



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 960724

DfES Number: 534811

### INSPECTION DETAILS

Inspection Date 26/10/2004  
Inspector Name Kay Margaret Armstrong

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Princess Christian Day Nursery  
Setting Address 90 Glebelands Road  
Sale  
Cheshire  
M33 6LU

### REGISTERED PROVIDER DETAILS

Name Nord Anglia Nurseries Limited

### ORGANISATION DETAILS

Name Nord Anglia Nurseries Limited  
Address Nord Anglia Education Plc  
Anglia House, Carrs Road  
Cheadle  
Cheshire  
SK8 2LA

## 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

Princess Christian Nursery is owned and run by Nord Anglia Nurseries Limited. The provision has been registered since June 2001. The nursery operates from a converted school, in the Sale area of Trafford, close to the main motorway network system, Sale town centre and within walking distance of shops, the library and parks.

The nursery operates from 07:30 to 18:00 Monday to Friday, all year round except for all bank holidays and serves families from the local and surrounding areas.

The children have access to four main play rooms, a bathroom and two changing areas. The grounds, which are safe and secure are available for outdoor play. Office space, a staff room and kitchen facilities are also available.

There are currently 86 children on roll which includes fourteen, three year olds who are in receipt of nursery funding. Children attend for a variety of sessions during the week. The nursery supports children who have special needs.

There is a total of twenty four staff who work directly with the children, twelve of whom hold an early years qualification and a further six members of staff are working towards gaining level three qualifications in childcare. Four staff work on a part-time basis.

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

### How good is the Day Care?

Princess Christian Day Nursery provides satisfactory care for children. The manager is pro-active in implementing contingency plans to ensure staff ratios are met and maintained. The staff work well together as a team, they develop positive relationships with children to help them feel secure. There is sufficient space for children to play and explore in comfort both indoors and outside. The resources

available throughout the nursery are limited; many look tired and well worn. Some resources do reflect do positive images of our diverse society however these are sparse. Babies and children under two have limited access natural resources and there is no domestic type furniture available in the room catering for children under two years. Most necessary records and documentation are in place, with an omission to details and staff induction procedures have not been fully implemented.

Staff are aware of safety issues and make good attempts to ensure the premises are safe for children although there are still some outstanding issues. Staff take positive steps to promote good hygiene practices however these are not consistent. The standards of decoration and storage space are poor in the kitchen, the carpets in the baby rooms and by the kitchen are difficult to keep clean. Children's dietary needs are discussed with parents, recorded and fully respected. Positive behaviour management strategies are in place. Staff have satisfactory understanding of the issues and procedures for child protection and for caring for children with special needs.

Staff know children well, they plan activities to promote their development and learning and offer support and encouragement to children as they play. Few observations are made of children's progress for the under three's therefore planning of activities does not relate to children's individual needs.

Staff have good relationships with parents. Parents are kept informed about the setting and children's welfare.

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

At the last inspection three actions were raised regarding safety; staff have attended training on health and safety and a full risk assessment has been undertaken, which identifies area of concerns and procedures are in place to minimise hazards caused by the changing room doors. Emergency evacuations take place at regular intervals and these are recorded. Two actions were raised regarding records; children's daily attendance shows times of arrivals and departures and an incident book is now in place. These improvements have enhanced children's safety within the premises.

A further action was made relating to the health and safety of the kitchen, environmental health officers visited the premises on the 10th and 13th of February 2003 and again on the 19th Jan 04 and there are satisfactory reports in place to support this. However the kitchen area has not been maintained to a satisfactory standard and another action has been raised at this inspection.

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

- Staff play and interact with the children, listening, talking and responding to them in a positive manner. They extend children language, understanding, knowledge and mathematical concepts as they play. The children are happy, relaxed and generally busy. The older children enjoy a baking activity, discussing the ingredients, learning about weights and measures and taking turns to stir the mixture.

- Babies and children under two are well supported by staff in learning new skills such as feeding themselves and becoming mobile. Staff are attentive to their individual needs and respect their sleep patterns. Staff offer appropriate reassurance and comfort to babies through cuddles and soothing words. There is a good system in place to ensure written information is shared with parents regarding the welfare of babies and children under three.
- Staff are fully aware of children's dietary needs, drinks are available throughout the day. Healthy and nutritious snacks and meals, which are freshly prepared on the premises and incorporate fresh fruit and vegetables, promote children's growth and physical development.
- The children benefit from the positive, consistent approach staff take to manage behaviour. Staff manage minor altercations by using distraction techniques effectively. Children are encouraged to share and be kind to each other. Good behaviour, children's efforts and achievements are recognised and praised appropriately, their creative work is valued and displayed promoting self-esteem and confidence.

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

- the health and safety of the kitchen area
- the procedure for staff induction, their understanding and knowledge regarding the policies and procedures
- the resources and their accessibility to children
- the safety relating to; electrical sockets, the fire door to the kitchen, storage of children's coats and bags (trip hazard) and the storage of drawn string bags in the baby room
- the records relating to emergency contacts
- the implementation of procedures regarding hygiene
- the procedure to record observations made of children's developmental progress.

