



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117150

DfES Number: 518885

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Zenna Kingdon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Roger's Burrow Day Nursery
Setting Address Woolcombe Block
HMS Drake, Devonport
Plymouth
Devon
PL2 2BG

REGISTERED PROVIDER DETAILS

Name Ms Caroline Rose Francis

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

Roger's Burrow Day Nursery provides day care facilities for children aged from birth to five years. Due to the nature of it's location it is only able to provide facilities for the children of the MOD civilian and service personnel working on the HMS Drake Naval Base in Plymouth .It was opened in September 1995 and is part of Pixieland Day Nursery Company.

The nursery is located within the naval base. There is an enclosed outdoor area with paved and safety surfaces, climbing equipment and a play house. There is a kitchen, office area and laundry room on site. A cook comes in each day to prepare the children's lunches. Part of the afternoon snack is also prepared freshly on site.

There are currently 13 members of staff working with the children. The manager has an NVQ Level 3 as does her deputy. One other member of staff has a NVQ Level 3, two have BTEC qualifications and one has an NNEB. There are two members of staff who have an NVQ Level 2, Both of these are working towards Level 3. There are five trainees all of whom are currently working towards an NVQ Level 2.

The setting operates from 07:00 to 18:00 for 51 weeks of the year. The setting is registered to provide care for 32 children. There are currently 43 on roll, of whom 15 are under 2, 13 are two-year-olds and 15 are three- to five-year-olds. There are five funded four-year-olds and seven funded three-year-olds on roll. Currently there are no children with special needs and no children for whom English is an Additional Language.

The setting receives support from its local Early Years and Childcare Development Partnership.

How good is the Day Care?

Roger's Burrow Day Nursery provides good quality day care. Most necessary policies and procedures are in place and the operational plan clearly works in

practice. The setting is child centred with displays of children's work in evidence. Children are able to access a broad range of resources that support their development.

The premises are safe and secure. They are welcoming to children and adults alike. The resources are arranged so that children have opportunities to access them for themselves. All documentation is in place and kept securely and confidentially. The setting is committed to ensuring that the health and the safety of the children in their care is paramount. There are clear statements showing roles and responsibilities. The building is secure; no one can enter or leave without assistance. Most members of staff have a First Aid certificate. Children are served a balanced lunch that is cooked on the premises. There is a clear understanding of specific dietary requirements. The setting has an effective child protection policy. The staff are very aware of signs and symptoms and what they would do if they were concerned that a child was at risk.

A range of activities and play opportunities is planned that support the children's development in all areas. Staff ensure that the activities provide balance and that children are able to select for themselves what they would like to do. There is a good range of resources that reflect difference and diversity. Staff have a reasonable understanding that some children may have special needs. Most staff manage behaviour well. Some seem unaware of the appropriate strategies for working positively with children.

The partnership with parents is good. There are daily home contact books, which staff complete and parents are encouraged to write in.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff plan activities and play opportunities for all children. Even very young children are encouraged to become involved in a range of activities including sponge painting and playing musical instruments.
- The organisation of the environment is good. They create an environment that is child centred and has distinct areas in which different activities take place. There is access to an outside area which is used daily, weather permitting.
- There are good displays of children's work around the setting. They clearly show that what children do is valued by the practitioners.
- Staff are concerned about the safety of children and are vigilant at all times. They are aware of activities that may prove a greater risk and the children who may need extra support.
- The partnership with parents is very good. Parents are clearly aware of what

takes place in the setting. They are well informed and are able to regularly formally as well as informally review the progress that their child is making.

- Staff ensure that all children participate fully, that their individual needs are met and that they are gaining an understanding of the needs of others and that we live in a multi-cultural society.

What needs to be improved?

- the recording of times of arrival and departure of staff
- the statement regarding uncollected children
- the identification and support of children with special needs
- staff's understanding of the behaviour management policy and the strategies that should be employed when working with young children

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
2	Ensure documentation necessary for the effective organisation of the setting are in place, including a statement on uncollected children and procedures for signing staff in and out.
10	Review the way in which children with special needs are identified and ensure that the correct procedures are being followed to ensure that these children are being suitably supported.
11	Ensure that all members of staff are familiar with and follow the agreed policy for behaviour management, employing the strategies laid out within it.

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

How effective is the nursery education?

Roger's Burrow Day Nursery provides a generally good standard of nursery education. The children are making generally good progress towards the early learning goals in all six areas of learning. The children have positive dispositions and attitudes. They are keen to participate in the broad range of activities that are offered. They talk for a range of purposes and are able to talk about experiences away from the nursery. They take turns and work co-operatively. They are able to take care of their environment, knowing where resources are stored. The children make good use of their imaginations in a range of different situations.

Teaching is generally good. Staff are skilled at asking open ended questions that help children to think and to make progress. They support children in gaining new skills. They enter into children's play and extend it. The long and medium term plans are reasonably effective showing how the early learning goals will be covered. Staff and managers fail to notice the gaps in the curriculum that are flagged up by the plans. Assessment is used effectively, but extension and support is not clearly identified and grouping is not always suitable.

