



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106891

DfES Number: 530099

INSPECTION DETAILS

Inspection Date	08/01/2004
Inspector Name	Nigel Lindsay Smith

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Zebedees Day Nursery
Setting Address	26-28 Walsingham Road St Andrews Bristol BS6 5BT

REGISTERED PROVIDER DETAILS

Name	Zebedees Day Nursey
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ORGANISATION DETAILS

Name	Zebedees Day Nursey
Address	Zebedees Day Nursery 26-28 Walsingham Road St. Andrews Bristol BS6 5BT

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

Zebedees Day Nursery was originally established in 1996. It operates from nine rooms in premises converted from two semi-detached houses close to St Andrews Park in a residential area in Bristol. There is a rear garden area available for use by the children.

There are currently seventy five children on roll. This includes seventeen funded three year olds and seven funded four year olds. Children attend for a variety of sessions. The setting will provide support for children with special needs and children who speak English as an additional language.

The nursery is open five days a week for fifty weeks a year, between the hours of 08.00 and 18.00.

Eleven full-time and three part-time staff work with the children. Eleven have early years qualifications to NVQ level two or three. Three staff are currently working towards a recognised early years qualification.

How good is the Day Care?

Zebedees day nursery provides satisfactory care for children. The staff are appropriately qualified and experienced and organise the premises and equipment to provide children with a welcoming environment. There is a range of equipment available for the activities, accessible to the children, although provision for role play, physical play and and for promoting equal opportunities is limited.

Staff promote good hygiene and take steps to avoid children catching infection and illness unnecessarily. The administration of medication procedure has not been monitored sufficiently. Procedures to identify and reduce risk are currently being adapted; monitoring is not currently effective in identifying all areas of risk and ensuring that they are rectified. Staff make appropriate arrangements to meet children's dietary needs and to provide nutritious meals.

Staff provide children with a range of activities and support them well. They provide clear expectations of good behaviour and manage this effectively. They generally assist children to become appropriately independent, although some children may require more help with personal care, for example in dressing after using the toilet.

Staff have good systems to ensure that they care for children according to parents' wishes and keep them informed about their children and the setting.

What has improved since the last inspection?

There were sixteen actions specified at the last inspection. the majority of them were completed satisfactorily. However, there were actions covering the state of repair of the premises, the safety of the radiators and the administration of medication and these issues have recurred at the current inspection.

What is being done well?

- The nursery is committed to having a high level of qualified staff and to attending additional training.
- Staffing arrangements and the use of the premises ensure that there is good continuity of care for the children.
- Staff ensure that children are well cared for and are well behaved.

What needs to be improved?

- the arrangements for assessing risk;
- the provision for imaginative play, physical development and promoting equal opportunities;
- the arrangements for recording the administering of medication
- staff's understanding of equality of opportunity and anti-discriminatory practice.

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
6	Conduct a risk assessment on the premises, including the rear toilet area, identifying action(s) to be taken to minimize identified risks	29/02/2004
7	Keep a written record, signed by parents, of medicines given to children	29/02/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
5	Ensure that suitable equipment is available to meet the needs of children to experience imaginative play, develop their physical skills and gain knowledge of their multi-cultural society.
9	Further develop staff's understanding of equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

Children are making acceptable progress towards the early learning goals, with children making very good progress in personal, social and emotional development, however there are some significant areas for improvement.

The teaching of children has significant weaknesses. Staff use good questioning techniques which stimulate and extend children's learning within the planned and everyday activities. Behaviour management is good with staff giving clear guidance and creating good opportunities to encourage this. However staff do not compile observational and assessment records on all children and in all areas of learning. The records of assessment do not evaluate children's progress and do not identify the next stage in learning. Planning does not reflect the next stage in learning for children and does not include extension of activities and identify challenges for more able/older children.

The leadership and management of the nursery has some significant weaknesses. The registration holder actively supports staff development with priority given to the appointment

of a qualified teacher working with three and four year olds. However the management team does not have an overview of how the systems in place to record, identify and evaluate children's progress and promote their learning are implemented on a day to day basis. The management team does not monitor staffs commitment to fulfilling their key worker role responsibilities.

