



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 402191

DfES Number: 542300

INSPECTION DETAILS

Inspection Date 11/05/2004
Inspector Name Susan Catherine McGarry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Carealot Day Nursery
Setting Address Fox Crescent
Chelmsford
Essex
CM1 2BL

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Carealot Day Nursery
Address Fox Crescent
Chelmsford
Essex
CM1 2BL

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

Carealot Day Nursery opened in 1999. It operates from a self contained building in the grounds of St Peter's College, Chelmsford. The nursery serves the local area.

There are currently 45 children on roll. This includes 9 funded 3-year-olds and 4 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:00 until 13:00 and from 13:00 until 18:00 or from 08:00 until 18:00.

Ten full and part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Carealot Day Nursery provides satisfactory care for children.

There are high staffing levels and an established key worker system in part of the nursery. The staff work well together as a team within the setting. Children have access to an outside play area and further access to the school playing field. The environment is clean, maintained and adequate space is available for children to move around safely. Children are grouped within 2 base rooms (Penguins and Dolphins). Most staff hold childcare qualifications or are currently completing NVQ level 2. A number of staff are waiting for CRB clearances. Policies and some procedures are accessible within the operational plan but most require updating. Records are stored securely and confidentiality is observed.

There are some procedures and arrangements in place to protect children's health, safety and security. The staff are aware of these however, no risk assessment has been conducted. Staff follow clear routines to ensure hygiene levels are maintained.

Both the equal opportunities and special needs policies require updating and staff training is required for identified staff. Child protection training has recently been accessed and 3 staff hold first aid certificates but policies and procedures for health and child protection do not reflect current practice. Cooked meals are provided by the school. Healthy snacks are provided by the nursery.

There is a good range of activities provided for babies including the use of natural materials. This covers all aspects of their development. Staff contribute to the planning of activities for older children. They are supported with good levels of interaction, praise and encouragement although levels of involvement in their play can vary. Individual children's needs and routines are respected and valued.

The parents are provided with information about the nursery and have daily contact with the staff. Parents are kept informed of their children's day.

What has improved since the last inspection?

At the last inspection the providers agreed to ensure that hazards to children were minimised and the outside play area was secure. The lock on the toilet door has been removed and there is a secure fence which prevents children from leaving unsupervised. Further plans have been identified to improve the outside area to make it more accessible during less favourable weather conditions. The staff no longer use their vehicles to transport children but they are aware that documentation must be recorded if they were to resume use. Parents are now requested to provide written consent for medical advice or treatment. This is included on the registration document completed by parents prior to their children attending the nursery.

What is being done well?

- There are good staffing levels in the nursery. They take an active part in the planning and record keeping of children in their care and work together effectively and efficiently throughout the setting.
- There are good levels of staff interaction taking place with the children. They know the children's routines and are very aware of their individual needs. This is reflected well in the baby room (Dolphins) where individual babies routines are respected and valued.
- There is on-going training taking place within the setting with 3 members of staff currently completing their NVQ level 2 in childcare. They are being well supported.
- Space is organised well within the nursery to ensure that children can move freely and safely with access to some good levels of resources. Natural materials are used in treasure baskets for the babies.

What needs to be improved?

- the policies for appointing and vetting of staff, health, equal opportunities, special needs, complaints, and child protection
- the procedures for lost and uncollected children, outings and risk assessment
- training for equality of opportunity, special educational needs and behaviour management for the staff.

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 must take the following actions by the date shown

Std	Action	Date
14	Include written procedures for lost or uncollected children and update policy in line with the National Standards for child protection.	13/06/2004

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

Std	Recommendation
1	Ensure that a policy is in place with regards to the vetting of staff and the records kept.
6	Conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks and review on a regular basis.
9	Identify and access relevant training for the staff including the EOP co-ordinator.
10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff
10	Ensure there is a copy of the Code Of Practice held on the premises and identify and access training for the appointed SENCO.
11	Identify and access relevant training for the named member of staff and review and update policy to reflect current practice.

14	Review and update policies in line with National Standards for standards 1,4,7,9,10,11,&12.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Carealot Day Nursery is of good quality. It enables children to make generally good progress in all areas of learning other than mathematical development, which has significant weaknesses.

