



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253787

DfES Number:

INSPECTION DETAILS

Inspection Date 22/09/2003
Inspector Name Jackie Nation

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Green Day Nursery
Setting Address Hayley Green Hospital
Hagley Road
Halesowen
West Midlands
B63 1EE

REGISTERED PROVIDER DETAILS

Name The Green Nursery Ltd

ORGANISATION DETAILS

Name The Green Nursery Ltd
Address Waugh Drive
Hayley Green
Halesowen
West Midlands
B63 1EE

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 Green Day Nursery opened in 1993. It operates from a single storey building in the Hayley Green area of Halesowen. The nursery serves the local area and towns.

There are currently 64 children from birth to 5 years on roll. This includes seven funded three-year-olds and nine funded four-year-olds. Children attend a variety of sessions. The setting currently supports a number of children with special educational needs, there are no children attending at present who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Fifteen staff work with the children. Two thirds of staff hold suitable early years qualifications and the others are working towards an appropriate qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Green Day Nursery provides satisfactory quality care for children.

The nursery provides a friendly and welcoming environment for children and their parents. There are effective procedures in place for vetting staff and children are supervised at all times. Most policies and procedures are in place, however the nursery needs to develop a procedure to follow in the event of a child being lost and share this with parents. Staff working with the children have relevant qualifications and experience, however, staff deployment is not always effective throughout the day. There is sufficient space available for the number of children in the nursery, although the organisation of resources in some rooms leads to missed opportunities for children to make decisions, explore and investigate their play,

Most aspects of safety in the setting are addressed, however risk assessment needs

to be completed for the sensory room and some aspects of the toddler room. Clear policies are in place for accidents, medication and sick children, although the procedures do not demonstrate to parents what steps the nursery would take if their child became ill. Good hygiene practices are promoted with the children through their daily routines. Staff are aware of children's individual dietary needs and comply with parents requirements, however children do not have access to drinking water throughout the day. Staff know the children well and treat them with equal concern. The nursery has a positive attitude to caring for children with special needs in partnership with parents.

Staff plan a range of activities for the children and there are opportunities for children to be active indoors and outside. Staffing interaction is good, staff praise and encourage children during their play.

Partnership with parents is good, parents are provided with good written information about policies and procedures, nursery routines and their child's progress.

What has improved since the last inspection?

At the last inspection the manager agreed to produce an action plan identifying action to be taken to minimise identified risks and maintain minimum staffing ratios at all times, especially when covering staff breaks. Although a risk assessment has been carried out by the manager since the last inspection the sensory room has not been assessed and potential hazards have been identified at inspection in the sensory room and toddler room. Although staffing ratios meet the required standards, staff deployment is not effectively meeting the needs of some children throughout the day.

What is being done well?

- Staff plan a programme of activities and play opportunities for the children and there are opportunities for children to be active indoors and outside.
- Staffing interaction is good and staff encourage children to be confident by praising their achievements.
- Staff manage inappropriate behaviour in relation to the child's age and stage of development, they provide good written information for parents which details strategies for dealing with behaviour issues.
- There are good relationships with parents, this ensures children's individual needs are met and parents are informed about their child's routines and progress.

What needs to be improved?

- The risk assessment procedures for the sensory room and toddler room.
- Policy information for lost a child, sick child and child protection.
- The operational plan, to show how staff are deployed, what activities are

provided and how you intend to meet the training needs of all staff

- staff deployment to meet the needs of all children.
- The range of activities and play opportunities in the tweenies and toddler room.
- Reducing access to the baby room.
- The safety and condition of the tables and chairs in the toddler room.
- The use of appropriate size chairs in the pre school room.
- Children's access to drinking water.
- The resources that reflect positive images of disability.
- The incident recording procedures.
- The methods used for sharing information with parents of children in the tweenie room.

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
6	Conduct a risk assessment on the sensory room and toddler room identifying actions to be taken to minimize identified risks.	22/09/2003
14	Ensure written procedures are in place for lost child and share this information with parents.	05/12/2003

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

Std	Recommendation
2	Develop the operational plan to include details of how staff are deployed, what activities are provided and how you intend to meet the training

	needs of all staff.
2	Ensure staff are deployed effectively at all times to meet the needs of children.
3	Ensure the range of activities and play opportunities provided in the Toddler Room and for children aged two to three years promote children's overall development and allow them to make decisions, explore and investigate their play.
4	Consider alternative strategies for movement around the nursery to reduce the disruption to children and staff in the baby room.
5	Ensure the equipment in the toddler room and pre school room are well maintained and appropriate to children's age and stage of development.
7	Develop the policy for sick child to include how staff would act in the child's best interests if they are ill.
8	Ensure children have access to drinking water throughout the day.
9	Develop resources that reflect positive images of disability.
11	Review incident recording procedures and include details of where the incident took place.
12	Ensure methods of sharing information with parents about their child are sensitively and confidentially recorded.
13	Ensure the policy for child protection includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Children's progress towards the early learning goals at The Green Nursery has significant weaknesses.

