



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY248187

DfES Number:

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Maggie Buckley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Grey Fell Nursery
Setting Address Holmfirth Road
 Shepley
 Huddersfield
 HD8 8AZ

REGISTERED PROVIDER DETAILS

Name Mrs Lisa Marie Carbutt

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

Grey Fell Academy Day Nursery opened in 2003. It operates from five rooms on the ground floor of a detached house in the Shepley area of Huddersfield. Children are accommodated according to their age, babies under 12 months, toddlers from one to two years and pre school children who are two years plus. In addition to the three children's rooms there is a staff room/office, kitchen and fully enclosed outdoor area available.

Grey Fell Academy is privately owned. The owner and her family live on the premises.

There are currently 37 children from five months to four years on roll. This includes two funded 3 year olds and one funded 4 year old. The setting supports children with special needs. Children attend for a variety of sessions.

The Nursery opens five days a week all year round. Sessions are from 7.30 until 18.00.

Six staff work directly with the children, one of whom is part time. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Grey Fell Academy Day Nursery provides satisfactory quality of care for children. The premises are small, bright and welcoming to parents and children. Rooms for the older children are attractively laid out and children can readily access toys and activities. The baby room, however, is not as inviting and is to be refitted. Opportunities exist for children of different ages to mix. Staff are not always effectively deployed and the key worker system is inconsistent. A new manager and almost new staff team have recently been appointed. They are aware of the strengths and weaknesses of the setting and are committed to improvement. All the

required paperwork is in place but some need attention.

Staff have good knowledge and understanding of keeping children safe and pay attention to children's safety in the setting. Hygiene routines are in place but some are inconsistently applied. Staff sit with the children at meal times and encourage a sociable time. They have experience of providing special diets and keep records of children's intake. Children's own routines are respected and additional information is sought to enable children to settle. The designated person has clear knowledge and understanding of child protection issues and is committed to whole staff training in this field.

Relationships between the staff and children are good. Staff are warm and welcome children individually into the provision. Children are confident and they relate well to each other. There is a broad range of activities and equipment available both indoors and outdoors but planning for play and activities is weak. Children behave well and are happy and settled when supported by the staff. Good manners and respect for each other is encouraged.

Relationships with parents are good. Information is shared daily about the children and systems are in place to provide additional written information in respect of the setting and the children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Relationships between the staff and children are very positive. Staff are interested in the children and give lots of praise and encouragement.
- The premises are small, bright and friendly. A family atmosphere exists which helps children to settle easily. Children welcome each other into the provision.
- Children's behaviour is managed in a way which encourages children to behave well. Staff treat children with respect and give plenty of praise and encouragement.
- Partnership with parents is given priority. Individual record books for children have been introduced, regular newsletters are in place and the nursery have sought parental views about the provision by use of a questionnaire. Parents are particularly appreciative of the staff group, nursery environment and the outdoor play area.

What needs to be improved?

- the operational plan including the key worker system
- staff files and staff induction

- hygiene routines
- policies and procedures.

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
1	Ensure that Ofsted are informed about any changes to the person in charge or to adults employed on the premises.	19/11/2003
2	Put in place an effective operational plan which details clearly how staff are deployed throughout the day, how children are grouped and staff's roles and responsibilities. The operational plan should also include details regarding the key worker system and must be shared with parents.	19/12/2003
2	Ensure appropriate staff records are maintained and that effective induction procedures are in place for all new staff.	19/12/2003
7	Establish consistent hygiene routines throughout the nursery with especial reference to the baby room, bedding and children's handwashing.	19/12/2003
14	Review policies and procedures particularly addressing complaints procedure, child protection procedure, and emergency evacuation procedures. Ensure these are available to parents.	19/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Devise a system for planning and implementing a suitable range of

	activities for children, which is appropriate for their stage of development and based on their individual need.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Grey Fell Academy Private Day Nursery provides a comfortable and welcoming environment. Staff do not yet have a secure understanding of the early learning goals and children's progress is limited by some significant weaknesses.

