



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145963

DfES Number: 583215

INSPECTION DETAILS

Inspection Date	21/04/2004
Inspector Name	Catherine, Louise Sample

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Windrush Nursery
Setting Address	2 Windrush Cottages West Dean Salisbury Wiltshire SP5 1HR

REGISTERED PROVIDER DETAILS

Name	Windrush Nursery
------	------------------

ORGANISATION DETAILS

Name	Windrush Nursery
Address	2 Windrush Cottages West Dean Salisbury Wiltshire SP5 1HR

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

Windrush Nursery has been registered to care for children since 1988. The nursery is privately owned and operates from the proprietor's semi-detached house in a rural setting close to West Dean. The children have access to the ground floor of the house, which includes cloakroom facilities, and a large enclosed garden for outdoor play. The nursery serves villages in the local area.

The nursery is registered to care for children aged between two and five years. There are currently 13 children on roll. This includes eight funded four-year-old children and one funded three-year-old. The nursery supports children with special needs. There are no children who speak English as an additional language.

The nursery opens three days a week during school term times. Sessions run on Tuesdays, Wednesdays and Thursdays and last from 9:15 to 15:00, with children bringing a packed lunch. Children attend a variety of sessions each week.

Two full-time staff work with the children and both have relevant Early Years qualifications and regularly attend relevant training and meetings. The nursery receives support from the Wiltshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Windrush Nursery provides satisfactory care for children. The staff are well qualified and committed to further professional development. The nursery provides a welcoming homely environment and makes good use of the available space. The children are grouped appropriately for activities but they are not assigned to key worker groups. The nursery does not keep all the records required by Children Act Regulations.

The nursery provides a secure environment for children although there are outstanding safety and supervision issues. The staff are first aid trained and there are suitable arrangements for sick children. There is scope for improving the hand

washing procedures. The children have regular access to drinking water and packed lunches are stored appropriately. The staff are good at meeting the individual needs of the children and including them all in activities. The staff have a sound awareness of child protection issues.

The nursery plans and provides a good range of activities to help children make progress in all areas. The staff interact well with the children and give them plenty of praise and encouragement. There are sufficient toys and resources and they are used to provide a balanced range of activities that cover all areas of learning. The staff value and encourage good behaviour and use appropriate strategies to manage children's behaviour.

The staff have a friendly relationship with the parents and welcome them into the nursery. They exchange information about the children informally and ensure that parental wishes are respected.

What has improved since the last inspection?

At the last inspection the nursery was required to make a number of changes to records, procedures and safety and hygiene issues. The majority of these have been completed to ensure the welfare of the children but there are some outstanding. The register does not accurately show the times of arrival and departure of children, staff and visitors. The children are not assigned to key worker groups. There is still scope to improve hand washing procedures and supervision of the children remains an issue.

What is being done well?

- The nursery plans and provides an imaginative range of activities to help children make progress in all areas of learning. The staff interact well with the children offering plenty of praise and encouragement and asking them questions to make them think.
- The nursery offers a welcoming and homely environment with colourful displays of the children's work and photographs and art work relating to topics that they have been covering.
- The staff value and encourage good behaviour. They teach the children good manners and encourage them to take turns and share. They explain clearly why behaviour is inappropriate and use appropriate behaviour management strategies.
- The staff have a friendly relationship with the parents and make them feel welcome in the nursery. They respect parental wishes and exchange information about the children informally on an ongoing basis.

What needs to be improved?

- the introduction of a key worker system

- the supervision of children
- the hand washing procedures
- the registration system
- the record of employees and persons living on the premises
- the procedures to follow in the event of allegations of abuse or neglect against the staff.

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
14	Ensure that registration system accurately shows times of arrival and departure of children, staff and visitors.	23/05/2004
14	Maintain a list of the name, address and telephone number of the registered person and every other person living or employed on the premises.	23/05/2004
14	Ensure that statement of arrangements for the protection of children include procedures to be followed in the event of allegations of abuse or neglect against the staff.	23/05/2004

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

Std	Recommendation
2	Assign children to a key group which has consistent staff.
6	Ensure that children are directly supervised at all times in the premises and the outdoor area.
7	Ensure good hygiene practices are in place regarding hand washing.

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

How effective is the nursery education?

Windrush Nursery is of good quality overall. The children are making generally good progress towards the Early Learning Goals. They are making very good progress in personal, social and emotional development, mathematical development, creative development and knowledge and understanding of the world. They are making generally good progress in physical development and communication, language and literacy.

