



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253788

DfES Number: 581791

INSPECTION DETAILS

Inspection Date	07/06/2004
Inspector Name	Jackie Nation

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Halesowen College Nursery
Setting Address	Whittingham Road Halesowen West Midlands B63 3NA

REGISTERED PROVIDER DETAILS

Name	Mr Keith Bate
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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

Halesowen College Day Nursery opened in 1997 and is situated on the main campus of the College which is close to Halesowen Town Centre. The purpose built unit caters for the children of students, staff at the College and members of the public, subject to availability.

There are currently 42 children from 2 to 5 years on roll. This includes 19 funded 3 year olds children and 7 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:30 until 17:30 Monday to Thursday and 08:30 until 17:00 on Friday.

Six members of staff work with the children. Five staff have early years qualifications to NVQ Level three or NNEB and one member of staff holds NVQ Assessor qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a Teacher Mentor from the Early Years Partnership (EYDCP).

How good is the Day Care?

Halesowen College provides good quality care for children.

Staff provide a welcoming environment by greeting children and parents on arrival. There are good displays of children's work, a notice board which displays information for parents. All aspects of the provision are well organised, there is a separate room for younger children and areas where children can be creative or relax and look at books. Children have access to a good outside play area. Children benefit from consistent routines and an effective key worker system which enables staff to establish good relationship with children.

Staff are vigilant about children's safety and children are supervised at all times.

However, fire drill records were not accessible and systems were not always effective in preventing unauthorised access to the setting from the outside play area. Staff actively promote good hygiene practices with the children through daily routines. However, appropriate hand drying equipment is not always provided for staff use. Children are provided with meals and drinks which comply with parents wishes. Staff are committed to inclusion and children's individual needs are positively acknowledged. Staff have a good awareness of child protection and know who to contact if they have any concerns.

Staff have a warm rapport with the children and encourage children to join in activities, staff know the children well and children enjoy the range of planned activities provided for them which support their play and learning. Children explore a range of materials, play imaginatively, they like listening to stories and playing outside. Children behave well and respond to the staff realistic expectations and their calm and relaxed manner. Children play well together and enjoy being helpful.

Partnership with parents is good, there are clear arrangements in place and regular opportunities to exchange information about activities and children's progress.

What has improved since the last inspection?

At the last inspection the setting agreed to produce and implement an action plan to identify, assess and minimise the risk to children during emergency evacuation at the rear of the building; obtain written consent from parents to seek emergency medical advice or treatment; ensure the child protection policy statement includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

The setting has completed a risk assessment with the support of the Health and Safety Officer regarding emergency evacuation from the premises at the rear of the building. However, at the inspection it was observed that although the exit routes is clear, there are no measures in place to prevent unauthorised access into the setting. The registration form has been amended and parents sign the form giving their consent for the setting to seek emergency medical advice or treatment. The child protection policy has been reviewed and now includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

What is being done well?

- The staff team are effective and knowledgeable and this ensures that children who attend the setting are well cared for.
- The environment is friendly and welcoming, staff know the children well and interaction is good. Staff are deployed effectively and children are supervised at all times.
- Children are provided with well-planned activities which promote their learning and play in all areas of their development. Children play co-operatively in small groups or individually.

- Staff encourage good behaviour, the praise and re-enforce good behaviour and encourage children to share and take turns. Issues are dealt with sensitively and take into account a child's level of understanding and maturity.
- Staff welcome parents to the setting and there is a two-way flow of information. Staff share information with parents by maintaining and sharing records, displaying posters and notices.
- There is a strong emphasis on equal opportunities and children's individual needs are positively acknowledged. Children with special needs have good support to help them take part in every day activities.

What needs to be improved?

- the procedures for making fire drill records accessible and available for inspection
- the procedures to prevent unauthorised access to the premises at the rear of the building
- the arrangements for preventing the spread of infection, when staff are nappy changing.

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
6	Ensure fire drill records are accessible.
6	Review procedures for preventing unauthorised access to the setting through the outside play area.
7	Ensure good hygiene practices are in place regarding hand washing.

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

How effective is the nursery education?

Halesowen College Nursery provides generally good quality nursery education. Children are making generally good progress towards the early learning goals in the areas of communication, language and literacy and mathematical development and very good progress in all other areas of learning.

The quality of teaching is generally good and all staff have a secure knowledge of the foundation stage. Staff plan a variety of interesting activities and they understand what children learn from them. Resources are of good quality, however, some aspects of children's learning could be improved further. The organisation of the room does not allow children to self select activities and resources, to enable them to develop their play and increase their independence. Staff are skilled at developing children's language by good interactions. Assessments are effective and observations are used to inform future planning. Staff encourage children to understand values and codes of behaviour, they encourage children to work together and have consideration of others. Good procedures are in place to support children with special needs and children who speak English as an additional language.