#### **Outcome of the inspection**

Satisfactory

#### **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?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
6	Provide an action plan detailing how improvements will be made to the kitchen to ensure that environmental health and food safety standards will be met and maintained. Include time scales.	30/11/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Ensure staff induction procedures are fully implemented and that all staff are aware of, understand and implement all the policies and procedures.
3	Keep written observations of what children can do and use these observations to inform the planning of activities to promote children's learning and development.
5	Develop the resources available to the children, ensure they are stimulating and effectively organised to foster independence and choice. Review the play value of all toys and books, discarding old, worn-out resources. Increase resources that reflect diversity. Develop a range of natural resources and ensure there is some domestic type furniture (e.g. seating) available for children under two.
6	Minimise hazards to children, within the premises, ensure the premises are maintained to an appropriate standard of cleanliness and that hygiene procedures are fully implemented.
12	Ensure emergency contact details are available for all children who attend the setting.

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

### How effective is the nursery education?

Princess Christian Day Nursery offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in mathematical and physical development is very good.

Teaching is generally good. The staff team plan an interesting and stimulating range of activities which cover all the areas of children's learning. However challenges set for the children are not always appropriate and this affects the children's learning opportunities. Children are not able to access resources independently and there are many adult directed activities. Relationships between staff and children are very good. Staff know the children well and use good questioning techniques and intervention, they assess activities and the children's learning but do not use this information to inform the planning. Staff are very good at reinforcing children's listening skills and have high expectations of the children.

The leadership and management of the setting is generally good. The staff team are aware of their roles and are committed to the development of the setting and to attending further training. Weaknesses within the organisation have been identified in regard to monitoring and evaluating the provision for nursery education and the management and assessment of staff.

The partnership with parents is very good. They are welcome in the setting and their views are clearly valued. They receive good quality information about the setting and staff communicate well with parents through daily discussions, daily feedback sheets, newsletters and the use of notice boards and displays. Parents are informed about the educational programme and the progress their children are making. Most information received from parents through the questionnaires and interviews is positive.

### What is being done well?

- Children are confident, motivated and independent and they concentrate well on their chosen activities. They co-operate and negotiate well and relationships within the nursery are very good.
- Staff are effective role models and children's behaviour and manners are very good. Children listen attentively and communicate clearly.
- Children use a widening range of vocabulary in response to stories, songs and rhymes and through these explore and reinforce mathematical concepts.
- Children have developed good imaginary skills as they make effective use of the home corner and the sand and water play areas to act out situations based on their own experiences.
- Children are learning about peoples and places around the world through

activities and a wide range of ongoing themes.

- Children make good use of the large physical play area and use the comprehensive range of apparatus safely and confidently.
- Staff have successfully established positive relationships with parents with good two way communication strategies in place to keep parents well informed about the provision and their children's progress.

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

- the staff's use of children's assessments to inform planning and promote continuity in the children's learning
- the system for reviewing practice and the use of staff assessments
- the opportunities for children to select resources independently and consolidate learning experiences for themselves through the provision adequate resources and non-directed play opportunities
- the use of children's own work in displays to enhance their self-esteem and reinforce their learning.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and happy. They are well motivated and express themselves confidently, showing kindness and consideration to each other. However they are not able to select resources independently, and their self esteem is not supported by displays of their own work. Children's behaviour is very good, they concentrate and sit quietly when appropriate, take turns and share fairly. Children are learning about other cultures and beliefs through a wide range of themes and activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively throughout group times, enjoying and responding to stories and songs. Children understand that print carries meaning, they are learning to recognise and write their own names. Children have opportunities to practise mark making through directed and non directed activities. Children confidently initiate conversations during their play and activities. They discuss food stuffs in the home corner and debate whether or not they should pay for the food or the bag.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are successfully learning to recognise numbers during activities. They are able to construct 2 and 3D shapes. The children measure and compare sizes during free play sessions. They compare numbers at snack time. Children learn simple addition and subtraction through singing number rhymes and songs. They also learn about mathematical concepts through baking activities and using graphs to record size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate objects, materials and living things using their senses during planned activities. However opportunities for non-directed exploration and investigation are less frequent and resources are not accessible. Children learn about a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. Through topics the children are learning about cultures and beliefs.



## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move around the environment, confidently and with good control. They show a very good awareness of space, themselves and others. Children learn to move in a variety of ways and have opportunities to develop large physical skills. They are learning about changes when they are active: "we tap our feet and clap our hands to make them warm again and our noses run". Children use a wide variety of tools, construction and malleable materials safely, independently and with good control.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore colour, shape, smell and texture using their senses in everyday activities. However the frequent directed activities limit children's ability to express themselves freely and create using their own ideas. They join in enthusiastically to songs during tidy up time and activities in and outdoors. They sing and matching movements to music. Children engage in imaginative play through art, role play and stories. The children extend their activities spontaneously.

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

## **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: THE KEY ISSUES**

- Increase the opportunities for children to freely access and select resources independently and extend the children's learning by providing adequate resources and opportunities which enable them to work at their own pace.
- Develop a system which enables staff to use assessments of the children's learning to inform planning.
- Develop procedures for the monitoring and assessment of the setting for nursery education and the appraisal and supervision of staff.
- Raise children's self esteem through the use of their own work in displays and activities.

*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.*