



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 508085

DfES Number: 592403

### INSPECTION DETAILS

Inspection Date 01/07/2004  
Inspector Name (Kate) Kathryn, Jane Ryder

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Prospect House Private Day Nursery  
Setting Address Prospect House  
Fir Bank Road, Royton  
Oldham  
Lancashire  
OL2 6TU

### REGISTERED PROVIDER DETAILS

Name Channings Childcare LTD 4334056

### ORGANISATION DETAILS

Name Channings Childcare LTD  
Address Channings Early Years School  
Railway Street, Milnrow  
Rochdale  
Lancashire  
OL16 3RN

## 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

Prospect House Nursery, run by Channings Child Care Ltd opened in 1997. It operates from four rooms on two levels in a converted and extended house situated in Royton, a suburb of Oldham. It serves the local community, but places are open to all.

There are currently 44 children from twelve months to four years on roll. This includes fifteen three and four year olds who are in receipt of the Nursery Education Grant. Children attend for a variety of sessions to accommodate family needs.

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

There is a team of eleven staff who work with the children, seven of whom have early years qualifications to NVQ level 2 or 3 and two staff are currently working towards a recognised early years qualification. The group receive support from a teacher from the Early Years Development Childcare Partnership (EYDCP) and are about to commence working towards gaining a quality assurance award. The group also have Investors in People status.

### How good is the Day Care?

Prospect House Nursery provides good care for children.

The majority of staff have early years qualifications and a clear induction procedure for new staff is implemented. Children are in appropriate age and size groups and are attached to a key worker. The environment is child centred with children's work displayed throughout the building. It is generally well maintained but carpets and the outdoor toys require attention. Written records are of a good standard with only minor attention necessary.

There are effective health and safety policies and clear routines for promoting children's personal health and hygiene. Staff have good knowledge and

understanding about child protection issues and procedures.

Children are provided with a wide range of toys and activities but few reflect positive images. Staff plan activities within an early years curriculum framework and monitor children's development, although the current system could be improved. Staff have a consistent approach towards managing children's behaviour and they respond well.

Good relationships are established with parents. They are provided with good information about the setting and have easy access to the policies and procedures.

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

At the last inspection it was agreed to introduce a key worker system, devise an outings procedure, include information about bullying in the managing behaviour statement and provide information about allegations against staff in the child protection statement. All the actions have been addressed and as a result child care practices have improved.

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

- A planned induction process for new staff ensure they become familiar with the settings policies and procedures and the key worker system ensures staff know the children well. Staff have warm relationships with the children and in particular respond well to the needs of young babies.
- Displays of children's creative work and photographs showing them involved in a variety of play activities provide a child centred environment. Children are grouped into appropriate age ranges in base rooms with sufficient space for them to play comfortably in. Consideration is given to upgrading the premises and a new window and door frame have recently been fitted.
- Attention to children's safety is emphasised, they are well supervised both indoors and outdoors and regular fire practices are held. There are good health and safety policies and staff have clear knowledge of them. A good proportion of staff have current first aid certificates and there is good understanding about child protection issues.
- Children are provided with well balanced meals and snacks and staff are aware of individual dietary requirements. Parents of children under three are provided with written information about their child's daily diet.
- Staff have consistent and positive approaches to the management of children's behaviour. They use a range of appropriate strategies to encourage positive behaviour.

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

- the development observations of the children, to link into the play plans to enable staff to plan activities that meet children's development and learning
- the standard of cleanliness of the outdoor toys and carpets and to maintain

the carpet in the baby/tweenie corridor, to ensure excess folds are removed

- the toy resource, to develop a range of resources which reflect positive images of race, culture, disability and gender
- the documentation, to add Ofsted's telephone number to the complaints 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
3	Develop a system of linking observations of the children into the planning of activities to meet the next steps in their development and learning.
7	Ensure the outdoor toys and carpets throughout the premises are kept to good standards of cleanliness and make sure that the carpet in the baby / tweenie corridor is safely maintained and free from any creases / rucks.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
12	Make the telephone number of Ofsted available to parents on the complaints procedure.

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

### How effective is the nursery education?

Prospect House private Day Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals.

Children's progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, mathematics and physical development is generally good. Children make very good progress in creative development.

Teaching is generally good. The staff organise the play room very well to encourage the children to make choices and be independent, though the choice of books in the book area is limited, and there is limited access to technological resources. The creative area provides children with very good opportunities to express their thoughts and feelings using a good variety of media and materials. The staff play alongside the children, questioning them well to encourage their thinking. They have a positive approach which children respond to by behaving generally well. The activity planning is not carried out by staff who work directly with the children. This results in some activities not being well prepared or different activities offered. Although alternative activities provided offer good challenges the staff cannot be sure that they are offering a balanced curriculum which promotes all the stepping stones over a period of time. The staff are currently reviewing the assessment systems as they are aware of the need to assess children's progress and use this information to plan for the next steps in their learning.

