



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 100474

DfES Number: 538046

INSPECTION DETAILS

Inspection Date	12/03/2004
Inspector Name	Pamela Woodhouse

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Pines Day Nursery
Setting Address	31 Kings Park Road Bournemouth Dorset BH7 7AE

REGISTERED PROVIDER DETAILS

Name	MRS PAMELA JONES
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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

Little Pines Day Nursery opened in April 2000 and is registered to care for 16 children aged birth to under five years. It operates from the ground floor premises of the Registered Person's home and from which the nursery has sole use. The setting is close to the centre of Boscombe and Bournemouth . The nursery serves the wider area of Bournemouth and it's surrounding boundaries.

There are currently 38 children aged from three months to under five years on roll. This includes 11 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and those for whom English is an additional language.

The nursery opens five days per week all year round from 8:30 until 17:45. Overnight care is not provided.

Four full time and one part time staff work with the children. All of the staff have early years qualifications. The setting receives support from the Early Years Development and Childcare partnership (EYDCP). They are accredited members of Bournemouth Early Years Quality Standards and are undergoing assessment for the Investors in People award.

How good is the Day Care?

Little Pines Day Nursery provides good quality care for children.

The setting is organised and the comprehensive policies and procedures are used to inform practice. In-house and external training opportunities mean that staff continually update their knowledge and practical skills. The premises are very well presented and provide a warm, welcoming environment for the children and their parents. The varied range of resources and activities are challenging and promote children's development and learning.

Standards of health and safety are good and staff promote these in their practice

throughout the nursery which means that the children are safe and well protected. Staff know what to do with regard to evacuating the premises in an emergency, however the procedures are not displayed. The children have a variety of different foods during the week for their mid morning and afternoon snacks, these are very healthy and nutritious.

The children are happy and secure. They confidently communicate with the staff who know the children and their individual needs very well. Staff are interested in what the children do and plan activities which encourage them to try new experiences. The children are very well behaved and respond well to the adults who have a positive, calm approach to the management of behaviour.

Staff have developed a good relationship with parents who are regularly informed of their child's progress.

What has improved since the last inspection?

At the last inspection the setting agreed to address the following actions:

ensure that a record of visitors is kept - a signing in and out book has been installed to maintain a record of any visitors to the setting;

ensure that a risk assessment of the premises is conducted and reviewed - an ongoing risk assessment of premises and resources is in place;

ensure that observations of individual children are used to plan the next steps in their play and learning - individual children's profiles have been introduced to identify any gaps in children's learning and these are used to plan their progression to the next stage;

ensure that the premises are adequately ventilated and in a suitable state of repair and decoration - openable windows provide proper ventilation and the parts of the premises referred to have been decorated before being brought into use;

ensure that any recommendations made by the Environmental Health department and fire safety Officer are complied with - the Environmental health department did not make any recommendations and fire safety equipment is in place and appropriately maintained;

make sure that low level glass is made safe - safety film has been applied to low glazed surfaces;

ensure that parents give written consent for staff to seek emergency medical advice or treatment - written consent has been obtained from parents.

What is being done well?

- The children are happy, settled and secure which means that their confidence and self esteem is well developed. Staff plan interesting and fun activities, these are very well resourced and promote children's learning.

They encourage children to be curious and interested in their own surroundings and the wider less familiar environment. The children are very well behaved and relate well to their peers and to the staff who are enthusiastic and interested in what they do. They know the children very well and because of this are able to plan and provide appropriately for their individual needs.

- The children's safety and well-being is held in high regard and staff have a very good knowledge of health and safety procedures. They have good routines and practices in place which means that the children are well protected and safe.
- The setting is organised and policies and procedures work well in practice. Staff work well as a team and know their roles and responsibilities. They regularly attend training courses which ensures that they keep up to date with current working practices.
- Staff have a very good relationship with parents who are satisfied with the care their children receive. They have regular opportunities to share information about their children and parents of children under two share a daily diary which records their daily routine. Meetings by appointment have recently been extended to enable parents to share records and discuss their children's progress in depth.

What needs to be improved?

- method used to inform visitors of fire evacuation procedures

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	Consider displaying fire evacuation procedures

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

How effective is the nursery education?

Little Pines Day Nursery provides high quality nursery education and the children are making very good progress in all areas of learning.

