



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY103599

DfES Number: 542298

INSPECTION DETAILS

Inspection Date	28/10/2004
Inspector Name	Lynn Clements

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Deerlands Day Nursery Ltd
Setting Address	Ferry Road North Fambridge Chelmsford Essex CM3 6LS

REGISTERED PROVIDER DETAILS

Name	Deerlands Day Nursery 4357169
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ORGANISATION DETAILS

Name	Deerlands Day Nursery
Address	Ferry Road North Fambridge Chelmsford Essex CM3 6LS

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

Deerlands Day Nursery has been registered since 2001. It is situated in the village of North Farnbridge near Chelmsford. The nursery serves the local community and surrounding villages.

There are currently 90 children on roll. This includes 6 funded four year olds and 19 funded three year olds. Children attend for a variety of sessions. Staff have effective strategies in place to support children with special educational needs and those with English as an additional language.

The nursery is open five days a week, fifty-one weeks each year. Sessions run from 07:00 - 18:00.

Sixteen members of staff work with the children. Nine staff hold relevant early years qualifications and two are working towards recognised levels. The setting works closely with the Area Special Educational Needs Co-ordinator (SENCO) and receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Deerlands Day Nursery provides good quality care for children.

The staff are experienced and motivated and staff work well as a team. Their continuing professional development is a priority which enables them to build on their existing skills, offering appropriate support to families. The nursery is well organised and staff are clear about their roles and responsibilities. The premises offer an exceptional environment for young children; it is warm, bright and welcoming with friendly approachable staff. Documents are kept safe and are regularly updated. Managers are currently devising water play procedures. A clear operational plan is available and all required policies and procedures in place.

Staff are aware of safety issues and the implementation of daily risk assessments

ensures the premises remain safe. The setting is secure with effective systems for the safe arrival and collection of children. Staff promote good hygiene practices and take appropriate action when children are ill to avoid cross infection. Healthy snacks and meals are available daily. Children discover similarities and differences through topics and activities. There are clear procedures in place to ensure concerns regarding children are dealt with quickly.

Staff use the Foundation Stage curriculum to support planning and enable them to provide a broad and balanced range of child centred topics and activities. Children make good progress in all six areas of learning. The SENCO works closely with parents to ensure children's needs are met. A consistent approach to boundaries supports children and their behaviour is good.

Parents are kept informed about their child's development and are encouraged to share information. Parents feel confident and secure with Deerland's day nursery.

What has improved since the last inspection?

N/A

What is being done well?

- The nursery has high expectations regarding behaviour, The clear and effective management strategies build children's confidence and self esteem. Behaviour is very good and children respond well to each other, adults and visitors. Staff are caring and supportive of all children and they work closely with parents to ensure continuity of care remains paramount.
- Children with special educational needs are supported by experienced staff who work closely with other agencies and professionals to ensure they work together with the child's best interests in mind.
- Equal opportunities are clearly addressed. Images, resources and staff attitudes provide children with first hand learning experiences of the wider world. Adults support children to explore and learn to respect differences.
- Partnership with parents is clear and purposeful. Staff include parents in all aspects of children's nursery life. Two way communications are encouraged enabling key workers to use valuable information from home when compiling the children's assessment records and planning their next steps for learning.

What needs to be improved?

- older early years qualifications
- written water play / swimming procedures
- awareness of the early years disability and discrimination act.

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
2	Seek advice form the EYDCP training co-ordinator regarding older early years qualifications.
6	Devise written water play / swimming procedures and incorporate these into the risk assessment documents. Also obtain parental permission for children using the large paddling pool.
10	Obtain a copy of the early years Disability and Discrimination booklet. Ensure relevant information is shared with staff, volunteers and students.

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

How effective is the nursery education?

The provision for nursery education at Deerland's Day Nursery is very good. It enables children to make very good progress in all six areas of learning.

