



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 317407

DfES Number: 580477

### INSPECTION DETAILS

Inspection Date 15/10/2004  
Inspector Name Lesley Ormrod

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Old Vicarage Day Nursery  
Setting Address 112 Hartington Street  
Barrow-in-Furness  
Cumbria  
LA14 5SS

### REGISTERED PROVIDER DETAILS

Name Hollingarh Limited 4174169

### ORGANISATION DETAILS

Name Hollingarh Limited  
Address 1 Prospect Road  
Barrow-in-Furness  
Cumbria  
LA13 9AA

## 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 Old Vicarage Day Nursery opened in September 1995. It operates from a converted detached house and purpose-built pre-school in the centre of the town of Barrow-in-Furness in Cumbria. There is sole use of the premises. The childcare facility on the ground and first floors of the house consists of: three classrooms; three childcare rooms; children's canteens; changing areas and cot rooms; a kitchen and staff facilities. The pre-school consists of: four classrooms; four toilet blocks; kitchen areas; an office and disabled facilities on the ground and first floors. There is access to two fully-enclosed outside play areas. The facility is close to local amenities such as the town centre shops, parks, playgrounds and schools. The nursery serves the local community of Barrow-in-Furness and surrounding area.

The childcare facility is registered for 131 children under 8. There are currently 147 children from three months to under eight on roll. This includes 23 funded three-year-olds and 1 funded four-year-old. Children attend for a variety of sessions. The facility currently supports a number of children with special needs. There are no children on roll who speak English as an additional language.

The nursery opens five days a week all year round apart from bank holidays and one week at Christmas. Sessions are from 07:30 to 18:00.

33 staff work in the facility. Over half the staff have early years qualifications to National Vocational Qualification (NVQ) Level 3. Fourteen staff are currently working towards a recognised early years qualification. The setting receives support from a teacher and a special needs adviser from the Local Authority.

### How good is the Day Care?

The Old Vicarage Day Nursery provides good care for children. The facility has a warm and welcoming environment that helps children to feel secure. There is good organisation of the nursery by the manager and provider for the provision of day care for babies and children. The staff team have extended their knowledge and expertise in early years childcare by completing a range of qualifications and

training. There is a good range of age-appropriate play equipment that provides babies and children with good development opportunities. Most documentation and recording systems are in place and shared with parents and staff.

Most arrangements are in place for safety and security for children's protection. Staff have good daily hygiene schedules and children use well-cared-for equipment in a well-maintained environment. Children have healthy and nutritious meals and drinks. There is good support for children with special needs. Children have their health care needs met well. There are good resources and activities to provide children with positive images of diversity and equality. Staff have a satisfactory knowledge of child protection and keeping children safe.

There is good planning for learning and play opportunities. Children's development is regularly observed and recorded. The setting makes use of the Birth to Three Matters materials to help younger children make progress. Older children follow the Foundation Stage guidance for a planned programme of learning and play. Staff manage children's behaviour well.

There are good arrangements to keep parents informed about their child's day and progress at the nursery. Children's development booklets are shared with parents on a regular basis. Key workers give good daily handovers to parents.

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

not applicable.

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

- Children aged under two have stimulating activities to develop their skills in language, mobility and number awareness. They enjoy a lively rendition of the Big Bearhunt and copy sounds and actions. Children say 'baa' or try to make a star sign when asked to choose a song and look at their hands when staff count fingers as they wipe clean.
- There are good employment and recruitment procedures and practices. Staff have regular appraisals and individual learning plans. They have access to ongoing training and development opportunities.
- Children's progress is recorded regularly and information used to identify the next steps for children's learning and development. Staff record their observations of children's new skills and update children's assessments on a regular basis. They share children's development booklets with parents and invite comments and contributions.
- There is good use of available space for children's care and development. Younger children have spacious childcare rooms, designated changing areas and dining areas. Pre-school children have the use of a purpose-designed building with a range of facilities set out in large rooms.
- There is a good range of suitable equipment, toys and resources for inside and outside play. Children enjoy the ball-pools, read in the cosy corners,

create pretend meals in the home corners and play with the large wooden trains and cars. Babies enjoy lying inside the 3D mirror triangles and looking at themselves. Toddlers enjoy pretend races in the sit-and-ride toys outside.

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

- the recording of incidents
- the safety of the radiators in the house
- the provision of 'allegations against staff' procedure.

#### **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
11	Provide an incident recording system.
13	Provide an 'allegations against staff' procedure.
6	Make safe the unguarded radiators.

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

### How effective is the nursery education?

The Old Vicarage Day Nursery offers good quality education overall which enables children to make generally good progress towards the early learning goals in physical and mathematical development and very good progress in personal social and emotional development, communication language an literacy, knowledge an understanding of the world and creative development.

