



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 255132

DfES Number: 583613

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Kashma Patel

SETTING DETAILS

Day Care Type Full Day Care
Setting Name A B C Day Nursery
Setting Address 14 Wigorn Road
Smethwick
West Midlands
B67 5HN

REGISTERED PROVIDER DETAILS

Name A B C Day Nursery Ltd

ORGANISATION DETAILS

Name A B C Day Nursery Ltd
Address 14 Wigorn Road
Smethwick
West Midlands
B67 5HN

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

ABC Nursery opened in 1987. It operates from three floors, with child care being carried out on the first two floors, the third floor provides staff and office accommodation. There are three playrooms on the ground floor and two on the second floor.

The nursery is open Monday to Thursday from 07:30 to 18:00 and on Friday's from 7:30 to 17:30. All children have access to a secure garden.

There are currently 34 children on roll aged from 0-8 years, this includes funded 3/4-year-olds. The setting also provides support for children who have special needs, and who speak English as an additional language. The setting receives support from the Sandwell Early Years Development and Childcare Partnership (EYDCP).

The nursery employs 9 members of staff, of which 75% have a qualification in early years to level 2 & 3.

How good is the Day Care?

ABC Nursery provides satisfactory care for children. Staff offer a warm and welcoming environment where children feel secure and their individual needs are taken into account. Staff know the children well and develop good relationships with them. Most documentation is maintained, but there is no policy for lost children. Some policies do not have designated staff.

Staff ensure that children understand about safety in the setting and have taken the necessary precautions. All areas for promoting health and hygiene are good and are reinforced through the daily routine. Children are provided with regular drinks and snacks which meet their individual dietary needs.

Staff provide a range of interesting and stimulating activities which promote children's learning and imagination. They plan varied activities for children of

different age groups in order to promote their development. Staff spend time talking and playing with them and helping them to learn. Staff have a good understanding of equal opportunities. There is a range of toys available for children which promote equality of opportunity and anti-discriminatory practice. Staff use positive methods to manage children's behaviour. Staff are aware of their responsibilities in regard to child protection issues.

Staff have good working partnerships with parents and ensure that the children are cared for in accordance with their parents' wishes. An information pack is available to all parents. Information is shared with parents on a daily basis through daily verbal communication and the notice board.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have the opportunity to be involved in a suitable range of activities. They are given choices and their interests are taken into account.
- Good use is made of available space both indoors; rooms are laid out to give children easy access to toys and equipment.
- A good partnership exists with parents. Staff ensure that children are cared for in accordance with parents' wishes and talk to them daily about their progress.

What needs to be improved?

- policy for lost or uncollected children
- staff responsible for behaviour management and equal opportunities.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
2	Devise a policy for lost or uncollected children.	17/12/2004

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

Std	Recommendation
11	Ensure there is a named designated person for behaviour management.

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

How effective is the nursery education?

ABC Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals.

The quality of teaching has significant weaknesses. Staff build warm and trusting relationships with the children which promotes their confidence, but do not consistently question children effectively to encourage them to think and communicate. They provide activities linked to the six areas of learning, but these opportunities are limited and not freely accessible due to insufficient space.

There are some resources that are used to promote children's independence, but equipment is not available for children to develop their climbing skills and extend their understanding of how things work. Staff make observations of children to inform assessment records which identify clearly the good progress children are making.

The leadership and management of the nursery have significant weaknesses.

The group benefits from a clear management structure and an enthusiastic staff team who work well together. They are committed to improving practice acting upon advice from the EYDCP to improve their assessment system. There is not yet a rigorous system to monitor and evaluate the quality of teaching. Also lack of training impacts on the staff's interaction with the children.

Partnership with parents is generally good. Staff work well with parents and they receive information about the setting and are kept informed through regular newsletters. Staff exchange information with parents informally on a daily basis which helps to form successful relationships.

What is being done well?

- The staff provide a welcoming environment where children are beginning to gain independence and confidence.
- Children have a range of toys and resources which they can access themselves.
- Children have regular opportunities to play in a safe outdoor play area.
- Staff encourage parents to be involved in their children's learning. Information is provided on the early learning goals and a notice board keeps parents informed.

What needs to be improved?

- staff knowledge and understanding of the Foundation Stage and the early learning goals
- monitoring of the nursery education
- opportunities for children to develop problem solving, self help skills, knowledge of how things work and climbing skills.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. The nursery was asked to give parents information on the early learning goals. The nursery has now produced a written prospectus to inform parents of the early learning goals. Information is also displayed on the notice board.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to develop in the areas of personal, social and emotional development. They are confident, independent and well behaved most of the time. They listen for instructions and wait patiently for their turn. Children have good relationships with staff and with their peers. There are not enough opportunities for children to develop self help skills, such as pouring and given out drinks during snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with confidence through large and small group discussion. They have free access to books, enjoy listening to stories and they are learning to understand the correct way print is read. Children have limited opportunities to practise pre writing skills and write their own names. Letter recognition and sounds are only being developed on a weekly basis.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and size through practical activities. Most name shapes confidently and are learning that rectangles have two long sides and two short sides. They demonstrate well that they understand size. They are able to say which are the big and little squares when choosing buttons. They learn about patterns through threading and matching coloured shapes to cards. They do not always develop problem solving skills during routines or learn about position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an awareness of change through planned activities such as cooking. They discuss the changing seasons daily at registration. Children have free access to a computer which they use independently. Children do not have enough resources to learn how things work and are not examining or discussing living things.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are continually encouraged to develop an awareness of their health and body during play and routine activities. They have regular opportunities to develop their physical skills outdoors, demonstrating an increasing sense of space and control when riding wheeled toys. Children are able to stop and start safely when they running and riding toys. However, children do not have regular opportunities to develop their climbing skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to use their own imaginations and express themselves within craft activities, but do not have a choice of activities, due to lack of space in room. They engage in music activities, with instruments and sing songs enthusiastically. Children enjoy reading stories and some can retell stories by looking at pictures. Children do not have regular opportunities to talk about how they are feeling.

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

- staff knowledge and understanding of the Foundation Stage and the early learning goals
- monitoring of the nursery education
- opportunities for children to develop problem solving, self help skills, knowledge of how things work and climbing skills.

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.