Leadership and management are generally good. The staff effectively identify areas which can be developed and are committed to developing the educational provision. The key staff working with the children do not, however access training frequently enough to enable them to confidently plan activities.

Partnership with parents is generally good. Parents have good access to written information about the activities children are involved in.

### What is being done well?

- The setting provides the children with an environment where they can develop good independence and self help skills. The children help to care for their environment by tidying away the toys, they look after their own needs by pouring their own drinks, and fastening their own coats for example. They have very good choices about what they do as they have access to a wide range of resources. This allows them to practice and consolidate their skills and be freely creative.
- Children's behaviour is well managed. The children respond well to clear boundaries and praise and encouragement.

- The staff effectively question the children to encourage their thinking and learning. They provide very good opportunities such as circle time and story time when they encourage the children to engage in conversation, listen and take turns to develop their communication skills.

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

- the knowledge and confidence of the staff who work with the pre-school children in planning and preparing a balanced curriculum which promotes all the stepping stones over time
- the systems for assessing children's progress to ensure that they are up to date and provide information that can be used to plan the next steps in children's learning
- the accessibility of a good selection of good quality factual and fiction books to further promote children's enjoyment of books, and the accessibility of technological resources.

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

At the time of the last inspection of the educational provision there were three issues identified for development.

The first issue was to 'complete the assessment sheets regularly to monitor the children's progress towards their goals for learning and review how the information gathered is shared with parents and carers'. Since the last inspection the setting has tried different methods of assessment but have not yet found a system which enables them to assess children's progress effectively, to use the information to plan the next steps in children's learning and to keep parents informed. They are currently introducing new assessment profiles and this area remains a key issue for development.

The second issue was to 'give more emphasis in mathematics to providing opportunities to sort a variety of objects'. Good progress has been made on this issue with the provision of resources in a 'maths area'. Children have continuous access to this area, with opportunities to sort a variety of objects.

The third issue was to 'review the provision of wheeled toys.' Good progress has also been made on this issue with the provision of wheeled toys which allow children appropriate physical challenges to push, pedal and steer around the outdoor play area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children operate with high levels of independence in the nursery. They learn how to take care of equipment, pets and their own needs. They are keen to explore play activities. They make frequent choices about what they do and select from a good range of toys and equipment. They behave generally well, they respond well to praise and encouragement and they know how to take turns and share.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and good listeners. They talk confidently in front of the group at circle time, and listen with interest at story time. They enjoy stories, though do not have access to a wide range of books in the book area. They use many good opportunities to practice making marks in a well resourced writing area. They learn that we write for many different purposes, when they write postcards and send them, for example, and when they label their own work.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use a good range of resources to learn about number, shape and size. They sort objects, make patterns, compare and recognise numbers and frequently count to ten, such as counting the pieces of a jigsaw in the suitably resourced maths area. They use their mathematical knowledge to find out how many cups of water it will take to fill a bottle, for example, and to work out how many pieces of jigsaw will be left if they 'take one away'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children find out why things happen when they do simple experiments such as making ice, pouring warm water and food colouring over it and observing how it changes. They enjoy many good planned activities linked to themes to find out about the world around them, for example when they are visited by the fire service, when they plant seeds and watch them grow, visit places in their local community such as the garage or post office, and celebrate festivals such as Diwali and Christmas.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use many good opportunities indoors and outside to develop large motor skills and co-ordination. They pedal wheeled toys around cones, climb and run outdoors for example. They also have regular music and movement sessions indoors. They use many different tools to develop fine motor skills and co-ordination, such as rollers and spoons in the play dough, pencils, rulers and paper clips in the writing area.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children create pictures and objects in two and three dimensions using a very good range of interesting materials. They use their senses often, to taste and smell different foods, or feel the texture and temperature of a block of ice for example. They use their imagination well during varied role play situations which they enjoy. They sing familiar songs every day and explore the sounds of the different percussion 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 key staff's knowledge and confidence in planning and preparing a balanced curriculum which promotes all the stepping stones over time
- develop the systems for assessing children's progress to ensure that they are up to date and provide information that can be used to plan the next steps in children's learning
- increase the accessibility of a good selection of good quality factual and fiction books to further promote children's enjoyment of books, and increase the accessibility of technological resources.

*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.*