



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314688

DfES Number: 593965

INSPECTION DETAILS

Inspection Date 25/08/2004
Inspector Name Jackie Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Old MacDonalds Childrens Day Nursery Ltd
Setting Address Manor Farm
Lockington Road, Lund
Driffield
North Humberside
YO25 9TG

REGISTERED PROVIDER DETAILS

Name The partnership of Elizabeth and John Walker 4590369

ORGANISATION DETAILS

Name Elizabeth and John Walker
Address Lockington Road
Lund
Driffield
North Humberside
YO25 9TG

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

Old MacDonald's Children's Day Nursery has been registered since January 1999. It is located within the village of Lund close to the town of Driffield. The setting is a privately owned full day care facility and the owners separate living accommodation is adjacent to the registered child care provision. Care is provided within three areas, all on ground floor level. The calves room accommodates children aged between 3-5 years of age, and the lambs room for children aged between 2-3 years of age, also accommodating the before and after school children at designated times of the day. The babies aged from 0-2 years are placed in two areas, the chicks 0-12 months and the ducklings 12-24 months. A separate sleep room is also available for the babies. The provision is registered for an overall total of 44 children. There are enclosed areas provided for outdoor play.

The nursery is open for 52 weeks of the year, closing all Bank Holidays. Opening times are between the hours of 07:30 until 18:00 and parents may choose either full or part time sessions. There are currently 63 children on roll including 24 children of which 18 3-year olds and 6 4-year olds are in receipt of nursery education funding. There is very good support for children that attend with a special need or for those who use English as an additional language.

There are fifteen members of staff including the nursery manager. The majority of staff hold a relevant childcare qualification or are working towards achieving qualified status. The nursery receives support from the Local Authority and staff attend regular training events to update their skills and knowledge. The nursery is a member of the Private Day Nursery Association and achieved the Investors in People Award in May 2003. A Heartbeat Award was also achieved in 2003 for encouraging healthy eating. Links are established with local Lockington Primary School.

How good is the Day Care?

Old MacDonald's Children's Day Nursery provides good quality care for young children, and is meeting the 14 National Standards well. Appropriate areas are

created for babies, toddlers and pre school children and very good outdoor areas are provided for children to access physical play opportunities. The routine of the day is well planned and meets the needs of the full age range of children. There is an established staff team who support each other and develop positive relationships with parents and children. An attractive and interesting indoor and outdoor environment is created for young children.

Good health and safety measures are in place although some documentation lacks necessary detail and secure storage. Children are provided with a varied menu that includes fresh fruit, and have good access to fresh drinking water. The setting supports children with special or additional needs and staff have realistic expectations of managing children's behaviour. Good attention is paid to updating staffs skills and knowledge of child protection procedures, first aid and other relevant topics by regular training.

There is a very good range of toys provided for all children, with good access. A range of resources to promote children's understanding of equal opportunity and cultural diversity are provided, and to encourage children to experiment with a range of art and craft materials. Toys for babies and the younger children are interesting and meet their developmental needs.

An effective partnership with parents is clearly promoted, through regular verbal feedback, written records and clear visual information relating to the operation of the setting. Parents and staff chat informally on a regular basis to exchange details regarding the care of the children, and newsletters and parents evenings are organised to keep both parties fully informed. Documentation is well presented and mostly well organised to ensure information is relevant and easily accessible.

What has improved since the last inspection?

not applicable

What is being done well?

- The environment is appealing for young children and provides an interesting and stimulating environment in which to play. Defined areas for the three age ranges are appropriate with areas for restful activities provided. Wall displays show a range of art and craft experiences that children have participated in and pictures, posters and mobiles assist in making attractive surroundings. Good attention has been paid to the outdoor areas to provide play space for a range of physical outdoor activities.
- A positive partnership with parents is developed by a range of ways in which to share information and develop positive relationships. This includes regular parents evenings, newsletters and a range of written information to keep parents well informed.
- Staff demonstrate a very good understanding of health and safety measures and in particular the prompt attention to accidents and incidents and the effective response when a child shows indications of becoming ill or

infectious and parents need to be contacted.

What needs to be improved?

- the signature of parents to acknowledge the administration of medicine
- the inclusion of Ofsted's contact details in the complaints procedure
- the regular archiving and appropriate storage of all records and information sheets regarding the children's care routines.

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
14	Establish a system to archive and store all records relating to the care of the children.
7	Develop current medication procedure to include parents signatures to acknowledge the entry of medicines administered.
12	Include Ofsted's contact details in the settings complaints procedure.