The quality of teaching is very good. Staff work closely and compliment each other's strengths. They have a very good knowledge of the early learning goals and set appropriate challenges for the children. They use the stepping stones to plan activities and ensure that children's progress is monitored through observation and written assessments. The sessions are structured, however, the children are encouraged to use their own ideas and to use their imagination and own interpretation in creative activities. Free choice activities are limited. Very good support is given to children with special educational needs and staff liaise with others to ensure that planning and assessment of children's individual needs are appropriate and challenging. They manage children's behaviour extremely well by being good role models, using positive language and setting realistic boundaries.

Leadership and management is very good. All members of staff show commitment to their role, the organisation of the setting and updating their skills and knowledge through in-house and external training. They are committed to continual improvement and monitor and assess the provision through team meetings, staff appraisals and evaluating action plans. The setting is assessed externally by Bournemouth Quality Standards for Early Years Education and has applied for assessment for the Investors in People award.

Partnership with parents is very good, they are provided with good information and encouraged to contribute to their child's learning. Their views are actively sought and their suggestions given consideration, for example, parents indicated that they wanted more contact to discuss children's progress. As a result of this appointments are available to discuss this in greater depth.

What is being done well?

- The children's personal, social and emotional development is very good. They are confident and relate very well to their peers and to the staff. They are keen to learn and show great interest in what they do. They are particularly well behaved and respectful of others and their surroundings. This is encouraged through the staff's consistent approach and clear, simple, achievable boundaries.
- Staff capture children's interest and foster their creativity particularly well. They encourage them to use their own ideas and their imagination. Activities are linked to all areas of learning which means that the children learn in a fun way, practically, and through drama and movement.
- Children have a very good concept of number. They are able to recognise

written numbers and can count confidently up to 10. Some children can count to 20 without adult input and are beginning to solve simple problems such as adding one more and taking one away.

- Staff have a very good knowledge of the early learning goals and use the stepping stones to set appropriate challenges for the children. They continually observe and assess children's progress and evaluate plans and activities to ensure that they are effective and aid their learning.

What needs to be improved?

- the balance between prepared and free choice activities

What has improved since the last inspection?

Very good progress has been made since the last inspection and both issues raised have been addressed.

Children now have regular access to a range of writing materials and have good opportunities to use these in structured and unstructured play, for example, in their 'I can do' books and in role play activities such as the shop. They have daily access to a computer as well as a range of programmable toys and equipment, for example, calculators, cash registers;

Records for children with special needs have been developed and individual learning plans are drawn up in conjunction with key workers. These are regularly reviewed with the key worker and special needs co-ordinator. Parents are consulted and kept informed of their child's progress. The member of staff with responsibility for special needs has also undertaken additional training to increase her knowledge and understanding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have confidence in themselves and their environment. They are forming good relationships with staff and their peers, playing co-operatively and taking turns. They are motivated to learn and their behaviour is very good, understanding right from wrong. Their personal independence is increasing, for example, they can put on their coats, some with adult support and wash their hands unaided. They can respond to simple instruction, for example, helping to clear away activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children express themselves very well and confidently communicate with staff and peers. They enjoy and participate in stories from books and those they make up, for example a story about under the sea. They are beginning to recognise sounds, for example, 'c' for crab in the story and in their names. They have regular opportunities to make marks in structured and free play activities, for example, the shop and are beginning to form recognisable letters. Some children can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number confidently and most can consistently count up to 10, some can count to 20. They have very good opportunities to use number in everyday activities and understand the concept of adding one more and taking one away. They recognise number in different contexts, for example, action songs and rhymes, written number and the displayed number lines. They are beginning to recognise shape and compare weight and size, using mathematical language, for example big, little, heavy, light.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to learn about the world in which they live, for example, a Ghanaian visitor who gave the children an insight into the life and culture of his country. They enjoy constructing and making models with a wide range of materials. They are very interested and inquisitive about how things work and are familiar with and confident in their use of technology, for example, magnifying glasses, the computer, cash register, telephone and calculators.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use space very well, they move around confidently and are able to control their bodies, for example, stopping, starting, twisting and turning. They regularly use a range of small and large scale equipment with increasing control and are developing fine and gross motor movement skills, for example, using a range of tools in the sand, riding wheeled toys, throwing and catching bean bags. They also have opportunities to climb, balance and move to music.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to experiment with a range of medium, for example, painting, damp sand, water, modelling and construction materials. They use their imagination to interpret and make up their own stories, for example, they all contribute to an unscripted story linked to the undersea topic, introducing names for their sea creatures and making the story happen. They respond to their senses, for example, comparing the different textures of sea shells.

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:
- providing children with the opportunity to choose resources and activities freely.

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.