



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY243132

DfES Number: 537575

### INSPECTION DETAILS

Inspection Date 02/07/2004  
Inspector Name Judith Allbutt

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ashover Nursery School  
Setting Address Narrowleys Lane  
Ashover  
Chesterfield  
Derbyshire  
S45 0AU

### REGISTERED PROVIDER DETAILS

Name The Committee of Ashover Nursery School

### ORGANISATION DETAILS

Name Ashover Nursery School  
Address Narrowleys Lane  
Ashover  
Chesterfield  
Derbyshire  
S45 0AU

## 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

Ashover Nursery opened in September 2001. It operates from the out of school room in Ashover Primary School. The group serves the local and surrounding areas.

There are currently 38 children from 3 to under 5 years on the register. This includes 26 funded 3-year-olds and 8 funded 4-year-olds. Children attend a variety of sessions. Some children with special needs currently attend the setting. No children for whom English is an additional language currently attend.

The full day care opens five days a week during school term time. Sessions are from 08:30 until 15:30.

A total of seven staff (some part-time) work with the children during the week, four of whom hold relevant childcare qualifications. The nursery receives advice, support and training from the Derbyshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Ashover Nursery provides good quality care for children. The informative operational plan helps staff organise interesting activities for the children within the safe and stimulating surroundings.

The premises are clean and provide a welcoming environment to the children and their families, with children's art work being well displayed and valued. Staff have a good knowledge of the children's development and use this to ensure children's individual needs are considered. Safety issues are mostly well addressed and risk assessments are undertaken. The staff are vigilant about access to the building. Hygiene procedures are good, with children being encouraged to take responsibility for their own personal hygiene. Staff have a good understanding of being healthy and raise children's awareness through topic work. Children's individual dietary needs are met. Staff are aware of their responsibilities relating to child protection and have a good understanding of the procedure that they must follow.

A good and interesting range of activities are available to the children. Staff interact enthusiastically with the children and offer good levels of encouragement and praise to them in their play. The setting makes good use of the outside space, with children having regular access. Staff are consistent in their expectations of children's behaviour, which is very good, and they provide useful opportunities to promote children's awareness of their own behaviour. Staff help children to contribute to discussions and provide good opportunities for them to do this.

Good relationships exist between staff and parents, who receive useful information on topics and forthcoming events. Parents are provided with good information about the running of the setting through the prospectus, newsletters, notice boards and one to one contact.

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

At the last inspection the setting agreed to ensure that the nominated person has been vetted. this has now been done. They have also reviewed their registration system so that children's times of arrival and departure are accurately recorded and parents are now being actively encouraged to countersign all records of accidents. The Fire Safety Officer and Environmental Health Officer have visited and there are no outstanding issues left from these visits.

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

- The setting is very committed to its own development. It has built close links with the primary school. The staff and Early Years Development and Childcare Partnership development worker meet regularly to review practice and development plans.
- Staff have developed good procedures for monitoring the safe arrival and collection of all children.
- The children are able to access the outside play space freely. This provides them with meaningful choices as to how and where they access activities.
- Children's behaviour is very good. Staff offer valuable support to the children which encourages them to consider the need for boundaries for their behaviour and develop their own simple rules to regulate this.
- Staff have good relationships with the parents. They find the staff approachable and supportive and value the contributions that the setting makes to their children's development.

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

- administration of non-prescribed medication.

**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
7	Ensure that medicines are not usually administered unless they have been prescribed by a doctor.

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

### How effective is the nursery education?

Ashover Nursery offers generally good pre-school education and in creative, knowledge and understanding of the world, personal social and emotional development their progress is very good.

Teaching is generally good. Staff have good relationships with the children and their enthusiasm creates a conducive environment for children to learn in. Children are very well behaved and staff give suitable praise to reinforce this. Long, medium and short term planning is clear, relates well to the stepping stones and covers the early learning goals. However it does not clearly show the challenges set for older/more able children. Children's development records are detailed and relate closely to the Foundation Stage Curriculum. Staff feed observations into the records which makes them individual to each child. Activity evaluation and staff's observations enable the setting to monitor nursery education and explore if the children have gained a secure understanding of learning objectives.