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

How effective is the nursery education?

MacDonald's Children's Day Nursery provision is acceptable and is of a high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Adults make effective use of their time and resources, and sessions are very well planned, prepared and organised. Team members manage children's behaviour very well and develop secure and effective relationships with them. The indoor environment is well planned to create focused areas to support children's knowledge and understanding, and opportunities are taken to fully exploit learning potential through a range of planned and spontaneous activities, including many practical, first hand experiences. Interesting outdoor areas have been created although limited opportunities are available to develop the more able and confident children's physical skills, and present them with appropriate challenges.

The leadership and management of the day nursery is very good. The owner and manager demonstrate effective leadership skills and regularly work alongside staff to observe and provide support and supervision. A good system is in place to aid staff development, and regular training opportunities make a positive impact on the quality of teaching. A commitment to providing a service for parents and children to a high standard is evident. Good systems are in place to monitor and evaluate the effectiveness of the nursery education and the smooth operation of the setting.

Partnership with parents is very good and parents are kept very well informed through a variety of methods including visual, verbal and written information. Parents are positively welcomed into the setting and secure relationships are fostered. They are provided with regular opportunities to share their views and opinions with management and staff members to support the quality care of the setting.

What is being done well?

- Staff have created a stimulating and interesting early years environment with defined focus areas to support and encourage children's development in the six areas of learning. A range of interesting activities are provided that offer appropriate challenges and meet children's developmental needs. Very good use of planned and spontaneous activities supports children's learning, especially those where children are involved in practical, first hand experiences. The routine and interesting learning opportunities fully engage children and encourages and supports children's positive behaviour.
- A concise method of planning the curriculum has been adopted which is easy to follow and clearly identifies activities and learning opportunities leading to the early learning goals. Assessment of children's progression is on going and is shared appropriately with parents. Children can access their resources

easily and are provided with opportunities to become increasingly independent and be involved in choice and decision making.

- A positive relationship is developed with parents and informal occasions are evident when parents and carers can exchange information and keep both parties well informed. Parents are kept up to date regarding children's progression, and routines and plans displayed enable them to be aware of the activities and events provided throughout the year.

What needs to be improved?

- the opportunities and resources for confident and more able children to be presented with additional physical challenges to increase skills and capabilities, especially those for climbing.

What has improved since the last inspection?

Very good improvement has made since the last inspection, which includes a more effective planning system now in place that is concise, clear and effective. This fully supports the learning programme.

Additional opportunities are also provided for the children to make up their own stories and improve the use of their imagination. A range of resources to promote children's awareness of everyday technology are also in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and leave their parents with confidence. They relate well to each other and adults within the setting. They share and take turns and are able to co-operate and negotiate. They are confident and developing in independence. Children behave well and show an understanding between right and wrong. They are eager to discuss events outside of the care setting and can recall past experiences by memory or use of photographs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are familiar with shape and sounds of letters of the alphabet. They are eager to practice their writing skills and older children can write their own name independently. Books are used correctly and children become fully involved at story time. They can communicate their needs using descriptive language as they speak. Many four year olds are confident and competent speakers. All children respond well to the use of open ended questioning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have lots of different opportunities to observe and use numbers within their play. They can count reliably up to ten and some beyond, and are encouraged to solve simple number operations. All children are involved in a range of number activities that involve size, quantity, weight and measurement and they use positional and mathematical language frequently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Opportunities are provided to allow children to use their senses regularly, and to observe, experiment and investigate. They question adults frequently and use a range of tools expertly. Resources include a range of everyday technology equipment that children are confident at using. They are becoming increasingly familiar with the wider world by the celebration of festivals, and by exposure to resources and pictures that represent religious and cultural diversity.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good access to the settings various outdoor play areas and use a range of equipment to develop their physical skills. There are however, limited opportunities for the older, more able children to climb and be presented with a range of appropriate physical challenges. Smaller equipment such as bats, balls, scissors, pencils and dough cutters develop children's manipulative skills and promote accurate hand eye co-ordination. Children move around the setting confidently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children paint and draw regularly. They use musical instruments and have a good repertoire of songs and rhymes. They use their imagination and creativity very well using a range of mediums such as small world equipment, construction and art and craft. An effective role play area is provided that takes on a variety of themes such as a shop, and opportunities are provided to encourage children to act out familiar stories. They are developing an awareness of using music as a form of communication.

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;
- increase the opportunities for confident and able children to develop advanced climbing skills and make choices and decisions to fully utilize their physical competencies and provide appropriate challenge.

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.