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

The quality of teaching is generally good. The key worker system promotes good relationships with the children. A structured routine, balanced range of activities and staff's interaction with the children demonstrates that they understand the foundation stage and how children learn. Planning links directly to the stepping-stones. Staff in the main are confident to deliver the early learning goals. However they provide limited challenges for the children in the outdoor area and few opportunities for children to develop their mathematical thinking. Staff observe and record the children's progress, which is used to inform future planning. Staff manage children's behaviour effectively, children are eager to please and behave well. Children with special educational needs receive good support.

Leadership and management is generally good and has a positive impact on children's progress. There is a clear management structure; staff understand their roles and responsibilities. Management oversee the planning, which is in the main well thought out. The manager reviews children's assessments and liaise with parents. Staff are provided with opportunities to further their professional development.

The partnership with parents is very good. Parents are provided with detailed information about the setting and the ongoing activities. Parents are encouraged to participate in their children's learning and provide resources to accompany current themes. Parents are invited into the setting to discuss their child's achievements

### What is being done well?

- Children's personal social and emotional development is given high priority. Children are happy and secure as they engage in a range of worthwhile activities, which address a broad range of topics. Staff value children and their achievements; accordingly children develop high self-esteem. Children participate in activities with confidence and enthusiasm. They organise themselves quickly as they eagerly put their coats on to enjoy outdoor play.
- Children competently use mark-making tools and are learning how to write their name as they label their paintings and collage work. Children are learning to play a good selection of musical instruments as they play both

loud and soft songs for example Twinkle Twinkle and Humpty Dumpty.

- Children are developing very good fine motor skills. They use tools and equipment to good effect. Children use scissors and cutters. They use glue sticks and paint brushes to create imaginative collages. They have good pencil control and enthusiastically use crayons and marker pens.
- Children enjoy a variety of creative experiences. They explore colour and texture as they create sponge paintings. They play in the well equipped water tray measuring and comparing size and volume. Children develop their imagination through role-play. The role play area, currently a launderette, provides opportunities for children to mark make, to imitate what adults do and to engage in meaningful conversations with each other.
- Sound links are developed between home and the setting. Parents are actively encouraged to participate in themes and topics. They provide items for display boards and healthy snacks for children to enjoy at snack time. Parents are encouraged to discuss the present themes with children in their home environment.
- Children with special educational needs are very well supported and are included in all aspects of the nursery.

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

- physical play in the outdoor area to ensure that children participate in meaningful activities during their planned outdoor play sessions
- questioning of children by staff to improve and enhance their mathematical thinking in particular their calculating skills.

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

The setting has made very good progress in addressing the two areas for consideration identified at the last inspection.

The setting agreed to demonstrate a knowledge and understanding of the DFEE Code of Practice for the identification and assessment of special educational needs. There is now in place an effective system which ensures that children attending the setting who have an 'identified special educational need' are well supported and integrated.

The setting also agreed to provide more opportunities for children to use technological resources in the programme of knowledge and understanding of the world. Children now have access to resources that promote their leaning in technology which include a computer and programmable resources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and motivated to learn from a range of both planned and free choice activities. They settle quickly as they arrive and are beginning to form friendships. One child invited a friend to join her in the role-play area. They are proud of their achievements and eager to share them with others. They are sensitive to the needs of others. They develop strong relationships with staff and each other, which promotes their confidence in both, planned and free play activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently during both free play and group situations. They listen to stories and are learning that print carries meaning. They are learning to retell elements of a story and use language to recall past events. They have access to fiction and non-fiction material to develop their understanding of books. Children are learning to recognise and are learning to write their name. They have good opportunities to learn to make marks for a purpose in free play and planned activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to 10 and beyond competently. They count the number of cakes in the tray and the number of steps they climb. Children are learning to compare number, they know that 3 is more than 1 as they print shapes and construct with the wooden blocks. Children can identify circles, squares and triangles as they engage in planned activities. However staff do not routinely question children to promote their mathematical thinking particularly their calculating skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about living things through visits to the park and collage making with natural resources. They build and construct with a purpose using a variety of materials. They are developing good concepts of time through daily routines. They are learning about the community in which they live with visits to the fire station and the supermarket. Children are learning about other cultures during topic work. They are developing their investigative skills as they use IT equipment.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are learning to move confidently and safely around the setting. They learn about healthy eating and are developing an awareness of their own bodies for example what makes them hot and how to deal with this. They use a range of small tools and equipment confidently as they draw, paint, use scissors and paste. They are learning to use cutters and knives when creating with play dough. They enjoy outdoor play although there are limited purposeful activities organised to enhance children.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children create pictures both in two and three dimensions using a range of textures and resources. They create patterns using sponge painting and confidently draw themselves and members of their family. They use their senses to taste and smell different foods and feel textures. They are learning to use their imagination in role-play; in the home corner they iron the clothes and load the washing machine. Children enjoy singing and are learning about sounds as they play the musical instruments.

**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**

- develop the outdoor physical play to ensure that children engage in purposeful activities during their planned sessions
- develop staff's questioning skills to encourage children to use their mathematical thinking to solve problems during play and daily routines.

*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.*