The leadership and management is generally good. There is a commitment to training. All staff complete a minimum of four pieces of training per year. Staff appraisals are completed every six months. Parent questionnaires are sent out every six months. Where concerns are raised, action plans are instigated to address the issue. Although the manager looks at the plans she has failed to identify the gaps in the curriculum that exist.

The partnership with parents is generally good. Parents are given regular newsletters. Parents have regular opportunities both formally and informally to exchange information with the setting. This helps them to understand how they can support their child's learning. There are few opportunities for them to share information about their child with the setting.

What is being done well?

- Children have good opportunities to explore and investigate the world around them. They explore which items will float and sink. They mix ingredients and observe the changes. They feel the mixture and describe how it feels. They grow plants from seeds and observe what happens.
- Children are encouraged to use their imaginations in a range of different ways. They work in the role play area, often supported by a member of staff. They make pretend cakes using a range of different ingredients.
- The children are keen to participate in the range of activities on offer. They are interested, excited and motivated to learn. They are confident to try new

activities and to suggest ideas, for example why particular items would float.

- Children confidently pick out the letters in their names. They discuss with a member of staff the name of the letter and the sound it makes in words. They recognise that we read from left to right.
- There is a good partnership with parents. They are given a good range of information about the setting, including regular newsletters. The parents are given good regular information about the progress that their child is making.
- Staff support the children in acquiring new skills and in helping them to think. They ask open ended questions. They help children to gain the skills to use scissors, to recognise the letters in their name and to form letters correctly.

What needs to be improved?

- the grouping of the children to ensure that funded children are able to work appropriately for their age and stage of development
- plans to show what staff want children to learn from a given activity and how the more and less able child will be extended and supported
- opportunities for children to write in purposeful and meaningful ways
- opportunities for children to use calculation in a range of everyday situations
- opportunities for children to construct and model particularly using re-cyclable materials
- opportunities for children to practise and refine physical skills.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. Then three key issues were raised. The first was to include more written observations of specific achievements for individual children to extend the assessment checklist. The second was to provide regular access to a range of writing materials, tools and computers. The third was to provide more opportunities for children to gain an awareness of addition and subtraction through practical activities.

The setting is now using a locally published recording and assessment system. The system ensures that assessments are made against the stepping stones. The setting completes regular observations of the individual children. These observations form part of the assessment system. Staff attempt to use the information to inform planning. There are writing materials available to the children most of the time. They have access to a range of tools and the computer is always available. Children clearly know how to effectively use these mediums. Calculation remains a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children participate in a range of activities showing curiosity and a sense of enthusiasm. There is a sense of awe associated with the items that float. They take turns and share. They act as helpers at lunchtime carefully carrying a meal to each person. They usually respond well to the staff's expectations for behaviour. It does deteriorate when all the children from 18 months to five are together for long periods, particularly when they are asked to sit and wait, e.g.: before snack.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk to each other and the adults around them for a range of purposes. They work with puppets to create a story incorporating the suggestions of their peers. They are supported in finding the letters in their name, recognising both the sound and the name of the letter. They listen to and act out stories. They practise pencil control carefully colouring in pictures. Staff support children in forming letters correctly. There are few opportunities to write purposefully for themselves.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children look at the date on the daily calendar. The four-year-olds are able to recognise that yesterday was 21 and today is 22. Their understanding of number is reinforced as they take part in routine tasks such as laying the table for lunch or snack. They use scales to measure out the amounts of ingredients when pretending to cook. They pattern regularly. Children have too few opportunities to use the language of calculation in a range of practical every day situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Planned activities allow the children to explore and investigate the world around them. They predict which items will float or sink. They successfully identify different food items and cooking utensils. Children access the computer and effectively manipulate the mouse. They are aware of time passing. Children are able to discuss the weather, comparing the days. They are gaining an understanding of differing cultures. Children have limited opportunities to construct using re-cyclable materials.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are gaining a good understanding of issues surrounding health and bodily awareness. They measure their resting heart rate and that after exercise, they notice the difference. They access a good range of equipment that allows them to make progress in all areas. Children are supported in developing fine motor skills and those necessary to use one-handed tools such as scissors. There are few opportunities for children to practise and refine other physical skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children access a range of chinks and paints and are encouraged to use them in a variety of interesting ways. They create bubble paintings and dip chinks in water before drawing with them. They enjoy singing songs from memory and dancing to music. Children make good use of their imaginations when using the themed role play area and creating pretend cooking. There are few opportunities for children to make use of three dimensional materials.

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 children are given regular opportunities to use calculation in a range of practical situations.
- Ensure a programme is planned that gives equal coverage to all areas of the curriculum, that clearly shows what staff want children to learn, how more and less able children will be extended and supported and ensures that the children are grouped effectively for their age and stage of development.

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.