



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY266488

DfES Number: 518655

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Helene Anne Terry

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wingate Private Day Nursery Ltd
Setting Address	Wingate House, Raglan Avenue Keighley West Yorkshire BD22 6BJ

REGISTERED PROVIDER DETAILS

Name	Wingate Private Day Nursery Ltd 04676755
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ORGANISATION DETAILS

Name	Wingate Private Day Nursery Ltd
Address	Wingate House, Raglan Avenue Keighley West Yorkshire BD22 6BJ

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

Wingate Private Day Nursery Ltd opened in 1992. It operates from a detached property set in its own grounds close to the centre of Keighley. The setting serves families of the surrounding areas. Virtually all children are of white European background. Children are cared for in three playrooms according to age groups. The setting is open weekdays throughout the year between the hour of 07:30 and 18:00.

There are currently sixty children from birth to five years on roll. This includes seventeen funded three year olds and two funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and there are no children attending who speak English as an additional language.

There are twelve members of staff employed to work with the children. Four have early years qualifications to level 3 or above. Three staff are currently working towards a recognised early years qualification and two are due to commence. The setting receives support from the local Authority, are members of the National Day Nursery Association and are working towards the quality assurance scheme Quality Counts.

How good is the Day Care?

Wingate Private Day Nursery Ltd provides satisfactory care for children with some good aspects. There are good policies, procedures and documentation in place which effectively underpins the setting and contributes to staff being fully aware of their roles and responsibilities. Space and resources are used effectively to meet the needs of the children. Staff are currently adjusting to recent changes in the team and generally work well together.

Health, safety and hygiene in the nursery are effectively addressed, ensuring the environment is a safe place in which children can play and learn. This is implemented by staff through good procedures and practices. Children's individual needs are effectively addressed including their dietary requirements and staff are aware of child protection issues.

A varied, flexible and well planned routine is provided for the children, which includes activities indoors and outdoors. A good range of activities in each of the age specific rooms are provided, however staff in the toddler room need to ensure that children have access to the wide range of activities available as specified in their planning. Staff in the under three's rooms have recently implemented the Birth to Three Matters framework and three year olds and over are working with the Foundation Stage. There is a wide range of resources available which cover all aspects of children's development, some of which positively represent diversity in society. The majority of resources and equipment are at child height encouraging choice and independence. Most staff fully involve themselves in children's activities which helps to foster the warm relationships apparent.

Partnership with parents is very good. Parents have access to a very good range of information about the setting, both verbal and in written form and they are given the opportunity to regularly discuss the well being of their child with their key worker, thereby ensuring continuity of care.

What has improved since the last inspection?

At the previous inspection the manager agreed to address and refine a number of procedures within the setting, which included devising a key worker system, reviewing the induction procedures for staff, providing an incident record book and ensuring that the child protection procedures included a statement on procedures to follow should a member of staff be accused of abuse.

Very good progress has been made. A key worker system is in place throughout the setting, the induction procedures ensure that health and safety issues are discussed with staff within the first week of their employment, an incident book is kept, and the child protection procedures have been updated.

What is being done well?

- There are good comprehensive policies and procedures in place which effectively underpins the running of the setting.
- The range of resources available to the children in all the playrooms is very good and covers all aspects of children's development. The room for the older children is divided into specific learning bays with appropriate activities and resources available at child height to extend learning.
- All aspects of safety, health and hygiene are fully considered ensuring that the environment is a safe place in which children can play and learn. Staff are active in promoting health and hygiene with the children through activities, and good practice.
- Relationships with parents are very good. Parents receive comprehensive information about the setting and their children. They have access to their child's development records and key worker ensuring continuity of care is promoted. A new system has recently been devised in the pre-school room to fully ensure parents receive regular updates on their child's progress through

the foundation stage.

- Staff promote equality of opportunity effectively to meet the needs of the children attending. There is a good range of resources which represent positive images of diversity in society ensuring that children are aware of and respect people's differences and similarities.

What needs to be improved?

- strategies to ensure that 50% of staff hold a relevant childcare qualification
- the procedures to ensure that all staff working in the toddler room are aware of the activity plans.

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

Std	Recommendation
2	Ensure that strategies are effective enough to ensure that minimum staffing qualifications are maintained throughout the nursery.
3	Ensure that all staff are aware of the need to provide a full range of activities for the children in the toddler room.

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

How effective is the nursery education?

Wingate Private Day Nursery Ltd provides good quality provision where overall children make generally good progress towards the early learning goals. Very good progress is made in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world, and creative development. In their mathematical and physical development progress is generally good.

