



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 255135

DfES Number: 517377

INSPECTION DETAILS

Inspection Date 19/02/2004
Inspector Name Zaida Parveen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Catherine House Day Nursery School
Setting Address 2 Birchfield Way
Yew Tree Estate
Walsall
West Midlands
WS5 4LG

REGISTERED PROVIDER DETAILS

Name Buds Ltd. 2734452

ORGANISATION DETAILS

Name Buds Ltd.
Address 9 St. Agnes Road
Moseley
Birmingham
West Midlands
B13 9PH

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

Catharine House Day Nursery School is one of a group of privately owned nurseries. It is based in a converted two storey house in the Walsall area within walking distance of local shops and public transport. The nursery opens 5 days a week throughout the year. Sessions are from 7:30am until 6:00pm and serves the local community.

There are currently 50 children on roll including 8 funded 3 year olds and 4 funded 4 year olds. Children attend for variety of sessions. The group supports children with English as an additional language and children with special needs.

Fourteen staff work with the children. Of these 80% have early years qualifications and 20% are currently on training programmes. The setting receives support from a teacher mentor from the Early Years Development and Childcare partnership (EYDCP).

How good is the Day Care?

Catharine House Nursery provides good care for children.

The space and resources available to the children are well organised and support children's learning and play. Records are well maintained; policies and procedures are available to parents, staff and students. Planning for children's activities/learning is completed in all areas of the nursery for all age groups. Toys are accessible to the children. Provision of a wide range of activities that include positive images of culture is made available to the children

There are clear procedures for staff in order to ensure children's safety and security within and outside the nursery. Positive steps are taken to minimise hazards to children. Health and hygiene practices in place are good. Good procedures are in place and implemented to gain information about babies' individual needs. Meals are nutritious and individual dietary needs are catered for. Fresh drinking water is provided in each from morning and afternoon sessions

The children are provided with a routine and activities that incorporates individual choice and developing independence. Staff provide the children with a range of experiences and opportunities to develop in all areas. Staff have a structured pattern incorporating times for play, rest and meals that is flexible enough to meet children's individual requirements. Provision of a wide range of activities that include positive images of culture is made available to the children. Babies benefit from a routine that is adaptable in order to meet children's individual routines. Staff have a sound knowledge of behaviour management, and implement appropriate strategies that apply to the variety of situations for children of different ages.

Partnerships with parents is good, staff keep parents well informed, there are systems in place for regular exchange of information verbally and written.

What has improved since the last inspection?

All action were met from previous inspection.

What is being done well?

- Planning for children's learning is addressed in all areas within the nursery.
- Staff are provided with time to complete activity planning and plan interesting and developmentally appropriate activities for the children that enhance children's development and take into account children's individual needs.
- Equipment and furnishing in each area is age appropriate and accessible to children.
- Equipment is well maintained and regularly checked for safety.
- Clear procedures are followed when allowing individual's access to the unit, in order to ensure children's security.
- Procedures for behaviour management are in place, which are shared with the parent's and inform staff of strategies to use in order to manage children's behaviour.
- Good relationships are developed with parents. Parents are encouraged to share information about their child on admission and throughout the time they attend the nursery. Parents are provided with clear information in the form of an information booklet, and information on parents' notice boards, five newsletters go out annually, and parents are invited to their child's review on the development progress.

What needs to be improved?

- safety of glass in lower windows
- changing area in pandas room
- the extension of outdoor play equipment
- parental involvement in their child's learning

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 changing area in pandas room is appropriate for the care needed.
6	Ensure windows are made safe.

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

How effective is the nursery education?

Catherine House Day Nursery offers care where children are making very good progress towards the early learning goals.

The nursery is a bright welcoming learning environment offering a varied range of play and learning activities that support children's progression through the stepping-stones. There is a good balance between child initiated and adult led activities.

Staff attend regular training courses and meetings, and good progress has been made with planning. Observation and assessment of children progress are used to inform future planning to build on what children know and are able to do. Activities are adapted to include all children and support children with special educational needs or who have English as an additional language.

A very good relationship exists between the staff and children. Staff support and encourage children to try new experiences. They work alongside children and are good role models. Staff take advantage of opportunities that arise to further children's development and learning e.g. shopping trip connected to a story

Leadership and management of the setting is very good. There is good communication between the staff, who work well together as a team. The success of the setting is due to strong leadership and a well-structured management system throughout the chain. There is a shared understanding of good early years practice, and a commitment to on going staff development.

Partnership with parents is very good. A parent representative ensures that information is relayed to staff and vice versa. Parents are well informed through regular parents evenings. They are given detailed written information regarding topics to be covered and changes within the setting, and have the opportunity to participate in their child's learning. A designated area is available for parents to discuss confidentially the individual needs of their children. An exchange of information takes place at the beginning and end of the day

What is being done well?

- Very good organisation of the space and resources available help children become self-sufficient and to make choices.
- Children are confident, motivated and keen to learn. They work alone or with others.
- Staff are spontaneous in their practice and take advantage of naturally occurring opportunities.
- Staff make good use of the local community, for example walks to the local

shops to extend children's learning in the areas of maths and knowledge and understanding of the world Leadership and management support the staff and they are encouraged to use their own initiative to help develop and extend children's experiences and learning

What needs to be improved?

- Staff's continued input with children to encourage them to become more aware of the code of behaviour
- opportunities for parents to become more involved in their children's learning and development.

What has improved since the last inspection?

Very good progress has been made with planning. Support has been given from both the Early Years partnership and an Area manager from the chain. An information sheet is now provided for parents outlining the Early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are learning to appreciate each other individual needs, and are very independent in respect of developing self-help skills. At lunchtime, children wash hands, lay the table and serve themselves. They are curious about activities set out, and ask questions to extend their knowledge. They are confident, organise resources and are keen to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident, chatty and friendly. They are able to communicate their feelings well. They are able to listen to and repeat familiar songs, stories and rhymes. They listen to staff and each other. Children are able to link the names of letters to sounds, and are aware that text carries meaning. They handle books appropriately, and use speech to organise and explore real and imaginary experiences, ideas and feelings

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop techniques to sequence numbers through practical activities and games. They are familiar with number rhymes, and explore the concepts of addition and subtraction in a variety of different ways. More skillfull children are able to solve practical mathematical problems through games activities on the computer. Children use language to describe and compare shape, position, size and quantity in their everyday learning .

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are becoming skilled at using a wide variety of resources to enable them to design and construct. They are given opportunities to study and observe the natural world and the community they live in. Information and communication technology equipment is readily available and used effectively to support children's independence, confidence and learning in this area.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are skilled at using a variety of tools and equipment. Children are developing an awareness of developing a healthy lifestyle through good hygiene practices, and appreciating that certain foods promote good health. Children have the opportunity to practice their gross motor skills i.e. climbing, riding bikes. They have a good awareness of their own and each other's space organising their own play to allow space for others.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children respond to and are able to express their preferences in activities and food. Children enjoy participating in a wide range of activities. They are confident in experimenting with paints and other mediums. Children are able to express their thought and feeling through role-play. They engage in musical activities with enthusiasm, enjoying both singing and dancing. Children respond spontaneously to all creative opportunities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- Ensure staff continue to develop behaviour management with the children through use of the code of behaviour.
- Continue to encourage parents to participate in their children's learning and progress.

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.