



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226967

DfES Number: 514464

INSPECTION DETAILS

Inspection Date 30/01/2004
Inspector Name Fiona Stephenson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Freemens Park Campus Day Nursery
Setting Address Freemens Park Campus
Aylestone Road
Leicester
Leicestershire
LE2 7LW

REGISTERED PROVIDER DETAILS

Name Leicester College

ORGANISATION DETAILS

Name Leicester College
Address Freemens Park Campus
Aylestone Road
Leicester
Leicestershire
LE2 7LW

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

Freemens Park Campus Day Nursery opened in 1992. It operates from two large portacabins in the grounds of Leicester College's Freemens Park Campus. It provides full day care for the children of students and staff using Leicester College.

There are currently 55 children from five-months-old to four-years-of-age on register. This includes 13 funded three-year-olds and four funded four-year-olds. The nursery has experience of supporting children with special needs and children who speak English as an additional language.

The nursery is open five days-a-week, all year round. Sessions are from 8:15 to 17:30 Monday to Thursday, and 8:15 to 17:00 on Fridays. During holiday periods the nursery closes at 17:00 each day. Children attend a variety of sessions.

There are 15 staff in total working at the nursery; eight of whom are part-time. All staff are qualified in early years. The setting receives support from Leicester Early Years' Development and Childcare Partnership.

How good is the Day Care?

Freemens Park Campus provides good quality care for children. The organisation of the setting is good, with well thought through and implemented policies and procedures. There is a good ratio of staff:children, and all staff have early years' qualifications. The premises are in good condition and provide a generally safe and secure environment for children. Furniture, equipment and toys are well maintained, and help to create a comfortable and stimulating environment. In the baby room, the area near the sink is cluttered and therefore a potential hazard to small children.

There are good safety systems in place for the arrival and departure of children, and staff are vigilant to the safety needs of children during inside and outside play. Good health and hygiene practices are observed, with children being encouraged to wash hands before eating; and with staff wiping down table tops before and after the provision of food. Children are provided with regular drinks, and there is an excellent

menu, catering for their dietary needs and offering a range of healthy and nutritious food that they enjoy.

Children and babies are provided with a wide range of activities and resources to support their learning and play needs. Staff are caring and kind, and demonstrate enthusiasm in their work. They have a good understanding of the individual needs of each child and work well with children to meet those needs. Staff work well to promote equal opportunities, and good support is given to children who have special needs. Staff also demonstrate a good understanding of child protection issues.

Partnership with parents is good. Parents are provided with good levels of verbal and written information about the care and education of their child.

What has improved since the last inspection?

At the last inspection, the setting was asked to make the washing machine inaccessible to children. This request has been fulfilled with the washing machine no longer being accessible. The setting also now has incident report forms in readiness for any potential incident.

What is being done well?

- Staff provide good quality care to children. They provide a wide range of activities, and are supportive and nurturing to the children in their care.
- Children behave well, with staff listening to children's needs, and using praise and encouragement to support good behaviour.
- Partnership with parents is valued, with the setting placing high importance in working closely with parents.
- Food provided to children is well presented and of good nutritional quality, and children obviously enjoy their mealtimes.

What needs to be improved?

- the storage systems by the sink area of the baby room.

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	further improve safety in the baby room by ensuring the area near the sink is safe.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals in all six areas of learning. They are making excellent progress in personal, social, and emotional development and in their counting and calculation skills.

Teaching is very good. Staff demonstrate a very good understanding of the early learning goals and the six areas of the curriculum through their observation, assessment and planning systems; and also through the use of everyday routine activities to support children's learning. There is a good balance between child-initiated and adult-led activities, and staff work well with children to support and extend their independence and resourcefulness. Children's behaviour is managed well.

Leadership and management is very good. There are very good systems in place to support staff in providing high quality care and education to children. These systems include team meetings, planning meetings, and staff appraisal and review systems that link well into training and development support for staff. Management have a high commitment to improving the care and education for all children attending the setting, and have a clear understanding of the setting's strengths and areas for improvement.

Partnership with parents is very good. Parents support the setting by completing a child profile at the beginning of the Foundation Stage. They are encouraged to read progress notes on their child, and to make notes on progress in the home environment. Staff inform parents of the planned topics through a 'links with home' letter which gives parents ideas of how to further learning in the home environment. There is very good verbal communication between staff and parents.

What is being done well?

- Children's personal, social and emotional development is excellent. They have high levels of confidence, they demonstrate very good behaviour, and are increasing in their independence.
- Children's mathematical development is very good, with particular emphasis on counting, number recognition and calculation.
- Partnership with parents is excellent. There are very good written and verbal communication systems to support children's learning.
- Teaching is very good. Staff are enthusiastic, and provide children with excellent planned and unplanned opportunities to progress through the early learning goals.
- Management work well in supporting staff in the delivery an effective curriculum to children.

What needs to be improved?

- opportunities for children to further recognise, and talk about, shape in every day situations
- the practicality of written systems to make them more manageable for staff.

What has improved since the last inspection?

Since the last inspection, the setting has ensured that children, when writing their names, give emphasis to the correct formation of letters and the use of upper and lower case letters. It has ensured that the standard of provision has been maintained through staff absences, providing good continuity of care and education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children demonstrate high levels of involvement in activities. They are confident and have very good levels of self-esteem. Children form good relationships with their peers and staff, and work well as part of a group. Their independence skills are developing well, with staff providing children with many opportunities to be independent beings. Children are gaining a very good sense of community, showing interest in the cultures and beliefs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good listening and speaking skills. They listen well to staff instructions, and to members of the group during conversations. Children speak well, with older and more mature children being able to put their thoughts and feelings into words. All children demonstrate an enjoyment of reading and books. Older children have a good understanding of phonics and can link some sounds to letters. All children have good early writing skills, with some older children writing their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have excellent counting skills, with four-year-olds and more able three-year-olds counting beyond 20. They have a growing awareness of numerals, with older children recognising numerals 1-9. Children are making good progress in early calculation skills, understanding concepts such as one more, and one less. Children recognise basic shapes, and have a growing understanding of measurement, patterns and sequencing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing well in their exploration and investigation skills. They can construct with a purpose in mind using a variety of resources such as construction sets and junk modelling. Children have a growing understanding of information and communication technology and make good use of the computer to support their learning. They demonstrate a good understanding of the immediate environment, of family connections and significant events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move well in the indoor and outdoor environment. During indoor activities they demonstrate a good awareness of the personal space of others, and negotiate obstacles well. During outdoor activities they make good use of the environment to roll, run down and climb up the hill; to slide, use bikes and other wheeled toys. Children use equipment well. They demonstrate increasing control in the use of equipment requiring small and large muscle movements.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use the opportunities to draw, paint and make collages well. Older and more mature children talk about their creations, explaining their intentions and what they are trying to do. Children enjoy singing and have favourite songs and rhymes. They enjoy using musical instruments and experimenting with their sounds. Children make excellent use of their imagination in activities such as painting, role-play, water play, construction and small world play.

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:
- further improve opportunities for children to observe and talk about shape
- consider making written systems more practicably manageable.

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.