



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 400095

DfES Number: 536666

### INSPECTION DETAILS

Inspection Date 21/04/2004  
Inspector Name Diane Lynn Turner

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name House Martins Day Care Centre  
Setting Address 6 St. Michaels Street  
Malton  
North Yorkshire  
YO17 7LJ

### REGISTERED PROVIDER DETAILS

Name The partnership of Marsha Turnbull and Susan Shipley

### ORGANISATION DETAILS

Name Marsha Turnbull and Susan Shipley  
Address 6 St Michael Street  
Malton  
North Yorkshire  
YO17 7LT

## 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

House Martins Day Care Centre first opened in May 1999 to provide full daycare. It is a jointly owned private provision that operates from a Victorian grade one listed building in Malton town centre. The premises were formerly a shop. The accommodation for the children is provided on two levels and consists of a self contained baby room on the ground floor in the main building, a toddler room in the adjacent converted barn and four rooms for children aged two to over five on the first floor. Toilet facilities are available in this area with office and kitchen facilities on the ground floor. There is an enclosed outdoor area at the rear of the premises with equipment for outdoor use.

The nursery serves the local community and surrounding areas and is registered to provide care for 30 children aged from nought to under eight years, 12 of whom may be under two years. Wrap around care is provided for school age children under eight after school and during the holidays as required. There are currently 63 children on role including 18 funded three-year-olds and six funded four-year-olds. The nursery opens from 08.00 to 17.30 Monday to Friday all year round with the exception of Bank Holidays. Children attend for a variety of sessions and the nursery welcomes children who have special needs and who speak English as an additional language.

Six full time and 10 part time members of staff work with the children. The majority have Early Years qualifications to level three and three are working towards this. In addition there are domestic and clerical staff and a trained drama specialist. They receive support from the Early Years and Childcare Partnership (EYDCP) are a member of the Pre school Learning Alliance (PLA) and have successfully taken part in the North Yorkshire quality assurance scheme.

### How good is the Day Care?

House Martins Day Care Centre provides good quality care for children. The nursery is well organised with a high level of qualified staff who have a clear understanding of their role and work effectively together as a team. The environment is very warm

and welcoming and the children are offered a very good range of well maintained toys and play equipment.

Staff have a high level of awareness of all risks to children's health and safety. There are effective procedures to identify and minimise hazards, ensure staff act in the children's best interest if they are ill, maintain good hygiene practices in most areas and protect children from possible abuse. Children are provided with snacks and meals that are varied and nutritious and take into account their dietary needs and preferences.

The children's individual needs are known, understood and met by staff who have a commitment to ensuring that all children have equal opportunities and access to activities.

An excellent range of interesting and well planned practical activities are provided. Staff support children well, extending their development and learning in all areas. Clear boundaries for behaviour are maintained by staff in age appropriate ways which help the children to behave positively.

Parents are made very welcome. Information they receive is clear, of good quality and well presented. There are effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place and used consistently with parents. It is well organised and stored securely, but very occasionally lacks detail.

#### **What has improved since the last inspection?**

At the last inspection the nursery agreed to develop an operational plan and written complaints procedure and make these available to parents, ensure the child protection policy included the procedure to be followed in the event of an allegation being made against a staff member and ensure the fireguard in the barn is secure.

An operational plan and complaints procedure have been devised and made available to parents via the prospectus, the child protection policy now includes the required information and the fire in the barn has been removed and central heating installed.

#### **What is being done well?**

- The nursery owners have a strong commitment to ensuring children's safety and well being and to developing and improving practices. Their ideas are communicated clearly to staff who effectively put these into practice to provide a homely, caring environment.
- Staff present activities in an interesting and thoughtful way. They question, support and stimulate the children in their play enabling them to develop many new skills. A particularly good range of tactile experiences are offered that provide opportunities for the children to explore and investigate.
- There is a very good range of well maintained toys and play equipment,

particularly books and outdoor equipment that are used well by staff to support children's play and learning.

- Staff are attentive and maintain clear boundaries of behaviour using methods that effectively reflect the stage of development of each group of children. A calm and positive atmosphere is evident in all areas.
- Children are offered varied, well balanced meals using fresh ingredients, that includes both a cooked lunch and tea.
- Parents are made very welcome and staff give excellent attention to gaining and exchanging information about the children and their care. This includes a written daily sheet for all ages attending.

#### **What needs to be improved?**

- the documentation in relation to accident records;
- the hygiene practices in relation to children's hand washing.