Leadership and management is generally good. There is clear leadership for the staff and development targets for the setting are in place. Staff have regular meetings, where they draw together ideas for the curriculum planning. There are no formal procedures in place to show how the setting assesses its own strengths and weaknesses. Staff show a valuable commitment to their professional development.

Working in partnership with parents is generally good. Parents are provided with useful written information about the setting, forthcoming events and the topics. However the information given to parents about the areas of learning and their involvement in their child's assessment files are areas for improvement. Parents are able to become further involved in the setting, by joining the committee, volunteering when extra adults are needed or by supporting topics where they have a particular skill to share.

### What is being done well?

- Children are confident and interested in the activities, they speak clearly with an increasing vocabulary which staff actively introduce and develop.
- Children access a wide variety of planned energetic play opportunities and craft activities which they do with enthusiasm.
- Children are developing a wide range of independence skills through the staff's skilful use of activities such as snack time and cooking
- Staff's clear understanding of the early learning goals, leads to well planned activities which engage and sustain children's interests.
- Staff's development of the child assessment files, that lead to the records containing a wealth of detailed and pertinent information on the children's

progress towards the early learning goals.

- Staff work well as a team. They show great commitment to the setting's and their own development by the wide range of training event that they attend.

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

- older children's opportunities to regularly hear letter sounds and say initial sounds in words
- older children's opportunities to use their increasing mathematical knowledge to problem solve in practical activities
- parents opportunities to regularly access and feed information into their children's assessment files
- information available to the parents on the areas of learning and the activities that their children are engaged in.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children have secure relationships with the staff and are mostly very out going. They arrive happily and enjoy selecting activities, confidently choosing to work independently or in groups. Children are interested in the activities and show positive attitudes for learning, they can concentrate and often play for extended periods. They have good independence skills and are well behaved and polite. The children are developing close friendships with their peers and have good community contact.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and with increasing vocabulary. They are able to listen and respond to others contributions. Children enjoy using their emerging writing skills and most 4 year-olds are confident at writing familiar letters. Children have irregular opportunities to hear letter sounds, which means that not all children are making secure links between letters and their sounds. Children have good access to books, they understand that print carries meaning and frequently enjoy reading.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their understanding of mathematical concepts and language, many can count accurately. Children are confident in their use of numbers and some recognise written numerals, children have good opportunities to develop their understanding of addition and subtraction by singing number songs. However older children have few opportunities to problem solve in practical activities. Children are learning about shapes and size through topic work and activities such as sorting.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have valuable opportunities to select their own resources and techniques for designing and they regularly use simple IT equipment. Children talk about past and present events important to themselves and have a good understanding of their own families. They observe the changing weather patterns and the seasons in their local environment and have excellent opportunities to meet community support workers. The children are learning about their own and different cultures through topic work.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children access an extensive range of physical and energetic activities, which aids their coordination and balance. They generally show a good awareness of space and can negotiate themselves through small spaces. Children have regular access to malleable materials such as play dough, and have beneficial opportunities to select and use a wide range of small tools and equipment. Children have a good understanding about being healthy, which they have gained through discussion and daily routines.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good access to craft activities and are encouraged to investigate and be independently creative with them. Children are absorbed as they explore paint and mix colours. Children are developing a good repertoire of songs and have exciting opportunities to make, move and listen to a range of music. Children are able to play co-operatively, following through ideas together and independently enjoy using their imaginations to develop their games in role play activities.

**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**

- provide older children with regularly opportunities to hear letter sounds and say initial sounds in words
- increase older children's opportunities to use their increasing mathematical knowledge to problem solve in practical activities
- ensure that parents have regular access to and good opportunities to feed information into their children's assessment files
- increase the information directly available to the parents on the areas of learning and the activities that their children are engaged in.

*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.*