



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251785

DfES Number: 519340

INSPECTION DETAILS

Inspection Date 12/01/2004
Inspector Name Mary Gilbert

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Diana, Princess of Wales Memorial Childrens Centre
Setting Address St. Peters Street
Lowestoft
Suffolk
NR32 2NB

REGISTERED PROVIDER DETAILS

Name Lowestoft College

ORGANISATION DETAILS

Name Lowestoft College
Address St. Peters Street
Lowestoft
Suffolk
NR32 2NB

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

Diana Princess of Wales Memorial Children's Centre was opened in 1988. It operates from a purpose built building on the Lowestoft College Site in Suffolk. It has three rooms to meet the needs of children from birth to under 8 years.

It is registered for 38 children of whom 6 may be under 2. There are currently sixty two children on role which includes 38 funded three and four year olds. Holiday care is provided for 5 to 8 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak english as an additional language.

The group opens five days a week all year round. Sessions are from 8:30 to 5:00pm. A hot lunch is available for those staying all day.

Ten full and part-time staff work with the children. Nine have an early years qualification and there are a bank of supply staff who are on call. The setting receives support from teachers from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Diana Princess of Wales Memorial Centre provides good quality care for children aged 0 to 5, and holiday care for children to the age of 8. The quality of care is of consistently high quality in all three rooms.

Staff give high priority to ensuring children are safe both inside and outside the nursery. There are comprehensive procedures in place which the staff follow consistently. Children with special needs are included in all activities. The staff have developed a key worker system which is effective in maintaining clear records of child development and care.

Activities are thoroughly planned to ensure the needs and interests of all children are met.

There are regular staff meetings for staff to discuss any pertinent issues, and effective induction policies in place for new staff and students on placements. Good management practise ensures staff appraisal takes place regularly. Staff are given opportunities for professional development.

Relationships with parents are effective. Information given by parents at registration ensures the children are cared for in accordance to their wishes. Regular newsletters and other information provided ensures parents are kept up to date with the care and education provided, and events taking place.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that all members of staff completed DC2 forms and CRB forms were submitted. These have all been completed, and further ones have been requested for new members of staff.

Written policies have been extended to include a procedure for a child being lost or uncollected, and the child protection policy now includes action to be taken regarding any allegations made against a member of staff. All other documentation has been put in place as required.

What is being done well?

- The good management of the provision ensures that all staff are highly qualified, their professional development maintained, through training and appraisal. Up to date information provided to staff ensures consistently high quality care for children.
- There are comprehensive policies and procedures in place. The operational plan gives high priority to providing safe and secure environment for the children.
- Any special needs of the children are identified early and professional help sought to ensure those needs can be met, and appropriate support given.
- Clear plans for care, learning and play are consistent across all areas of the nursery. Resources are well planned to ensure children experience a broad range of activities enabling children to progress in all areas of their development.

An aspect of outstanding practice:

The provision provides exceptional information for parents. The brochure and policy document provide them with clear expectations as what the care given to the children. The termly newsletter to parents is of high quality ensuring that parents are well informed as to events and learning taking place. A clear structure is in place for the induction of children into the nursery and parents are involved in developing care plans for their children. The welcome given to parents when they arrive is warm and friendly and informal opportunities are taken to discuss any problems or worries. The daily information in the baby room is of a high quality and ensures the needs of the babies are well provided for. The regular written reports given to parents are comprehensive and ensure they are well-informed as to all areas of children's

development.

What needs to be improved?

- the provision of a development plan identifying any future needs for the nursery
- the organisational plan to include reference to outings
- to further develop staff's understanding of child protection issues

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
4	ensure operational plan includes reference to outings
13	further develop staff understanding of child protection issues

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

How effective is the nursery education?

The provision of nursery education at Diana, Princess of Wales Memorial Children's Centre at Lowestoft College is of good quality overall. Children are making generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a good understanding of the early learning goals. They ask open-ended questions and answer children's questions well. Staff are deployed effectively at all times to support children's learning. They manage children's sensitively and intervene appropriately to promote positive behaviour.

A very thorough assessment system is in place. This is used well to inform planning in order to ensure that each individual child's learning needs are identified and met. This also ensures that children with special educational needs receive appropriate support.

Leadership and management of the centre is generally good. The college management support the staff well in the work of the setting. The centre's manager has been particularly effective in developing a committed staff team who have a collaborative approach to all aspects of their work. However there is no system in place to monitor and evaluate the quality of teaching taking place.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children on a daily basis, formal meetings with staff take place at six monthly intervals. They receive regular newsletters, which are of a very high quality, informing them about events and issues at the centre. Parents and carers are welcomed into the setting for "stay and play" sessions.

What is being done well?

- Children's personal, social and emotional development is well promoted. Children are developing confidence, learning to share and take turns and to build on their personal independence.
- Relationships between staff and the children and their parents are good. These help children develop confidence and support all aspects of their learning.
- The staff complete regular observations and excellent assessment records, which are used well to plan for the next steps for children's learning.
- Staff make excellent use of challenging questions to progress learning. They group children appropriately to encourage them to try new experiences. Children and staff have built easy and trusting relationships.
- Children have excellent chances to explore, investigate and observe change.

Staff make good use of the environment as an aid to learning when children grow plants and observe life cycles. Good use is made of information and communication technology and programmable toys to support children's learning.

What needs to be improved?

- children's ability to access musical instruments independently
- monitoring and evaluating of quality of teaching.

What has improved since the last inspection?

Improvements since the last inspection are very good.

Regular observations and recording of individual children's progress now takes place and outdoor play sessions are planned to make more effective use of the climbing frame. Children have improved opportunities to learn balancing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in their interactions with staff and with each other, and they are able to express their needs and feelings well. They learn to take care of their personal needs, such as dressing themselves, pouring drinks and hand washing. Children are learning to work as part of a group, taking turns and sharing through a good range of planned opportunities. Children are independent in their choice of resources and activities, and are interested and motivated in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are provided with good opportunities for mark-making. They are beginning to write recognisable letters and to attempt writing for a variety of purposes, for example, in the role play area. Some children write their own names. Children's listening skills are developing well, they listen with enjoyment at group story times. Children are confident speakers. They use language effectively to support their play and are good at making up their own stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. They have a number of opportunities to sort and compare. Weight and capacity is introduced through practical experiences like sand and water and there are many opportunities for pattern making. Children's mathematical language is developing well. An excellent nursery made number line helps children with mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Well planned topics have helped children to develop a good knowledge about where they live, as well as a respect for other cultures. Investigation of outdoor containers for mini beasts plus helping care for the nursery goldfish stimulate children's interest in the natural world. Staff use resources well, they help children become aware of technology with use of a computer and programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of large equipment to develop their gross motor skills. Good hand to eye co-ordination is used to thread small objects and manipulate small world resources and mark making equipment. Children are learning to use tools, construction and malleable materials with increasing control. Daily activity sessions, for example dice games, are in place to develop children's skills in co-ordination and movement.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to express their ideas using a variety of resources, natural and man made. They talk confidently about their drawings and what they represent, for example an ambulance with a light. Children explore colour when using paint, and texture when using different painting techniques. They have built up a good repertoire of songs and rhymes. Musical instruments are used in planned activities, however, children are not given opportunity to access musical instruments independently.

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

- introduce a system to monitor and evaluate the quality of teaching taking place
- ensure that children can access musical instruments independently.

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.