The quality of teaching is generally good, key staff have good understanding of the early learning goals, however not all staff are confident in this area, which has resulted in missed opportunities to extend learning. Planning is good, it takes into consideration the different abilities of the children and covers the six areas of learning. Children's assessments are used to inform future planning. Assessments highlight the stepping stones on which the children are progressing and observations are used to support these, although are mainly descriptive. A good range of resources are available and areas of play are well organised. Staff build good trusting relationships with the children and challenges set are satisfactory; this impacts on the children's ability to learn. Staff have high expectations of the children and manage behaviour well. Children attending with special needs are effectively supported. Although there are no children attending who speak English as an additional language, systems are available to provide support.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and the aims of the setting are met. However the monitoring systems are not rigorous enough to highlight gaps in the provision. Although management do have a good commitment to improving the setting.

Partnership with parents is very good. Parents are well informed about the setting including their child's progress. They are encouraged to support and participate by extending learning at home.

What is being done well?

- Staff give a high priority to encouraging children's personal, social and emotional development. Children are developing very good personal independence skills. They confidently manage developmentally appropriate tasks such as toileting, washing hands, serving their own meals and pouring drinks.
- Children are given good opportunities to select and explore a wide range of materials and equipment to enable them to create and construct. Most materials are at child height around the room promoting choice.
- Parents receive very good information about the setting which includes information about the aims of the foundation stage, themes and topics and

how to extend learning at home. This has a positive impact on the children's development and continuity of care.

- Staff are effective in promoting children's development in communication language and literacy. Children speak clearly and confidently and initiate conversation with other children in their group. They are also beginning to form recognisable letters and hear and say sounds of the alphabet. More able children attempt to write their own names.
- Staff develop warm and trusting relationships with the children and support them in a way that positively affects the attitudes to learning that they have.

What needs to be improved?

- the knowledge and understanding of the foundation stage by all the staff working in the preschool room, ensuring that they feel confident to interact with the children extending development during incidental and planned activities
- the monitoring and evaluation of the quality of teaching
- the opportunities for children to use simple calculation skills during everyday activities and greater challenges for more able children to climb, swing and slide.

What has improved since the last inspection?

The setting has made good progress since the last inspection in addressing the areas identified for improvement.

Circle time is used more effectively to meet the needs of the children and promote development. Children now discuss the weather, and learn about the calendar each session. Staff also give children the opportunity to discuss any news they may wish to share with the group.

Records have been amended and updated to take the early learning goals into account in planning and children's assessments.

The need to ensure consistency in questioning so that older children are challenged to extend their understanding of simple addition and subtraction has been addressed in part. Children do take part in specific activities, however staff need to consider introducing calculation into everyday activities, such as talking to children about how many children are present, therefore how many cups do we need?

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and familiar with established routines of the nursery. They are involved and interested in the activities and happy to try new experiences. Children play well together and behaviour is good. They have developed very good independence skills, especially in relation to their personal needs, selecting resources and carrying out activities. Relationships established between staff and children are good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and respond with enjoyment to stories and songs and recall events in their own words. They interact, negotiate and speak clearly and use language to explore feelings, sounds and ideas. Children are beginning to link sounds to letters of the alphabet, as they spell out their names. More able children are developing writing skills, forming recognisable letters and some are writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are showing an increasing interest in numbers and counting. Four year olds confidently count to ten and over and can count numbers on a one to one correspondence. Children also use number names spontaneously in their play for example as they role-play going to the shops. They talk about shapes, how they are the same and different as they construct. However staff are missing opportunities for children to discuss and use simple calculation skills in everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore and investigate, to observe patterns of change and how and why things work, such as planting and observing seeds grow. They learn how to select, join and fasten materials together. They are beginning to develop IT skills by learning how to operate simple equipment such as the tape recorder and the computer. Children learn about their environment and develop a positive respect for the wider world, different lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely indoors and outdoors. They develop good control and confidence when using equipment such as balancing beams and wheeled toys, however older children need a greater opportunity to climb, swing and slide. They use a wide range of tools indoors to develop their fine skills for example when using pencils, crayons, paint brushes, glue sticks, scissors and malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, shape, form and texture in two and three dimensions making models and paint and design collage. They practice real and imagined experiences in the role play area and outdoors. They enjoy music, dancing and musical instruments and sing simple songs from memory. Children have many opportunities through a good range of materials to explore and express their ideas, thoughts and feelings.	

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

- improve the knowledge and understanding of the foundation of all staff who work with the preschool children
- provide more opportunities for children to practice simple calculation during everyday activities and provide more challenging equipment for older children to climb, swing and slide
- improve the monitoring and evaluation systems of the quality of teaching.

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.