



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 151091

DfES Number: 538671

INSPECTION DETAILS

Inspection Date	08/12/2004
Inspector Name	Tonia Chilcott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Compass House Day Nursery
Setting Address	Compass House West Meon Petersfield Hampshire GU32 1LX

REGISTERED PROVIDER DETAILS

Name	Mrs Jane Elizabeth Wake
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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

Compass House Nursery opened in 2000 and operates from a private house in West Meon, Hampshire.

A maximum of 14 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for all year. All children share access to a secure, enclosed outdoor play area.

There are currently 25 children aged from under one to under five years on roll. Of these seven children receive funding for nursery education. Children come from a wide catchment area as most of their parents work.

The nursery supports children with special needs, and also supports children who speak English as an additional language.

The nursery employs five staff. Four of the staff, including the manager hold appropriate early years qualifications. Two members of staff are working towards a further qualification.

How good is the Day Care?

Compass House Day Nursery provides good quality care for children.

The person in charge has the relevant qualifications in childcare and is committed to undertaking further training. Space is used well and is organised to meet the needs of all children, and enabling staff to provide a warm and welcoming environment. Children access a wide range of exciting and stimulating toys and equipment that are suitable for children of all ages. All relevant documentation is in place and most allows parental choice to be recorded. Most written policies contain up to date information.

Staff give excellent attention to children's safety. They encourage children to have

good hygiene practices. Children understand the need to hand wash and do so with minimal support from staff. Children enjoy a range of healthy and nutritious snacks and meals. Children are all treated as individuals and staff have effective procedures in place to assess and support children identified with Special Educational Needs. The procedures relating to child protection are understood and implemented by all staff.

Children access a wide range of activities that are planned to meet the needs of all children. They access a range of activities and resources that develop their understanding of different cultures and festivals. Children behave well in response to praise and encouragement from staff.

There are effective systems in place to share information with parents. Parents are provided with a range of different information about the nursery and their child's development in a variety of ways.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff use space well to ensure that they are able to supervise children at all times. The children are happy and settled within the effectively organised, warm and welcoming environment.
- Staff give good attention to children's safety. Regular risk assessments in all areas of the nursery are undertaken in a thorough manner to ensure that all areas that children access are safe. Staff implement any issues raised promptly.
- Children enjoy a range of healthy and nutritious snacks and meals. They all sit together to eat meals and consequently, lunchtime is a social time enjoyed by the children. Staff ensure that all meals are prepared and stored appropriately.
- A wide range of exciting and stimulating toys and equipment are readily available to children of all ages. Staff effectively use the toys to support children's learning and to enable children to develop the confidence to make choices.
- There are consistent procedures in place to manage children's behaviour that are understood and implemented by all staff. Children receive regular praise and encouragement and consequently their behaviour is very good.

What needs to be improved?

- the complaints procedure, ensuring that the contact details for Ofsted are correct
- the systems to record details of parents wishes regarding emergency medical

treatment or advice.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 records are maintained should parents not provide permission to seek emergency medical treatment or have specific requirements.
12	Update the complaints policy ensuring that the contact details for Ofsted contain the correct address and telephone numbers.

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

How effective is the nursery education?

Compass House Day Nursery provides high quality nursery education, children are making very good progress towards the early learning goals through a wide range of interesting activities. Children are making very good progress in all areas of development.

The quality of teaching is very good. Staff's sound knowledge of the Foundation Stage enables them to plan an exciting and stimulating range of activities. There is an effective system in place to support children with special needs. An assessment system is used to record children's progress towards the early learning goals and to identify the next steps to help children develop further. The assessments are used while the staff plan the provision; although this information does not feature in the plans, the staff have a good knowledge of how children can be progressed further, ensuring that children's individual needs are met. Most of the planning is evaluated regularly. Children behave well in response to the staffs' praise and encouragement.

Leadership and management is very good. The nursery benefits from strong leadership and the staff are encouraged to attend training on a regular basis. The staff all work well together as a team and regularly seek advice and support from other professionals. There are procedures in place to ensure that the provision is assessed and monitored using advice sought from other agencies.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals. They are provided with information about the Foundation Stage and the preschools' routines and practice, and how they can extend their children's learning at home. Parents are able to contribute to their child's development records if they so wish.

What is being done well?

- The staff are sound in their knowledge of the early learning goals and they provide a stimulating environment for the children enabling them to learn across all areas.
- Relationships within the nursery are good. Staff value every child and foster strong relationships and as a result, the children are confident, sociable and have caring relationships with one another and the staff.
- Staff offer a wide range of interesting and stimulating activities to support children's creative development. Children regularly take part in music and movement activities that they enjoy and undertake with enthusiasm.
- Staff welcome and encourage parental involvement in their child's learning. There are procedures in place to ensure that information is shared regularly with parents about the children's development and achievements.

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| <ul style="list-style-type: none">● Staff create a well planned, organised and stimulating environment, where children learn through a wide range of exciting play opportunities. |
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What needs to be improved?
<ul style="list-style-type: none">● the amount of opportunities for children to learn that English print is read from left to right, and to practice writing for different purposes.● the current systems to record children's progress towards the Early Learning Goals.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and concentrate well during activities. They develop good relationships with one another and adults, and are learning to share and take turns. They regularly seek out others and initiate interactions. Children behave well in response to praise and encouragement. Many children are developing the skills necessary to manage their own personal hygiene. Children are developing a positive self image and are secure and confident.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently and are happy to initiate and fully take part in conversations with others. They enjoy books and listen avidly to stories. Some are learning to handle books correctly and freely access books regularly. Children have many opportunities to link sounds to letters and some children are able to write their own names. They have some opportunities to learn that English print reads from left to right and to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children have many opportunities to count and enjoy joining in with number rhymes and songs. Many children use number names accurately in their play and often willingly attempt to count, with many able to count to eight and beyond. Some children are beginning to represent numbers using their fingers. Many children show an interest in number problems and access many activities to solve simple problems. Children have many opportunities to talk about shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Many children know how to operate simple information technology equipment and some are able to perform simple functions on the computer. They have many opportunities to explore and investigate, for instance whilst making patterns in damp sand. They are beginning to differentiate between past and present events in their lives and access regular activities relating to different cultures and festivals. Many children construct with purpose using a variety of resources including construction kits.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children negotiate space well and move freely with pleasure and confidence. Many are showing increasing control over clothing and fastenings for instance, when dressing to play outside. They are developing an awareness of space when playing amongst one another. Children have many opportunities to engage in activities requiring hand and eye co-ordination and have an awareness of a range of healthy practices with regard to eating and hygiene. Many are aware of how and when to wash their hands.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Many children confidently recognise and name a range of colours correctly. They often explore what happens to colours when they mix them. Children are beginning to describe the texture of things for instance whilst painting. They have many opportunities to explore the different sounds of instruments and enjoy joining in singing and dancing activities. Children use their imaginations in role play and use available resources to create props to support their role play.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- Provide children with further opportunities to learn that in English print is read from left to right and top to bottom, and to practice writing for different purposes.
- Further develop the systems to record children's progress towards the early learning goals.

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.