



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220064

DfES Number: 510500

INSPECTION DETAILS

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| Inspection Date | 23/07/2004 |
| Inspector Name | Anne Archer |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Abc Day Nursery |
| Setting Address | Lutheran Church Hall Stuart Road Corby Northamptonshire NN17 1RL |

REGISTERED PROVIDER DETAILS

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|------|-------------------|
| Name | Mrs Heather Berry |
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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

ABC Day Nursery opened in 1962 and has been under the current ownership since 1982. It operates from rooms within the Lutheran Church building in the centre of Corby in Northamptonshire. The nursery serves a wide area.

It is a 15 place nursery and there are currently 22 children on roll aged between 2 and under 5 years. This includes 12 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The nursery opens 5 days a week all year round. Opening times are 09:00 until 16:00.

The owner and three staff work with the children. All have recognised early years qualifications to NVQ level three. An additional person is also employed on a part-time basis to cook mid-day meals for the children. The nursery is a member of the Pre-school Learning Alliance and receives support from the Northamptonshire Early Years Development and Childcare Partnership.

How good is the Day Care?

ABC Day Nursery provides satisfactory care for children. The policies and procedures adopted by the nursery work well in practice and are available on site for parents to read. The qualified staff work well together and are appropriately supported by the proprietor. On the whole, space within the nursery is used effectively and staff use appropriate equipment to provide interesting activities for the children.

The nursery premises are secure and there are effective procedures in place to ensure children's safety. Established health and hygiene practices help to promote children's good health, and procedures for when a child is taken ill are particularly thorough. However, the toileting routine is a lengthy process and staff should ensure this does not affect children's ability to participate in learning activities. Children are provided with regular drinks, snacks and meals. Staff are fully aware of children's individual needs and ensure all children are included in nursery life.

Staff provide a good balance of adult-led and free choice activities for the children. However, there are limited resources that reflect positive images of culture, ethnicity, disability and gender. There are appropriate procedures in place for providing care and education for children with special educational needs. Staff develop good relationships with children and manage their behaviour very well. They value and encourage good behaviour taking into account children's different stages of development.

Staff provide a warm and welcoming environment for children and parents, and work with parents to ensure their children are looked after according to their wishes. Although verbal communication between staff and parents is good the nursery staff should ensure that information regarding children's sleeping and dietary arrangements are included in this dialogue. Parents are kept fully informed of their child's development and progress.

What has improved since the last inspection?

At the last inspection several policies and procedures required updating and this work has been completed. A risk assessment of the premises has taken place and will become an annual event to ensure children remain safe. Staff have received training on how to plan effectively around the six areas of learning.

What is being done well?

- The staff team is well qualified and there are effective deputising procedures in place to ensure the smooth running of the nursery.
- There are thorough procedures in place to ensure staff act in the child's best interest if they are ill.
- Staff have an appropriate and consistent approach to managing children's behaviour. The high staff:child ratios maintained ensures children receive adequate support.
- The nursery provides a warm and welcoming environment for parents and children and staff know the children and their families well.

What needs to be improved?

- the way information regarding children's dietary and sleeping routines are shared with parents
- the provision of resources which reflect positive images of culture, ethnicity, gender and disability

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 |
|-----|---|
| 12 | Ensure that all information is shared with parents with regard to children's sleeping and dietary arrangements. |
| 9 | Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. |

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

How effective is the nursery education?

ABC Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development, communication, language and literacy and physical development are very good.

The quality of teaching is generally good. Staff manage the children and their behaviour very well and have good relationships with them. The use of time and resources is very good. Staff provide children with a good level of support, asking appropriate questions to make children think, make choices and arrive at decisions. Whilst the staff's knowledge and understanding of the early learning goals and the effectiveness of the planning is generally good, regular provision is not made in all aspects of the curriculum to enable children to work towards all the early learning goals. Despite regular observations and weekly evaluations of activities and children's progress, some activities do not provide sufficient challenge for all children.