The quality of teaching is very good. Staff have a clear knowledge and understanding of the Foundation Stage and how young children learn through play and exploration. They plan stimulating and challenging activities and topics enabling children to become active independent learners. Planning and assessment procedures are extremely thorough and staff are currently refining these to include parental perspectives and observations. There is a range of interesting resources and equipment to meet children's individual needs and support their progress. Children's behaviour is excellent and they respond well to the consistent and sensitive approach of staff. Activities are well managed and staff know, understand and deliver a relevant early years curriculum which sustains children's interest, imagination and participation.

Staff observe children and record their progress. Children's next steps for learning are clearly identified. Provision for children who require extra support is organised well and enables them to make good progress towards the early learning goals.

Leadership and management is very good. Managers have worked hard to develop a strong staff team and are committed to providing opportunities for staff development. Regular meetings enable staff to share ideas and information. Staff appraisals draw out particular skills which are used to define their roles and responsibilities.

Partnership with parents is very good. Parents are actively encouraged to share information and participate in nursery events. Information regarding their child's development is shared and parents and key workers work together to plan children's next steps for learning. Parents are confident with Deerlands day nursery.

What is being done well?

- The professional development of staff is very good. Regular training sessions and in-house consolidation ensures staff's knowledge and understanding remains up to date and consistent throughout the nursery. The personal commitment shown by all staff enables them to provide a high quality learning environment for all children.
- The programme for physical development is very good. Staff make excellent use of the outside play area, creating an extension of the classroom. Children move freely both inside and out and their fine and gross motor skills are developed appropriately. Clear attention to defined play areas and activities ensures a free flow environment which provides children with optimum opportunities to explore at their own pace.

- The programme for knowledge and understanding of the world is very successful. Staff spend time ensuring that activities build upon what children already know. Role play situations and topics include artefacts and appropriate resources for children to explore first hand. Computers, programmable toys and props help them to explore communications and technology in its many different forms.
- The programme for personal social and emotional development is very effective. Staff organise the setting and encourage children to use and develop their independence. Children wash their hands, pour drinks and select snacks, and they put on their own coats and shoes with minimal support from adults.

What needs to be improved?
<ul style="list-style-type: none"> ● writing opportunities for the older and more able children.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are supported by caring and sensitive staff. Their confidence and self esteem are high. Children work in large and small groups and are encouraged to think for themselves, selecting activities and resources and taking care of their personal hygiene. Children move freely around the nursery responding well within a child led environment. High expectations and clear boundaries help children to develop a good understanding about sharing, turn taking and respecting each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate verbally and in the written form. They discover simple phonics which helps them develop their emergent writing skills. Children are encouraged to write in role play and name their work. Staff are currently extending the programme for older more able children to begin writing simple captions and sentences using phonics. Children select story and information books, following the text with their fingers and using the pictures as clues to the story line.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from one to one and small group work when counting to 10 and beyond. They match and sort objects by colour, size, shape and type. Children investigate quantity and capacity while playing in gloop, jelly, sand and mashed potato. They create simple patterns and investigate symmetry when creating butterfly prints. Children develop an understanding of addition and subtraction linked to one more and one less during number rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff support children's understanding of similarities and differences between cultures and countries. They provide first hand learning experiences, such as growing sunflowers and tomatoes or observing the changing seasons of the year. Regular farm trips and nature walks enable children to discover the wider world around them. Children handle artefacts and resources and taste food from around the world. They extend their understanding of technology and communications when using computers.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children develop their fine and gross motor skills. They travel over under and through apparatus and use wheeled toys with confidence, co-ordination and control. Children's spatial awareness is good and they move around the nursery safely. They use small tools and cutlery with increasing control and competence. Children use malleable materials for pulling, stretching, kneading and rolling into wiggly worms. They develop good hand eye co-ordination when throwing and catching balls.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Staff provide interesting opportunities for children to develop their imagination. Children sing simple songs and explore different sounds made by their own voices and musical instruments. A variety of role play scenarios, such as jungles, green grocers, garden centres and hairdressers provides further opportunities for children to use their imagination and build on real and imagined experiences. They create 2 and 3D collages and models. They join in cooking activities linked to various topics.	

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 were no significant weaknesses to report at this inspection, but consideration should be given to improving the following:
- develop the programme for writing to challenge the older and more able children by encouraging them to write simple captions and sentences using their phonic knowledge for spelling.

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.