The quality of teaching is generally good. Relationships are established between children and staff. They are encouraged to be independent, confident and are given opportunities to make decisions about their play. Children are not always fully involved in their learning. Staff have become active in developing a planning process. This covers most aspects of the Foundation Stage using their knowledge of the early learning goals and sharing observations made of the children. There are a variety of resources available but use of the outside area is not fully accessed.

Records are kept of children's progress based on the stepping stones. They do not link sufficiently well enough to the planning to clearly identify the next step of learning for each child and provide enough challenge particularly within literacy and mathematical development. Evaluations are made with reference to each area of learning on a weekly basis but this is not extended to the full planning process.

Leadership and management is generally good. The staff work together well. The owners work alongside their staff with the younger children and NVQ trainees are considered part of the team. They have recently assumed new roles of responsibility but have not received training linked to them as yet. The staff have begun to review their provision and have established some close links with the early years development worker. Formal procedures and policies require reviewing and updating to support some good care practice.

Partnership with parents is generally good. Parents are provided with written information about the setting. There is on-going contact with staff but no formal process to share information about children's progress and encourage further involvement.

What is being done well?

- Children are developing good relationships with each other and with adults. They are learning to co-operate, develop their independence and engage in the routines within the setting. They have a good sense of belonging.
- Children's progress in areas of communication and language is developing well. They are provided with opportunities to communicate, use their language skills and language for thinking and develop their vocabulary in a variety of situations during role play; whilst listening to stories, negotiating with each other in small and large scale group activities and during 1:1 interactions with adults.

- Children are becoming confident and skilled in movement, using a variety of equipment and in their awareness of space when engaged in activities and play opportunities both inside and when using the outside play area.
- Children engage in a variety of activities provided for them to explore media and materials and to use their imagination in role play opportunities.
- There is regular access to a computer where children can develop their skills of operating programmes.

What needs to be improved?

- the link between assessment records and short term planning to provide a clearer indication of the next step of learning for all 3 and 4-year-old children, provide more challenge and extend use of the outside area
- provision for mathematical development to ensure that all aspects are covered through everyday practical activities and play opportunities
- the process of involving parents in their children's learning and informing them of their progress.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are learning to form good relationships. They are beginning to work as part of a group, take turns and share the toys and equipment. Children are showing an increasing level of independence although they are not always fully involved in their learning. They can operate within their environment effectively through their routines and the self-selection of resources made available to them. They have a confident and positive approach, and hold a strong sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing very well. They use it effectively to express their feelings and imagined experiences through role play situations and when communicating with adults to develop their language for thinking. Children listen to and respond to stories and use their reading skills to identify familiar words. They are learning to link sounds to letters. Children have some opportunities to write but there are insufficient opportunities for their writing skills to develop.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to use numbers and count up to 10 and beyond. They enjoy singing number rhymes, complete counting activities and simple calculation tasks and recognise some numerals. Children are learning to use language to describe and compare shape, size and quantity through messy play and construction activities. They are not sufficiently challenged to extend their understanding of number, their skills of calculation and explore shape, space and measure through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to use a range of tools and materials including construction kits and junk modelling resources to build, cut and join. They produce 2D and 3D objects. They explore and investigate objects and materials using their senses. They acquire a sense of time and place through planned topics and from exploring their own environment within the school grounds. Children have access to the computer to complete simple programmes and use other forms of everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are using a range of tools, materials and objects with increasing control and safety. They have access to a good range of small and large equipment which encourages their physical development through the practice and refining of their skills. They are able to access these resources when they play outside or within the confines of their room. They move confidently, showing awareness of space and others during ring games, action songs, music and movement and when using large equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use and explore media and materials when engaged in construction, messy play and art and craft activities provided for them by the staff. They enjoy musical activities including singing and movement sessions although further opportunities to listen to, respond to and create their own music are limited. Children use and express their imagination through role-play and other creative activities which includes a range of opportunities to use their senses.

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

- continue to develop the planning and assessment used, review use of the outside area and implement further use of the monitoring and evaluation system
- review the provision for all areas of mathematical development through the practical activities provided
- introduce more opportunities for parents to become further informed about their children's progress and provide more opportunities for them to become involved in their learning.

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.