Leadership and management of the setting is very good. Staff work well as a team and are enthusiastic, flexible and clear about their role. The manager is clear about the aims of the setting and fully committed to improve the quality of the educational programme. Staff attend regular training and their professional development is managed effectively.

Partnership with parents is very good and is a strength of the setting. Parents receive good quality information about the provision and the Foundation Stage of learning. There are regular opportunities for parents to discuss their child's progress with staff and parents are actively encouraged to be involved in their child's learning. Parents are encouraged to share information about their child on entry, which is used to help children settle.

What is being done well?

- Children's personal, social and emotional development is very good. There are clear routines in place and staff support children well which helps them feel secure and confident. Children are sociable and have caring relationships with each other.
- Children develop positive attitudes to learning, they are motivated and want to learn. They are able to concentrate and persevere with more difficult tasks and are keen to be monitors and help staff.
- Staffing interaction is good and staff help children to understand values and codes of behaviour, they encourage children to work together and have

consideration of others.

- Children are confident speakers and they express themselves through a variety of activities. Children listen and respond with enjoyment to stories and songs. They listen to each other and use speech to explore real and imagined feelings.
- Partnership with parents is very positive. Parents receive good quality information about the setting, its provision and the Foundation Stage of learning. There are regular opportunities for parents to discuss their child's progress with staff and parents are encouraged to be involved in their child's learning.

What needs to be improved?

- the organisation of the room and access to resources to allow all children opportunities to self select activities and develop their play in all areas of learning
- the provision of activities to enable all children to link sounds to letters
- the attention given to increasing all children's understanding of calculation and solving simple number problems.

What has improved since the last inspection?

At the last inspection the setting agreed to develop staff knowledge and understanding of the Department for Education and Skills (DfES) Code of Practice for the identification of special educational needs; ensure older children have more opportunities to develop language and literacy skills and mathematics in smaller groups apart from the younger children; ensure staff maximise the opportunities for children to recognise and use numbers in other areas of planned activities such as registration time.

The setting have made very good progress in addressing the points for consideration made at the last inspection. They have developed a written policy for special education needs and staff have attended training, this area is a strength of the setting. Children have been organised into more appropriate groups, for example younger children use a small/quiet room for some activities, separate from the three and four year olds. Plans show differentiation and activities are planned based on key worker groups taking into account each child's level of development and ability. There are more opportunities for children to count as part of the everyday routine this was observed during inspection, for example, counting the number of children present during registration, in the line when children are going outside, and children count the number of cups on the table at lunchtime.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. Children are eager to learn and concentrate well during activities and while listening to stories. Children are not always able to self select resources or activities. Children behave well, they learn to share and take turns, be polite and considerate to others. Children are forming very good relationships with adults and peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and express themselves through a variety of activities which foster children's language and literacy. Children listen and respond with enjoyment to stories and songs. They listen to each other and use speech to explore real and imagined feelings particularly during outside play. Children are aware that print carries meaning and most children are able to recognise and some children can write their name. Children are not always able to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to 10 and some beyond, they are able to recognise numerals 1-9. Their understanding of numbers is reinforced as they take part in daily activities and routines. Children talk confidently about shapes, colours and size. Children are able to sort, compare and match, and recreate simple patterns. The potential to develop their awareness of simple calculation or solving simple number problems is not sufficiently exploited through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to talk about their families, look at photographs to talk about past events and talk about future events, such as going to school. Children enjoy using their senses to explore objects and find out about living things. There are good resources for craft activities and construction. Children learn about their own and other cultures and through activities and resources. Children are not always able to freely access technological resources to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show a good awareness of space as they move around both indoors and outside. They show good control and co-ordination, they throw and catch balls, crawl and balance and are able to negotiate obstacles. They are learning to handle a range of tools in drawing, painting and construction. They use scissors, brushes and glue spreaders with increasing confidence and skill. Children are aware of changes that happen to their bodies when they are active and that they get tired and thirsty.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate in a very good range of activities which are planned to promote children's creative development and imagination. Children explore, colour, shape and texture and develop their own ideas through varied activities such as role play and dressing up. Children enjoy painting, playing with sand, water and making models. Children's work is well displayed. Children are able to recognise a change in tempo when singing, although musical instruments are not always freely accessible.	

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

- key issues for improvement in nursery education;
- improve the organisation of the room and access to resources to allow all children opportunities to self select activities and resources in all areas of learning
- improve the provision of activities to enable all children to link sounds to letters
- improve the range of activities to promote all children's understanding of simple calculation and number problems.

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.