Progress in personal, social and emotional development is generally good with children and staff building positive relationships with each other. Staff have high expectations of children's behaviour and this is borne out by their conduct during the inspection. However, the limited range of activities offered at any one time results in an environment which does not always engage or sustain children's interest. An over emphasis on structured group work restricts the opportunities for experiential, child-initiated learning and fails to develop children's learning through play. At times, children's concentration and involvement in activities are sacrificed for routine and some children are disrupted by the frequent movement round the nursery.

Teaching shows significant weaknesses. Although staff attend on-going training in the Foundation Stage, planning is vague and fails to clearly identify the learning objectives expected. This leads to a lack of focus in some activities. Limited awareness of individual children's abilities impacts on how effective the planning can be when pitching activities to challenge them. Some resources are arranged to allow children to access them but this is often hindered by the erratic routine of the children's day.

Leadership and management has significant weaknesses. A team of senior staff undertake training and share this with other key staff. The lack of evaluation of this training impacts on the nursery's ability to identify it's own strengths and weaknesses.

The nursery's partnership with parents is generally good. Detailed information about the routine and topics covered is shared with parents and their involvement encouraged. Staff develop positive relationships with parents fostering a sense of mutual trust.

What is being done well?

- Staff have high expectations of the children's behaviour and children respond to praise and encouragement for their achievements. Children are encouraged to build positive relationships with both their peers and adults and demonstrate care and consideration for others.
- Staff provide a friendly, caring environment where children are encouraged to take turns and share with each other. The behaviour and attitude of the staff ensure that children have positive role models to follow.
- Children enjoy physical play both indoors and outdoors. They engage in a variety of activities that challenge and extend older children supported by a

selection of equipment and resources.

- Staff work well with parents and encourage them to become involved with their child's learning. Regular newsletters are distributed informing parents of the current topic their children are working on. Open evenings are arranged when parents can discuss their child's progress with staff.

What needs to be improved?

- staff's knowledge and understanding of how children learn, particularly through experiential learning, identifying the objectives for activities and incorporating this in the planning;
- the daily routine of the nursery for three and four year olds to reduce the disruption to children's concentration and interest;
- the organisation of furniture and resources to offer more opportunities for children to self select and make best use of the range of learning materials in comfort;
- the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics;
- opportunities for children to develop imagination and creativity spontaneously;
- the recording and assessment of children's progress to identify clearly the learning objectives to inform future planning for the next step in each child's development.

What has improved since the last inspection?

The Green Nursery has made generally good progress with regard to the action plan set at the last inspection.

The nursery was asked to provide more opportunities within the programme for communication, language and literacy to enable children to make up their own stories. This has now improved and confident children readily take the lead when creating their own stories. Some staff are skilled in telling stories from prompts given by the children and encourage them to contribute and join in using story language and phrasing. At times some younger, less able children are over-shadowed by the more confident children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form positive relationships with their peers and adults and many of the older, more confident children work co-operatively. Some younger children are still finding their place within the group. Children manage their own personal hygiene well and are fully aware of why they follow these routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Some of the older, more able children are confident speakers and are encouraged to use story language to create their own rhymes. At times, younger children are overshadowed and become disinterested. Children have the opportunity make marks using basic mediums. This is usually done as a set activity and children do not fully develop an understanding of using writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Good one to one and small group activities extend children's individual understanding of addition and subtraction although the purpose of such activities is not always made clear. They do not often develop or consolidate mathematical learning during other activities. Opportunities to problem solve through practical mathematical activities are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have access to a range of information technology equipment. Whilst the older, more able children can operate this equipment with skill, some children lose interest when having to wait their turn as access is often part of a set group activity.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently round both indoors and outdoors using a range of equipment that offers a challenge to more able, confident children. Children do not always have sufficient free access to a suitable range of small tools such as scissors and modelling mediums to develop fine motor skills.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

Children have limited free access to appropriate resources to express themselves spontaneously. Individual creativity is hindered by adult over direction. Older, confident children engage in role play and enjoy musical activities.

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

- develop staff knowledge and understanding of children's learning through experiential, child initiated activities;
- improve the planning to clearly identify the learning intentions for activities;
- review the daily routine of the nursery to reduce the disruption to children's concentration and interest;
- develop the use of freely chosen activities within the daily routine to extend children's learning, particularly in mathematics and communication, language and literacy and creative activities;
- review the recording and assessment of children's progress to inform future planning for the next step in each child's development.

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.