are introduced through the use of nursery rhymes, however there is insufficient emphasis given to supporting children individually or in small groups.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children are making very good progress in knowledge and understanding of the world. They show real curiosity about the world around them. The children experience an exciting programme, with many opportunities to learn about the natural world, and about people from other cultures and beliefs. Children make good use of the information technology resources, whilst craft activities allow them to develop their design and making skills.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. They move with ease and confidence. There are good resources to enable them to develop, though there is insufficient access to climbing and balancing equipment. Older children have a growing understanding of health and bodily awareness. The children are developing good skills in using equipment and tools, such as scissors and paintbrushes.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are making very good progress in creative development. There are many opportunities for them to play imaginatively. For example, children make good independent use of outdoor equipment to role-play buses and trains. Children enjoy music, singing and nursery rhymes. Craft activities go well beyond painting and drawing to give free range to children's exploration of media and materials.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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

extend children's access to individual support for their learning, particularly in the areas of communication, language and literacy and mathematical development. improve the organisation of large group activities including circle time, story time, and snack time, to enable children to gain more from these activities. extend the observation and assessment system to improve the amount of information parents receive about their child's progress across the six areas of learning and to improve ongoing planning for children by staff.

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.