The quality of teaching shows some weaknesses. Relationships with children are warm, friendly and supportive. Staff interact well with the children at their level, and are involved in their activities. Staff provide an interesting and varied range of activities for children's self-selection, and children show increasing independence in selecting and carrying out activities. There is a range of resources that includes many natural materials. However, there are many missed opportunities to fully explore the learning outcomes in some areas of activities. The planning and evaluation of activities is ineffective and does not consider the scope for challenging children, or enable staff to have a clear idea of individual children's knowledge and learning. Staff have high expectations of behaviour and encourage children's good behaviour.

Leadership and management of the nursery has some weaknesses. The proprietor, and manager demonstrate a commitment to improvement. There are no formal systems in the nursery to identify deployment of staff and define roles and responsibilities. There are no clear systems in place to support children with special needs, or English as an additional language.

Partnership with parents is generally good. Parents are provided with good written information on the setting. They find staff approachable, friendly, and caring. Parents' evenings are planned.

What is being done well?

- Children are happy, sociable and confident and have good relationships with the staff. Staff interact well at the children's level, and involve themselves in their play.
- Children have free access to all areas of the curriculum. This is presented in a child-centred environment in which children are able to self-select from a range of activities throughout the day.
- Parents are happy that their child is settled within the nursery and keen to be there. They find staff approachable, friendly and caring.
- Staff have high expectations of children's behaviour, and are supportive and encourage positive behaviour with the use of praise and encouragement.
- Management are committed to improvement.

What needs to be improved?

- the staff's knowledge of the early learning goals to enable them to effectively plan for, and assess, children's learning and development
- the staff's ability to assess the intended purpose of an activity to ensure the needs and learning outcomes of all children are addressed
- the challenges for children to solve simple problems of weight and measurement through everyday practical activities, and recognise numbers in a variety of situations
- the opportunities for children to develop independence in self-care and self-help skills
- the opportunities for children to learn about how things work and why things happen
- the systems in place to support children with special educational needs

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses. They are confident, happy and settled, and motivated to learn. Staff help them to feel secure and maintain confident relationships. However, children do not receive sufficient encouragement to develop independence in self care and self-help skills. Children show care and concern for each other. They have an awareness of boundaries and behavioural expectations of the setting, taking turns and sharing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. They interact, and talk with peers and adults, use appropriate vocabulary, and most are able to form fluent sentences. All children listen to stories and enjoy participating. Children make marks and some four year olds are able to write recognisable letters. However, there are insufficient opportunities for children to develop early reading and writing skills through practical play experiences.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children's progress in this area is poor. Many children are developing a good understanding of the concept of number, size and shape, and can match and sort objects. There are few opportunities to recognise numbers and the sequence of numbers in the environment, count everyday objects, record numbers and join in number songs. Children do not use mathematical language in play. Children are not encouraged to develop confidence and understanding of simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress is limited by some significant weaknesses. They are beginning to show an awareness and understanding of other cultures and beliefs. Children investigate and observe the natural world and changes in state. Children investigate a range of construction materials. The lack of technological or programmable resources limits the development of skills in this area. Children receive limited opportunities to investigate and understand how everyday things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in this area. Children move with confidence and increasing control, and are aware of personal space. They are aware of their own personal needs. Children are able to handle a variety of tools for markmaking, explore malleable materials, and small and large construction activities and are developing fine and gross motor skills. However, children receive limited opportunity to explore a variety of ways of movement and to move imaginatively to music.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in creative development. They explore colours effectively through painting, collage and drawing. All children use opportunities to explore texture and shape in two and three dimensional form. The children use their imagination to express themselves through role play. Opportunities for children to use their imagination through music and dance is limited. Children are not sufficiently encouraged to describe what they see, hear, smell, touch and feel.

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

- improve staff knowledge of the early learning goals to enable them to effectively plan for and assess children's learning
- plan the intended purpose of an activity to ensure the needs and learning outcomes of all children are addressed
- provide opportunities for children to solve simple, practical problems in mathematics, use mathematical language, and recognise numbers in a variety of situations
- extend the opportunities for children to develop independence in self-care and self-help skills
- extend the opportunities for children to learn about how things work and why things happen
- ensure there are systems in place to support children with special educational needs
- ensure there are systems in place to ensure that staff are deployed effectively and are aware of their roles and responsibilities

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.