The partnership with parents is generally good. Parents give strong support to the nursery, they feel well informed about their children's overall progress and find staff approachable. Parents are aware of the Foundation Stage curriculum and the early learning goals and how these are reflected in the weekly activities. Opportunities to give parents clear specific information on how their child is progressing in relation to the early learning goals and opportunities to be actively involved in their child's learning are insufficient.

What is being done well?

- Children are making very good progress in their personal social and emotional development. They are confident and interested in others and events around them and are able to express their thoughts and ideas.
- Children's behaviour is good. Staff provide them with clear guidance and opportunities to reflect upon this; children respond well, knowing what is expected of them.
- Staff use good questioning techniques to encourage children to expand their thoughts and ideas within the constraints in which activities are planned.

What needs to be improved?

- records of assessment on all children and the system of assessment in all areas of learning so that they identify the next stage in learning;
- planning which identifies the extension of activities and provides more challenges for more able children in most areas of learning;
- opportunities for children to use books for reference and practice mark making for a variety of purposes;
- opportunities for children to explore and develop their own ideas through their imaginative play;
- opportunities which promote children's physical development.

What has improved since the last inspection?

The nursery has made limited progress since the last inspection. Fundamental management and staff re-organisation have meant that priorities for change have focussed upon the nursery as a whole and not the provision and implementation of actions to promote the Foundation Stage Curriculum. Some consideration has been given to the key issues and the positive impact of this is evident. The first key issue is unresolved and on-going in that effective methods and records of assessment which identify the next stage in learning and reflect concerns identified under the Code of Practice have not been introduced. Second, through training and the appointment of specific staff who have a generally good knowledge and understanding of the Foundation Stage and early learning goals, activities are planned which cover all six areas of learning. This issue has been resolved. The third key issue is partially resolved and on-going, there is good evidence that children's physical development is promoted which enables them to learn to use small equipment appropriately and effectively, however, there still remain limited opportunities for children to use large equipment. The fourth issue is partially resolved and on-going. The craft area and resources are effectively used, however planning does not identify purposeful and effective use of the outdoor area to promote children's physical development and does not promote the use of large equipment and the development of climbing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children are confident to express their thoughts and feelings. They listen well in group situations and are eager to participate. Children are becoming aware of the needs of others and are starting to play co-operatively together, sharing and taking turns during various activities. Children's behaviour is good, they know what is expected of them and respond well to staff expectations. Children are learning independence in their self care, washing hands and dressing themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to, looking at and participating in stories and songs. Children have a wide range of opportunities to express their ideas, use their imaginations to develop their story telling abilities and recall past events in their lives. Children are growing in confidence in linking sounds and letters and understand that print has meaning. Opportunities for children to use books for reference and to practice mark making for a variety of purposes are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing a good awareness of number in planned and everyday activities, most children are able to recognise and count up to the number five on their own and some children beyond. Children are developing an understanding of comparison of number as demonstrated through activities at circle and snack time. They are able to create and copy simple patterns and sequences. Opportunities which challenge more able children to develop their problem solving skills are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing skills which enable them to build and design constructions. They learn to use technology in everyday activities and for practical purposes, such as a camera, staplers and simple computer programmes. Children talk confidently about events in their lives and have an awareness of past and present. Opportunities for children to observe change and growth and activities which offer challenge and extension for more able children are limited.

PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children move confidently around the nursery, negotiating furniture and others; creating their own space during group activities. Children are developing a range of skills to enable them to use small equipment and tools effectively. There are limited opportunities for children to develop the skills needed for co-ordination and control of their bodies, particularly on larger equipment. Opportunities for extension of activities and challenges for more able children are not planned.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children use a variety of materials to explore texture, shape and colour. Children enjoy singing and explore music and sound through a range of planned activities. Children are able to express their ideas and thoughts through imaginative play however opportunities to extend this are limited. Opportunities which challenge and provide extension for more able and older children are not planned.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- undertake records of assessment on all children and develop a system of recording which evaluates children progress in all six areas of learning and identifies the next stage in learning;
- undertake planning which identifies the extension of activities and provides more challenges for more able children in most areas of learning;
- increase opportunities for children to use books for reference, practice mark making for a variety of purposes and to explore and develop their own ideas through their imaginative play;
- plan and provide a wider range of opportunities which promotes children's physical 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.