



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229015

DfES Number: 511262

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Samantha Jayne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Waddles Day Nursery
Setting Address 75 Short Heath Road
Erdington
Birmingham
West Midlands
B23 6LH

REGISTERED PROVIDER DETAILS

Name The partnership of Linda Wardell and Keith Wardell

ORGANISATION DETAILS

Name Linda Wardell and Keith Wardell
Address 75 Short Heath Road
Erdington
Birmingham
West Midlands
B23 6LH

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

Waddles Day Nursery opened in 1991. It operates from six rooms in a detached two storey building in a residential area of Erdington. The nursery serves the local area and parents who commute into Sutton Coldfield and Birmingham.

There are currently 37 children from 0-5 years on roll. Children attend for a variety of sessions. The nursery opens 5 days a week, 51 weeks of the year. Sessions are between the hours of 07:30 until 18:00. There are funded 3 and 4 year old children attending the setting.

Ten full time/part time staff work with the children, over three quarters who hold early years qualifications to NVQ level 3. The setting receives support from the Early Years Development and Child Care Partnership (EYDCP). A dance and music teacher also visits. The nursery has been accredited the gold award as part of the 'Growing Together' quality assurance scheme.

How good is the Day Care?

Waddles Day Nursery provides satisfactory care for children. The nursery has good leadership and management; there is a planned staffing restructure due to staff returning from leave. The nursery is organised on two floors with infants occupying the first floor area. There are different areas created for play with equipment and resources freely accessible to children. Staff development is encouraged through induction and appraisal. Documentation is maintained but it is incomplete including the registration procedure for children, visitors and staff and the medication policy and procedure.

Staff promote health and hygiene with regular risk assessments undertaken. However the ground floor bathroom area does not promote privacy for older children and the changing area for older children requires attention. Staff consult with parents to meet children's individual dietary requirements, with nutritious home cooked meals prepared on site. The nursery accesses information from the community and

has a variety of positive imagery resources to extend children's learning. Staff welcome children with special needs are keen to learn and develop their knowledge. Information is available to and shared with parents regarding child protection procedures.

Staff plan a range of fun activities which aim to meet children's interests both indoors and outdoors, including a visiting music and dance teacher. Good use is made of the sensory garden; learning is innovative, fun and experimental. Children behave well throughout the nursery with staff praising and encouraging achievements. Staff know children well and develop positive relationships with the family unit.

Partnership with parents is very good. Parents express confidence in the provision and the care offered. Parents readily express positive views on the care and education offered. Children are enthusiastic in attending nursery, laughing and waving to staff as they arrive.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There are excellent partnerships between parents and staff at the family unit.
- Children behave well throughout the nursery and staff are positive role models.
- There is a range of innovative, fun activities both planned and spontaneous which children enjoy.
- Children look forward to attending nursery and have positive relationships with both staff and their peers.

What needs to be improved?

- the attendance records to include the times children, staff and visitors are present to ensure that it is an accurate record
- the medication policy and procedure
- the privacy for older children including the changing area within the ground floor bathroom.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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 must take the following actions by the date shown**

Std	Action	Date
7	Keep a written record, signed by parents, of medicines given to children.	23/11/2004
2	Ensure that attendance records shows when staff, children and visitors are present and is an accurate record.	23/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Consider revising the ground floor bathroom arrangements, to provide privacy for pre-school children and improve the changing area for older children.

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

How effective is the nursery education?

Waddles Day Nursery provides generally good quality nursery education for children. Most staff have secure knowledge in the Foundation Stage curriculum whilst other staff are developing their knowledge including planning and assessment. Children are making generally good progress in maths and very good progress towards all other areas of the early learning goals.

Children are actively involved in their learning. The quality of teaching is generally good. The nursery is well resourced with two areas available for use; staff monitor how children access the areas. Staff provide an inviting, stimulating innovative environment both indoors and outdoors which is child orientated and which aids learning. Children are encouraged to be self-sufficient in a variety of ways. They are challenged to try out new experiences, to question and to explain. Staff who employ positive strategies and who act as good role models encourages good behaviour. Children's positive self-esteem is sensitively promoted.

The leadership and management of the setting are generally good. The registered person and manager work closely with the team, children and parents. Regular staff meetings and appraisals are held, staff are encouraged to attend courses relating to the Foundation Stage. Staff are qualified and experienced in early years and staff/child ratios are met. However, current staffing deployment is not always consistent. Planning is detailed with regular assessments of children's learning but practical maths activities are not always adapted to meet the individual child's level of learning.

Partnership with parents is very good. Staff have good relationships with parents and show knowledge of children's home and family circumstances. Parents are well informed about the nursery's activities. Parents' views are sought and their comments are addressed.

What is being done well?

- Children show care and concern and are able to clearly express their ideas and needs.
- A wide range of resources and activities are provided both indoors and outdoors.
- Children choose freely from art and craft materials. This assists children in developing their finer manipulative and gross motor skills.
- Planning is detailed, includes learning intentions and is adapted to meet the developmental stages of children and patterns of attendance.
- Staff know children well, are enthusiastic in their work and are good role models.

- Partnership with parents is actively encouraged with parents readily expressing positive comments regarding the care and education offered.

What needs to be improved?

- the deployment of staff
- staff's knowledge of the Foundation Stage, planning and assessment
- practical mathematical activities to meet individual children's learning.

What has improved since the last inspection?

At the last inspection several key actions were raised including the organisation of teaching, curriculum planning, the system of assessing children's attainment and progress and monitor of the provision.

Some staff members have since attended Foundation Stage courses and have implemented their knowledge obtained into both planning and practice, imparting the information to their colleagues.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good social skills by having regard for other children as they play. Children are confident and work well independently showing that they are keen to learn, quieter children are given time to express their ideas and needs. Children's behaviour is good. Children readily make connections between activities in nursery and home.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to express their needs. Children enjoy the quiet area where they access books and consolidate their learning. Children listen well in a group situation. Some children write their own names and practise emergent writing. They communicate well and draw their ideas, which reflect changes and patterns in their drawings. Children are able to predict and recall events. Children write lists and draw pictures to show items, which can be purchased from their role-play shoe shop.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children are confident in counting and recognising numerals. Children enjoy and join in number rhymes and songs. They are using and developing mathematical ideas and methods to solve practical problems but sometimes the practical activities are not adapted to the level of the child's learning or understanding or their ideas built upon. Children learn about size, shape and capacity through a range of activities and use spontaneous mathematical language such as big and little.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given time and encouragement to use all their senses to investigate a range of materials including cones from the natural world. Children are confident with technological equipment including the use of computers and control of the mouse, which they freely access. They discuss their families past, present and future events and relate information to their own and new experiences. Children celebrate different festivals and have the opportunity to experience signing.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently indoors and outdoors, stopping and starting their vehicles as they develop awareness of road safety and signs. They are developing a good awareness of a healthy lifestyle. The children have access to a range of small and large equipment including tricycles, balls and resources, which develop finer-manipulative skills and gross motor skills. Children have the opportunity to participate and explore music and dance through a visiting teacher.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children paint, draw and make constructions that reflect their own ideas. They play co-operatively and express their ideas through a range of mediums for example acting as shopkeepers in the shoe shop! Children learn about feelings through stories and discussions relating and recalling past events. Children talk about real and imagined experiences such as rockets to the moon and recognise their work. Children have the opportunity to develop their senses through investigative play.

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

- ensure that staffing deployment is consistent and that all staff are familiar with the Foundation Stage curriculum and system of planning and assessment
- ensure mathematical practical activities are adapted to meet individual children's level of understanding and learning.

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.