#### **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
7	Ensure good hygiene practices in relation to children's hand washing are routinely encouraged at all times.
14	Ensure all accident records are signed by parents.

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

### How effective is the nursery education?

House Martins Day Care Centre provides a happy and welcoming environment where children make generally good progress towards the Early Learning Goals. They make particularly good progress in the areas of communication, language and literacy and knowledge and understanding of the world.

Teaching is generally good. Staff demonstrate a sound knowledge and understanding of the foundation stage curriculum and provide a good range of well planned practical activities to help children learn. They set challenges for both the three and four year olds and use effective questioning during activities to develop children's understanding and encourage their thinking. Behaviour is managed well and they make good use of positive encouragement. However, staff do not use some opportunities that arise during everyday activities to encourage children to count, learn about health and bodily awareness and further develop independence. There is insufficient challenge for the older and more able children to learn about simple calculation.

The leadership and management of the group is generally good. The manager is committed to ensuring children's safety and well being and improving practices. Staff are valued and work well together as a team. They are clear about their roles and responsibilities and most are suitably qualified. The nursery has clear aims and objectives and the successful completion of a quality assurance scheme has enabled staff to reflect effectively on their practice. The system however to monitor staff's performance needs developing.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and the information they receive is of good quality and varied. This is evident through both the nursery prospectus, newsletters and one to one contact with staff as key workers. Parents are informed of their child's progress and achievements on a daily basis.

### What is being done well?

- Children's spoken language is developing well. They are confident to speak in a familiar group and communicate their ideas well. They join in enthusiastically at story time and the older and more able children show a good awareness of letters, sounds and words.
- Children are confident in mark making and have good opportunities to use this throughout the session, the older and more able children confidently and routinely write their own name, for example on their art work.
- Staff provide excellent opportunities for the children to develop their design and making skills through a range of practical activities. They have

opportunities to use real tools during wood working activities which they do so safely and effectively.

- Children have very good opportunities to develop their gross motor skills. They have regular opportunities to use the good range of resources to develop and extend their climbing, balancing and throwing skills.
- Children use their imagination well during role play activities, they confidently act out real and imagined experiences and use props effectively in their play.
- Children's behaviour is very good. Staff have high expectations of all children. They are attentive and consistently use praise and encouragement. As a result the children are able to share, take turns and follow instructions well.

#### **What needs to be improved?**

- the planning and organisation of some activities
- the system for assessing and monitoring staff's performance.

#### **What has improved since the last inspection?**

not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and motivated to learn. They enthusiastically take part in activities, concentrate well and are keen to try out new ideas and experiences. They are secure, happy and confident and have very good relationships with adults and each other. Their behaviour is very good. They are able to share, take turns and follow instructions well. They are confident in most aspects of their self care but there are insufficient opportunities for them to use their independence at meal times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate very good speaking and listening skills. They initiate conversation and enjoy listening to stories. They handle books carefully and understand that print carries meaning. They are confident in mark making and the older and more able have good opportunities to use writing for a purpose. The majority of both the three and four year olds can confidently recognise their own name. They make very good attempts to write this and many are able to do so confidently and independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Both three and four year olds are able to count confidently and recognise a number of basic numerals. Many use number confidently in their play, for example writing numbers on house doors. They are learning about size, shape and capacity and are developing the necessary language to enable them to compare these items. There are however, missed opportunities for children to use counting and simple calculation during everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities to explore and investigate a variety of materials and build constructively with a range of resources. They learn about living things making good use of the outdoor area to grow a variety of plants. They have good opportunities to learn about IT through the nursery computers and are developing an awareness of the local environment and the wider world. They have excellent opportunities to develop their design and making skills including the use of real tools.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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All children move confidently and safely around the setting both indoors and outside demonstrating a good awareness of space and each other. They have good throwing skills, can move in a variety of ways and show good control when using climbing and balancing equipment. Their fine motor skills are developing well and they are able to use a range of small equipment confidently and effectively. There are however insufficient opportunities to learn about health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have excellent opportunities to use their imagination to express and communicate their feelings through role play. They use resources effectively to recreate both real and imagined experiences and join in with drama, music and movement activities enthusiastically. They are able to explore a range of materials and confidently talk about how things feel. Opportunities however to spontaneously use their independent creative skills are sometimes limited.

**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**

- provide more opportunities for children to use their independence at meal times and during creative activities; develop an understanding of health and bodily awareness and use everyday routines to encourage counting and simple calculations
- ensure staff are working consistently and have appropriate support where necessary.

*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.*