



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206335

DfES Number: 582470

INSPECTION DETAILS

Inspection Date	11/08/2004
Inspector Name	Sharon Dickinson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Woodend Day Nursery
Setting Address	136 Main Street Repton Derby Derbyshire DE65 6FB

REGISTERED PROVIDER DETAILS

Name	Mrs Ninetta Lowe
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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

Woodend Day Nursery opened in 1995. It operates from the ground floor of a privately owned converted barn in the village of Repton. The setting serves the local area.

There are currently 80 children from 0 to 8 years on roll. This includes 23 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting provides care for children with special needs, no children currently attend who speak English as an additional language. The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

12 part-time/full-time staff work with the children. Five members of staff have early years qualifications to NVQ level 3. Five staff are currently working towards a recognised early years qualification. Childcare students are placed in the nursery by local colleges. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting receives funding for nursery education and is a member of the National Day Nurseries Association (NDNA).

How good is the Day Care?

Woodend Day Nursery provides satisfactory care for children. Staff organise and supervise available space well, allowing children to play freely and choose their own activities and resources. They create a relaxed and friendly environment helping children feel secure and confident. Most policies, procedures and records are in place. Five staff are currently working towards a recognised childcare qualification.

Staff have an awareness of safety issues and mostly create a safe environment. Staff maintain high standards of hygiene, raising children's awareness through daily routines. Children's dietary requirements are met through a varied and nutritious menu. Staff have a good awareness of children's individual needs, ensuring all children have equal opportunities to enhance their learning and play. They work with parents and relevant professionals to support children with special needs. Staff are

aware of their duties and responsibilities in relation to the protection of children.

The range and balance of activities and experiences provided for children meets their needs and helps them make progress in all areas of their development. Children are interested in the activities and well occupied. However, 'workbook' activities provided for younger children are not always age appropriate. Children relate well to adults and peers, praise and encouragement is given. Positive behaviour is valued and encouraged, but there is no identified staff member with the responsibility for behaviour management issues.

Staff have a good awareness of working in partnership with parents and ensuring children are looked after according to parents' wishes. Information is exchanged via discussions, written logs, parents evenings ensuring parents are kept well informed of their children's day and progress.

What has improved since the last inspection?

All actions identified at the last inspection have been addressed. Staff clearances are now kept on site, however discussed data protection issues and agreed more appropriate methods to ensure staff CRB checks are checked and recorded.

Registers now include times of children's arrival and departure. However there is no clear record of staff attendance and although a visitors record book is available it is not used effectively.

There are clear systems in place to ensure appropriate staff: child ratios are met throughout the nursery day. Temporary and part-time staff are employed during busy periods for example over the summer period and are also available to cover unexpected staff absences. The nursery proprietor also assists where needed.

Appropriate parental consents are now in place including consent to the seeking of necessary emergency medical advice or treatment, this is obtained at the time of placement. A policy in relation to sick children has been devised and implemented. An incident record has been implemented, any incident is recorded and the parent fully informed of the incident on the day.

All of the above actions taken ensure the safe and efficient management of the setting promoting the welfare and safety of all children and staff attending.

What is being done well?

- Children have access to a good range of activities and resources which are stimulating, fun and help them make progress. They enjoy their play. Staff are interested in what children think, say and do, and offer praise and encouragement promoting children's self esteem.
- Children are well cared for and supported appropriately. The display of children's paintings and photographs helps provide a warm, welcoming atmosphere. There is a good selection of toys, resources and equipment to meet the needs of all children and provide a balanced curriculum.

- Good relationships with parents enables effective channels of communication. Staff recognise children as individuals and adapt to their differing needs appropriately.

What needs to be improved?

- Documentation, ensuring records, policies and procedures required for the safe management of the provision are maintained in relation to staff attendance; record of visitors; equal opportunities policy; behaviour management statement including a designated staff member; child protection procedures and medication records.
- staff qualifications, develop an action plan, including timescales, detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
- risk assessments to include action taken to minimise identified risks, and safety in relation to fire doors.
- activities provided for younger children to develop their intellectual skills and understanding, particularly in relation to the use and effectiveness of 'workbooks' with the older toddlers.

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
2	Develop and implement an action plan, including timescales, detailing how at least half of all childcare staff will hold a level 2 qualification in childcare
3	Review the use of 'workbooks' in the older toddler room, considering their impact on children's progress and whether more practical, age appropriate activities provided achieve the same aims.

6	Develop risk assessments to include timescales identifying action taken to minimise identified risks and ensure any recommendation made by the Fire Safety Officer are adhered to, particularly in relation to fire doors.
14	Ensure appropriate records, policies and procedures required for the safe management of the provision are maintained in relation to; staff attendance, record of visitors, equal opportunities policy, behaviour management statement, child protection procedures and medication records.

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

How effective is the nursery education?