The leadership and management of the nursery is generally good. The staff, supported by the owner, have a good collaborative approach to all aspects of their work. The owner holds regular meetings with her staff to share good practice and to discuss ways to develop the quality of the nursery provision. However, the staff appraisal system requires some development to ensure that the training and professional development of staff has a positive impact on children's learning.

The partnership with parents and carers is generally good. There are daily opportunities for parents to talk to staff about their child. Parents are invited to comment on the half yearly written reports they receive about their child's progress. Details of topics are issued half termly along with suggestions for activities at home.

What is being done well?

- Children's personal, social and emotional development is very good. Children are well supported by staff and are developing in confidence and self-esteem.
- Children's communication and language skills are very good. The children listen attentively to stories and are developing confidence when speaking.
- Children's physical development is catered for very well. Children are developing good spatial awareness, they respect other children's personal space when playing amongst them.
- Planning is sufficiently flexible to allow for events that capture children's imaginations and interests to be included. A guide to the role of the adult is displayed close to all activities.

What needs to be improved?

- opportunities for children to count and solve mathematical problems
- opportunities for children to gain an awareness of the cultures and beliefs of others
- opportunities for children to further explore sounds
- the challenges for older and more able children and regular reinforcement of learning for all children
- the staff appraisal system.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have introduced a number of measures to improve children's awareness of the sound and shape of alphabet letters and to encourage their recognition in words. Both areas were raised as key issues in the previous inspection report.

Staff engage children in rhyming games to develop their understanding of the link between sounds and letters. They sound out words in stories to aid recognition and include words in all displays. Those children who express an interest are encouraged to write their name by sounding out each letter as they form it. Two programmable toy computers, with language software, have been purchased to reinforce this learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are developing into confident learners. They show increasing independence in selecting and carrying out activities and some children persist for extended periods of time at an activity of their choosing. They talk freely at circle time and some children initiate interactions with other people. Children's behaviour is good, they have an awareness of the boundaries set and the behavioural expectations of the nursery. Children demonstrate a sense of pride when showing others their work.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Very Good |
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Children interact, speak well and are learning to negotiate with others. They listen attentively to stories, joining in and predicting outcomes. They choose and sing songs and rhymes clearly, showing an awareness of their audience. Children talk activities through, reflecting on and modifying what they are doing. Children are becoming aware of sounds in words and some can link these to specific letters in their name. During imaginative play children attempt writing for different purposes.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children learn to recognise numerals and say numbers by joining in with rhymes and songs and drawing number shapes in the air. However, children do not routinely show an interest in counting independently or in solving simple number problems. More able children compare two groups of objects and recognise when they are the same. Some children are beginning to show an awareness of similarities and differences in shape and size during sorting and matching activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Through a range of practical activities children have an awareness of patterns and change, similarities and differences and are developing a sense of time and place. Children have opportunities to use simple equipment and programmable toys and use these to reinforce learning in other areas of the curriculum. Children participate in activities to reinforce learning of their own faith and cultures but there are limited opportunities for children to develop a respect for other cultures and beliefs.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children participate in a varied range of games and activities and use both small and large equipment to develop their motor and manipulative skills. They learn to move with control and co-ordination and show respect for other children's personal space when playing among them. Children have an awareness of healthy routines in relation to personal hygiene, eating and sun safety. Children enjoy exploring malleable materials and are learning through practice to use tools with increasing safety.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children are learning to explore colour, texture and shape with a variety of media and materials. Their imagination is well developed from participation in a range of role play situations. Although children participate in singing, opportunities to learn about different types of sound, particularly when using musical instruments, is limited. Children are able to express their own ideas and experiences using a range of materials and tools.

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 all activities provide challenge for all children
- ensure planning includes regular activities for children to work towards all early learning goals
- provide further opportunities for children to count and solve mathematical problems, to gain awareness of the cultures and beliefs of others and to explore sounds
- develop the staff appraisal system to ensure that the training and professional development of staff continues to have a positive impact on the learning and well being of the children.

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.