



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254447

DfES Number: 533854

INSPECTION DETAILS

Inspection Date 09/02/2004
Inspector Name Sally Ann Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Gables Day Nursery
Setting Address 15 Station Road
Aldridge
Walsall
West Midlands
WS9 0BL

REGISTERED PROVIDER DETAILS

Name The partnership of Mr Robert and Mrs Janet Wallett

ORGANISATION DETAILS

Name Mr Robert and Mrs Janet Wallett
Address 51A Portland Road
Aldridge
Walsall
West Midlands
WS9 8NU

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

The Gables Day Nursery opened in 1995. It operates from three rooms in a detached bungalow close to Aldridge town centre. The nursery serves the local area.

There are currently 51 children from 3 months to 8 years on roll. This includes 12 funded 3-year olds and 3 funded 4-year olds. Children attend for a variety of sessions. The setting currently supports a number of 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 08:00 until 18:00.

Nine staff work with the children. Two thirds of the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Gables Day Nursery provides satisfactory care for children. Staff provide a warm and welcoming environment where the children feel settled and secure. Policies and procedures are available in the operational plan but some staff are unfamiliar with all aspects of these.

Appropriate steps are taken to minimise risks to the children and staff are effectively deployed around the nursery to ensure that correct ratios are maintained at all times. Staff and children practise regular emergency evacuation procedures but some staff are not fully aware of all hygiene routines.

A range of activities are planned which helps children make progress in all areas of their development but, at times, the quality of the staff's interaction with children is limited. Children have access to an outside play area and are also taken on outings to enhance their learning. However, toys and resources are not easily accessible for

the children and resources reflecting positive images are limited, therefore children's interest is not always maintained. Children generally behave well, sharing and taking turns, although some staff lack understanding of appropriate behaviour management strategies.

Good partnerships are fostered with parents to ensure that children are cared for in accordance with their wishes. They are given a folder of written information to include policies and procedures and regular newsletters keep them informed about the provision. Children are allocated to a key worker who ensures that regular information is exchanged with parents.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The environment is warm and welcoming with good visual displays of children's work.
- Staff have a good understanding of child protection and how to implement effective procedures.
- Children are provided with snacks that are healthy and nutritious.
- Positive relationships are established with parents and they are kept well informed about the provision and their child's care.

What needs to be improved?

- staff's knowledge and understanding of policies and procedures for behaviour management, equal opportunities, food handling and the Code of Practice for the Identification and Assessment of Special Educational Needs.
- children's access to toys and equipment including those reflecting positive images of race, culture, gender and disability
- the quality of interaction between staff and children.

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 should have regard to the following recommendations by the time of the next inspection | |
|---|--|
| Std | Recommendation |
| 3 | Ensure staff listen to what children say and do and all children are involved and interested in their play. |
| 5 | Ensure children can access toys and equipment easily and increase the range of resources to reflect positive images of race, culture, gender and disability. |
| 7 | Ensure that all staff are aware of good hygiene practices when handling food. |
| 9 | Ensure that all staff are familiar with the equal opportunities policy. |
| 10 | Ensure all staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs. |
| 11 | Develop staff's awareness and understanding of effective ways to manage children's behaviour. |

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

How effective is the nursery education?

The Gables Day Nursery provides good quality provision overall which helps children make generally good progress towards the early learning goals although there are weaknesses in communication, language and literacy.

Teaching is generally good and staff work together to plan a variety of activities, both indoors and outside to help children learn, although planning lacks detail. Staff have some knowledge of the Early Learning Goals and Foundation Stage. However, staff do not always extend children's learning with the use of appropriate questioning. Staff complete assessments for each child but do not effectively use observations to help inform planning. Limited space and the organisation of the room does not encourage the children to use resources effectively and they have few opportunities to select and initiate activities. There is a good range of equipment to support children's learning, although resources and planned activities about other cultures and beliefs are limited. Children with special educational needs are effectively supported.

The leadership and management is generally good and although the person in charge is new in post she has already identified key areas for development and improvement. Staff appraisals are currently identifying any training requirements to improve knowledge. The person-in-charge is committed to improving the quality of teaching and care and the introduction of regular meetings will enable staff to share ideas, evaluate, and improve practice to enhance children's learning.

Partnership with parents is generally good. Staff encourage positive partnerships with parents and ensure that information is shared on a regular basis to keep parents informed of their child's progress. Parents receive a folder of written information to include the setting's policies and procedures. Regular newsletters inform parents of topics and themes with ideas to complete at home with the children.

What is being done well?

- Staff work together as a team and provide a variety of activities both inside and outside to help children learn.
- Children are confident and settle quickly to task, working independently and in groups. They join in enthusiastically to familiar songs and rhymes.
- Staff make good use of the local environment to help children explore the natural world and their surroundings.
- Children show awareness of space and move confidently with control and co-ordination. They recognise changes in their bodies when active.

What needs to be improved?

- opportunities to encourage children to practise writing their names and to write for a purpose as they play
- the plans and use of observations to identify learning intentions for individual children and how activities can be extended for more able children
- children's use of the book corner
- opportunities for children to select and initiate activities
- the range of activities and resources for imaginative play and for children to learn about other cultures and beliefs.

What has improved since the last inspection?

At the last inspection the nursery were required to look at how equal opportunities and positive images could be planned into the daily routine. Staff have purchased some additional resources to include books, puzzles and dolls and there are some positive images of culture on display but these are still limited. Staff have included different cultures and festivals in the planning to include Diwali, Chinese New Year and Eid. Staff ensure that all children have access to resources and activities available.

A designated Special Educational Needs Co-ordinator (SENCO) ensures that all children can participate and Individual Educational Plans are identified. The newly appointed person-in-charge is committed to improving quality and has identified equal opportunities as an area for further improvement in her action plan.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, happy and settle quickly into a routine. They interact well with each other and speak clearly and fluently in large and small groups. They approach staff for help and support if necessary and behave well. However, children are not always able to independently select and initiate activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident to talk in large and small groups and often initiate conversations. They listen attentively to the speaker and join in enthusiastically with familiar songs and rhymes. Although the children recognise their names, the more able children do not extend this and are not always encouraged to practise writing their names or write for a purpose as they play. Children make limited use of the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to different mathematical concepts and look at simple addition and subtraction. The children count confidently up to number 10 and beyond and are learning how to use numbers in everyday situations. Children look at matching, pairing and patterns although at times this area of children's mathematical development is not always encouraged during routine and structured activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their local environment and surroundings through a variety of activities and outings. They learn about their senses through topics and themes and are beginning to use a range of tools competently. Children talk confidently about past and present events in their lives and significant things that have happened to them and other family members. Children are beginning to learn about other cultures and beliefs, although at times this is limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the nursery confidently and are aware of safety through everyday routines and activities. Children are able to demonstrate controlled movement and co-ordination and experiment with different ways of movement, especially when playing outside. They are able to recognise the effect exercise has on their bodies, and through topic work and routine, learn how to stay healthy.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children respond positively to music and enjoy action rhymes and singing familiar songs. Children enjoy the exploration of different textures, colours and shape and use artwork to express their feelings. However, limited variations in the role-play corner do not develop children's imaginative 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

- increase opportunities for children to practise writing their names and to write for a purpose as they play;
- develop plans and use observations to identify learning intentions for individual children and how activities can be extended for more able children;
- encourage children to make effective use of the book corner;
- increase opportunities for children to select and initiate activities;
- increase the range of activities and resources for imaginative play and for children to learn about other cultures and beliefs.

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.