Woodend Day Nursery offers a welcoming learning environment where children feel happy and secure. Overall, children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Pre-school staff have a good understanding of the early learning goals and attend on-going training. Staff work well together and build positive relationships with the children and parents. Sessions are well balanced to provide opportunities for children to pursue their own interests as well as to take part in adult led activities. The children have access to good quality resources that are presented attractively to engage them in purposeful play. Staff observe and record children's development however the current system is not effective in clearly linking children's development to the early learning goals. Planning is not monitored to ensure sufficient and balanced coverage of the early learning goals and is not informed by assessment of individual children's abilities and progress, nor does it identify appropriate extension activities for older or more able children.

The leadership and management of the nursery is generally good. Management have clear aims for the nursery. The setting has good systems in place for assessing its own strengths and weaknesses including parent questionnaires, liaison with an early years development worker and a thorough staff appraisal system. The setting is committed to staff development and training which helps to promote the improvement of care and education for all children.

The partnership with parents and carers is generally good. The setting provides good information to parents about the centre and its educational provision. Parents are kept well informed of their children's progress through notices, daily discussions and regular parents evenings however, parents do not have opportunities to contribute to children's assessments.

What is being done well?

- Children are eager to learn and are well motivated. They show confidence in their surroundings and build warm relationships with each other and with staff.
- Writing materials are freely available and children are well motivated to write. They have many appropriate opportunities to practice their emerging writing skills as for example, as part of role play. Older children are able to write their names and form recognisable letters and younger children are making good progress towards this.
- Children are developing a good sense of time and place and are talk about significant events and people in their lives. They are developing a sense of

the world about them through topics and the roles that people play, and by learning about other cultures and beliefs.

- Children have varied and stimulating opportunities to use their creativity and imagination on a daily basis through well resourced role play, small world, crafts activities. They are given time and support to develop their own ideas and representations, which are valued by staff. Children's work is displayed attractively.
- Staff work well together and form an enthusiastic and capable team. Positive relationships are built with the children and parents. They are calm, relaxed and friendly in their management of the children, offering appropriate positive comments to enhance self esteem.

What needs to be improved?

- planning, to ensure sufficient coverage of the early learning goals and that it is informed by assessment of individual children's abilities and progress
- system of assessment, ensuring it is clearly linked to the early learning goals and provides opportunities for parents to contribute to their children's records
- opportunities for children to develop independence and self-help skills and to use developing mathematical ideas through practical problem solving through planned activities and everyday routines.

What has improved since the last inspection?

The setting have addressed both key issues arising from the last inspection. They provide opportunities for children to become aware of simple computation in practical skills, for example a maximum of four children allowed in the role play area or sand and water trays, children give out cups at snack time ensuring there is enough to go around, they sing number rhymes using props at circle time. These experiences help children become aware of simple calculation skills through a fun and practical learning environment.

A more regular and systematic assessment system is now in place. Development books are completed every three-months by staff and are shared with parents through discussions and parents evenings, although there is currently no system of including parents comments and observation within these records. Assessments are not used effectively to inform planning and provide sufficient challenge on an individual basis.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show confidence in their surroundings and build warm relationships with each other and with staff. They are interested in activities presented, ask questions and confidently contribute in group situations. The children behave well and take an active part in the nursery routines. Children make their own decisions about what they wish to do. Older children's independence skills are not fully extended for example at lunchtimes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Speaking and listening skills are well fostered. Writing materials are freely available and children are well motivated to write, older children write their names forming recognisable letters. Children are developing a love of books and stories. The book area is attractively presented which encourages children to want to sit and read. They see print in the environment, and have regular opportunities to recognise their names. Older children begin to link letters and sounds confidently.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children encounter a range of mathematical experiences that help them to develop a range of concepts, such as pattern, size, shape, sequencing. They are introduced to mathematical language and use it correctly in their play. Children count freely and some older children count well beyond 10. They sing number rhymes that encourage subtraction skills such as 'Five Currant Buns', however there are few opportunities for children to use developing mathematical ideas to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Practical experiences are used to provoke curiosity and encourage children to predict outcomes, for example the interest table. Children use technology to support their learning and are quite skilled in using the computer. Children regularly build elaborate models using a variety of construction sets or recycled materials. Children are developing a sense of the world about them through topics and the roles that people play, and by learning about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a wide range of physical activities inside and out of doors and are developing good co-ordination skills. They use a range of tools and equipment to develop fine manipulative and hand-eye control, for example using scissors, threading and cutting up fruit with blunt knives for snack. Children show an early understanding of health and bodily awareness when managing the toilet and washing hands before snack.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have varied and stimulating opportunities to use their creativity and imagination on a daily basis through well resourced role play, small world, crafts activities initiating their own creations and developing their own ideas. Children are familiar with many songs and rhymes and join in with enthusiasm, they have opportunities to play instruments and move to music. They develop their senses through carefully chosen activities and use language effectively to describe their experiences.	
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

- Monitor planning to ensure sufficient coverage of the early learning goals. Also ensure planning is informed by assessment of individual children's abilities and progress, thus providing appropriate extension activities for older or more able children.
- Revise the current system of assessment ensuring it is clearly linked to the early learning goals and provide opportunities for parents to contribute to their children's records.
- Provide more opportunities for children to develop independence and self-help skills and to use developing mathematical ideas through practical problem solving either through planned activities and everyday routines

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.