



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY234164

DfES Number: 511614

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Jane Rea

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Abbey School
Setting Address Hampton Court, Fore Street
St. Marychurch
Torquay
Devon
TQ1 4PR

REGISTERED PROVIDER DETAILS

Name The Abbey School

ORGANISATION DETAILS

Name The Abbey School
Address Hampton Court, Fore Street
St. Marychurch
Torquay
Devon
TQ1 4PR

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

Abbey School was founded in 1925 and has been registered to provide daycare for children since 2003. The nursery is based in four rooms within the independent school and has the use of other rooms and facilities such as the hall, pool and the extensive grounds. Snacks and lunches are provided from the school kitchens. Before- and after-school care is provided for pupils of the school in designated rooms. Holiday playschemes also accept children from the community. These use the out-of-school rooms, the hall and other facilities.

There are currently 84 children on roll in the nursery of whom 36 are funded three-year-olds and six are funded four-year-olds. There are also funded four-year-olds in the two school reception classes. The nursery has experience of supporting children with special educational needs and those who speak languages in addition to English. Holiday playschemes cater for children up to the age of 11 years.

Eleven members of staff work in the nursery of whom three are qualified to NVQ2 and five to NVQ3 or equivalent. Two NVQ3 qualified staff work with before- and after-school children. Eleven staff work in the playscheme, most of whom are qualified. In addition there are teaching and extra-curricular staff who work for short periods with the nursery children.

The school has links with the Torbay Early Years Development and Childcare Partnership.

How good is the Day Care?

Abbey School provides satisfactory daycare for children. The organisation of care is sound. There is a well-qualified, experienced staff team. However, staff are not always appropriately deployed to meet the ratios in the National Standards. All regulatory documentation is in place to support the practices in the setting. However, not all policies and procedures fully meet the requirements of the National Standards. The premises are satisfactory for providing care and children have

access to the school's extensive grounds and facilities.

Satisfactory regard is given to safety and hygiene overall. However, risk assessments and fire drills are not carried out frequently enough. Staff have an adequate awareness of child protection. Healthy, nutritious snacks and meals are provided for nursery children.

Children use a wide range of resources and interesting activities are provided which promote children's learning and development well. Behaviour is good. Staff make good use of a new planning framework to provide activities for the youngest children. Positive efforts are made to include and meet the needs of all children.

The partnership with parents is good. Parents and staff regularly communicate through a home diary as well as daily conversations. Parents are well informed about the provision through newsletters and notices.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Healthy snacks and meals are provided. These include fresh fruit and vegetables every day and are enjoyed by the children.
- Children participate in a wide range of activities both in and out of doors. The youngest children enjoy sand and water play as well as sticking, stories and songs.
- Children are familiar with the routines of the day and their behaviour is good.
- There is a good partnership with parents. Parents are happy with the care provided.

What needs to be improved?

- staff deployment to ensure there are sufficient staff working directly with the children at all times
- registration procedures so that registers clearly demonstrate the times children are on the premises and who looked after them
- risk assessment both in and out of doors
- the frequency of fire drills
- hygiene procedures, particularly relating to hand washing and cot bedding
- the complaints procedure to include the details of the regulator
- the child protection policy
- procedures for recording parental acknowledgement of accidents and the administration of medication

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?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure there are sufficient staff working directly with the children to meet the ratios in the National Standards at all times, particularly before and after school and when children are outside.
6	Carry out more frequent risk assessments to identify potential hazards to children both in and out of doors, and the action to be taken to address them.
6	Carry out regular fire drills so that all children are familiar with the emergency evacuation procedure.
7	Ensure good hygiene practices are in place regarding hand washing and the frequency with which cot bedding is changed.

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

How effective is the nursery education?

Abbey School offers generally good quality nursery education where children enjoy learning through a range of interesting activities. Children are making generally good progress towards the early learning goals in all areas of learning. Their progress in the areas of personal, social and emotional development and knowledge and understanding of the world is very good. Children are confident, well behaved and show independence.

Teaching is generally good. The key strengths are due to the staff who work effectively together as a sensitive and enthusiastic team and who communicate well. The staff's sound understanding of the Foundation Stage enables them to plan an interesting range of practical activities. The nursery has children attending who have special educational needs and who have English as an additional language and there is an effective system in place to provide good support. Children's learning and progress is assessed regularly but day-to-day observations are not effectively used, in some of the age groupings, to plan the next steps and to ensure that children are enabled to progress at an appropriate pace and receive sufficient support and challenge in their learning. The setting has a satisfactory range of equipment and this is generally used well to promote learning.

Leadership and management are generally good. The staff are supported in their professional development. The setting is committed to improvement and maintains contact with the Torbay Early Years Development and Childcare Partnership and the Early Years Advisory Team. There is a very good partnership with parents. Helpful information is provided and they are informed of forthcoming themes and events. Regular communication is welcomed.

What is being done well?

- Children are happy, confident and enjoy their time in the setting. They settle happily and quickly to play.
- Children are able to concentrate well and staff are sensitive and enthusiastic.
- Good use is made of technology to support learning.
- There is a good partnership with parents who receive helpful information regarding the provision.

What needs to be improved?

- planning to ensure it gives appropriate emphasis to all the early learning goals across all ages
- the use of day to day assessments to support children's individual

progression along the stepping stones.

What has improved since the last inspection?

Generally good progress has been made with the key issues arising from the previous inspection. This has had a positive impact on the provision. The children in both nursery rooms now have access to an improved range of resources and the book areas in each room have been improved. However, children still do not choose to spontaneously access books very often during their free play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the setting confidently and settle quickly and happily to play. They concentrate at their chosen activities and are enabled to develop a sense of pride in the successful completion of a task. Children take turns at popular activities and co-operate well with their play-mates. They are personally independent and all help to tidy away the resources and older children are able to take themselves to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy lively conversation and many are confident at writing their own names. Some children initiate the creation of pieces of writing, such as a greetings card, but opportunities to take notes in, for example, role play, are limited. Consistent emphasis is given to the sounds that letters make and many can successfully sound out their names. Children listen enthralled at whole group story times and enjoy books, although seldom spontaneously access books during free play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Very good emphasis is given to encouraging children to understand the properties and the names of shapes and to appreciate differences in size and position. Older children are skilled at recreating patterns and thinking about number but the younger children are not encouraged to consolidate their mathematical understanding during their free play by, for example, simple calculation, such as working out what happens when one or two objects are added to, or taken away from, another.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy using technology to support their learning, and are skilled at using the computers as well as more simple programmable devices. They have regular opportunities to build models from a variety of materials and help each other to solve problems, for example working out how to join blocks together. They explore cultural diversity in meaningful contexts and, through various topics, find out more about themselves and their own communities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop their small muscles effectively using a variety of tools such as scissors, construction and threading games and a carefully planned programme ensures that children's balancing and sense of space is well supported. However, opportunities for children to develop their large muscles on appropriately challenging climbing apparatus are limited. Staff encourage children to talk about the importance of staying healthy and to understand how nutritious food builds strong bones.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy painting and are able to really enjoy applying the paint and watching how the colours blend. They explore a variety of materials in their collage, feeling and describing the different textures as they scrunch, stroke and glue different materials to their artwork. They enjoy singing and clapping rhythms and keep very good time to the music. Small world play provides good opportunities for creating imaginary situations but role-play is not sustained for very long.

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

- ensure plans give appropriate emphasis to all the early learning goals across all ages
- use day-to-day assessments effectively to support children's individual progression along the stepping stones.

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.