The teaching is generally good. The staff have a close relationship with the children, setting appropriate challenges for them and asking them questions to make them think. They manage the children's behaviour very well, giving praise for good behaviour and ensuring that children learn to share and take turns. The staff have a good knowledge of the Early Learning Goals and understand what the children may learn from activities. Planning and assessment is generally good although there is scope to improve the planning for physical development.

The partnership with parents is generally good. The staff have a friendly relationship with the parents and they are warmly welcomed into the group. The parents are given information about the setting and its provision but this does not include information about the Early Learning Goals or what the children are expected to learn from activities. Parents receive a written annual report and have informal discussions with the staff, but there are no formal opportunities for them to see their children's records.

The leadership and management is generally good. The manager has a close working relationship with her deputy and their roles and responsibilities are clear. They have informal discussions on an ongoing basis about the nursery's strengths and weaknesses and monitor the effectiveness of the nursery education. The manager is committed to improvement through attendance of relevant training and development of particular areas such as the outdoor play area.

What is being done well?

- The children are motivated to learn and keen to try new activities. They are confident and make good relationships with adults and children. They are very well behaved and are good at taking turns and sharing. They have many independent skills and operate independently within the setting.
- The children are interested in numbers and often use numbers spontaneously in their play. Many can count up to ten and recognise numerals. They are beginning to understand basic addition and subtraction and are able to use mathematical ideas to solve practical problems such as how many drinks are needed.
- The children investigate and explore a variety of objects and materials and

have excellent opportunities to find out about the natural world such as seeing a lamb being born. They have daily access to information and communication technology and they are confident in their use of the computer.

- The children enjoy exploring colour and texture and using a variety of materials in their creative play. They are good at using their imagination in role play, art and design and music.

What needs to be improved?

- the use of the book corner and children's access to non-fiction books
- children's understanding of good health and their awareness of the needs of their bodies
- the information for parents about the Early Learning Goals and regular opportunities for parents to share and discuss the children's records
- the planning for physical development.

What has improved since the last inspection?

At the last inspection the nursery was required to provide children with more opportunities to explore media and materials and to let children make choices about how to fix materials when building for a purpose. It was also required to extend the assessment of the children to include observations by the parents or carers and to ensure that records covered all areas of learning. The staff were required to attend relevant training to ensure that their knowledge and skills were kept up to date.

The nursery has made generally good progress towards these aims. Children now have many opportunities to explore media and materials and are encouraged to experiment in all craft activities. They are able to decide what materials to use for fixing when junk modelling and constructing for a purpose. The staff now use Building Blocks to record their assessments of the children and these cover all areas of learning. The parents and carers now fill out an initial profile but still do not formally contribute their own observations of the children's progress. The staff have professional development plans and are committed to further improvement in their knowledge and skills. Both members of staff have relevant early years qualifications and regularly attend training and network meetings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are curious and have a positive approach to new experiences and activities. They are able to concentrate well. They generally separate confidently from their carers and are good at expressing their feelings. They form good relationships with adults and children. They are very well behaved. They are able to share and take turns and have a clear understanding of the boundaries set and expectations of their behaviour. They have many independent skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident speakers who are able to interact well with others. They use speech to explore real and imagined experiences and feelings. They enjoy rhyming and rhythmic activity and enjoy listening to stories, although they do not make full use of the book area. Many of the children can write their names using recognisable letters and use writing or mark making as a means of recording information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are interested in numbers and counting and use mathematical language spontaneously in their play. Most can count up to ten and some can count beyond. Most recognise numerals up to ten. They are interested in number problems and can use mathematical ideas to solve practical problems. They are beginning to understand basic addition and subtraction. The children are aware of and talk about shape and use size language. Many can order objects by length, height and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have good opportunities to investigate a varied and unusual range of objects and materials and to find out about living things and the natural world. The children are interested in the lives of those familiar to them and are beginning to find out about other cultures and beliefs. They have daily opportunities to build and construct with a variety of resources and confidently use information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move freely with pleasure and confidence. They have a good awareness of space and respect the personal space of others. They recognise their own physical needs but are not learning about health and bodily awareness. They confidently use a range of large and small play equipment and can handle tools and small objects with increasing control. The planning for Physical Development means children do not fully cover all aspects of this area of learning.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children have many opportunities to explore and experiment with texture and colour. They are able to work creatively on a small and large scale and have access to a wide variety of materials, tools and equipment. They are interested in musical instruments and enjoy singing. The children are good at using their imaginations in art, design and music and particularly enjoy role 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

- examine ways in which to encourage the children to make full use of the book area and ensure that they have access to both fiction and non-fiction books
- ensure that parents are informed about the Early Learning Goals and what their child is learning and have regular opportunities to share and discuss the children's records
- ensure that planning is developed to include all aspects of physical development, including health and bodily awareness.

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.