



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206321

DfES Number: 537534

INSPECTION DETAILS

Inspection Date 10/08/2004
Inspector Name Joanne Bowman

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Breedon House Children Centres - Badgers PDN
Setting Address Dryhurst House
Royal Hospital, Calow
Chesterfield
Derbyshire
S44 5BL

REGISTERED PROVIDER DETAILS

Name Children First at Breedon House 03207571

ORGANISATION DETAILS

Name Children First at Breedon House
Address 168 Derby Road
Long Eaton
Nottingham
Nottinghamshire
NG10 4BJ

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

Children First at Breedon House opened in June 2000. It operates from a Georgian house set in its own garden within the grounds of Chesterfield and North Derbyshire Royal Hospital.

The private day nursery serves children and families in the Chesterfield and surrounding areas and staff working within the hospital.

There are currently ninety six children on roll. This includes fifteen funded three - year - olds and thirteen funded four- year - olds. Children attend a variety of sessions. Currently the setting supports no children with special educational needs, and there are no children with English as an additional language.

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

Eighteen full time and one part time staff work with the children. Fourteen have early years qualifications, five are on training programmes. The setting receives support from Derbyshire Early Years Development and Childcare Partnership. Training and support is also accessed through in-house accredited training. It is a member of the National Day Nurseries Association and has achieved accreditation awards for 'Quality Counts'. The setting has also achieved the Investors in People award.

How good is the Day Care?

Children First at Breedon House offer good quality care for children. A warm welcoming environment is provided for children to play and learn, staff take great pride in the nursery's appearance. Organised and established routines provide a settling structure to a child's day. Comprehensive policies and procedures are in place to ensure efficient and safe running of the setting.

The premises are secure and access is monitored carefully. Risk assessments are conducted regularly. Staff have good awareness of children's safety, they supervise

children well and ensure there are suitable precautions in place to prevent accidents. Procedures are in place to maintain good hygiene practices within the nursery. However, trainee staff did not always follow guidance within the babyroom. Children have regular drinks and healthy meals and snacks, these are prepared fresh each day. Meal times are intimate, calm, social events.

Equal opportunities is promoted well, staff know children well and ensure activities are adapted to meet the needs of all children. Staff work closely with parents to ensure babies individual needs are met. Staff have sound knowledge of local child protection procedures.

Children have access to a wide variety of well planned and worthwhile activities. Children are encouraged to explore and investigate and develop curiosity for the world around them. Staff provide rich opportunities for children outdoors. Books are used regularly in all rooms, very young children recognise the pleasure of sharing stories and carry this through to pre-school. Staff give clear explanations and encourage children to think, children respect this and behave really well.

Parents are warmly welcomed in to the setting. Staff make time to share information about each child and care for them in accordance with parents wishes. Parents receive excellent information about their child's learning, this effectively involves them in their child's learning.

What has improved since the last inspection?

At the last inspection the setting agreed to review the safety of the story sack hooks. These have now been removed ensuring children's safety and well being is maintained.

What is being done well?

- Children have access to a very good selection of resources, these are presented attractively on open shelving. Staff positively encourage children to make their own choices and make decisions for themselves. Staff incorporate resources which reflect positive images of race culture and disability into all aspects of play.
- Babies and toddlers are given many opportunities to explore and investigate natural materials. Heuristic play allows children to learn through all senses. For example, textured material, calming sensory corner furnished with soft sheer fabrics and small pouches filled with various, scented and noisy material for babies to experience.
- Children are developing good independence skills, opportunities to pour their own drinks and serve them selves at meal times. Older children will often support younger less able children to put on their coat or apron.
- Staff demonstrate a commitment to personal training and development. They are receptive to new ways of working and adopt a professional approach. The staff team are continually reviewing and evaluating working practices to ensure they meet a high standard.

- The information given to parents and staff commitment allows a strong partnership to be formed with parents and carers. They are treated with respect and are given many opportunities to be a part of their child's education.

An aspect of outstanding practice:

Staff have a high awareness of children's individual needs. They are proactive in ensuring that children receive effective 1-1 care. For example the setting works in partnership with other agencies to identify children in need and encourage families to use their resources, promoting inclusive practice and affording all children in the community the same advantages of a rich stimulating learning and play environment. Children are immediately engaged on arrival and their individuality respected and valued. Management supports staff through good deployment, additional training, mentoring and a buddy system.

What needs to be improved?

- the induction of trainee staff to ensure they receive necessary support to maintain good hygiene practices within the baby room.

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
7	Ensure the induction of trainee staff includes the necessary support to maintain good hygiene practice within the baby room.

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

How effective is the nursery education?

Children First at Breedon House Chesterfield, provides high quality nursery education overall which enables children to make very good progress towards the early learning goals. Staff pay particular attention to providing varied, attractive activities to capture children's imagination and interest to investigate and explore their surroundings.

Staff are deployed well and use their time and resources effectively to support children in their learning across all areas of the curriculum. An established key worker system provides on going assessments and monthly evaluations of what children have been achieving. This will be further enhanced by identifying children's next steps in future learning. Detailed plans provide well balanced opportunities for children to practice previously acquired skills and learn new ones. Staff develop warm relationships with the children, asking open ended questions to encourage children to think. Staff initiate meaningful discussions to develop children's knowledge and skill. They make time to listen to children. Children have many opportunities to develop independence and self help skills. The outdoor areas are used effectively to develop physical skills, imagination and an understanding of the natural world. Staff have good arrangements in place to support children with special educational needs and those who have English as an additional language.

Leadership and management is very good. An empowering leadership, encourages staff to continuously review and evaluate working practices to ensure all staff are working towards providing a high quality service for children. On going training and mentoring provides a focussed approach to staff development.

Partnership with parents is also very good. Parents are well informed and are encouraged to contribute to their child's learning and have on going access to children's assessment records. Staff encourage formal and informal opportunities to meet with parents and carers.

What is being done well?

- Staff give high priority to personal, social and emotional development. Children are confident, interested and frequently select resources and make choices for themselves. Children form strong relationships with their peers and relate well to each other, playing harmoniously. Very good standards of behaviour are maintained.
- Staff work very well as a team, providing an interesting range of activities to encourage children to think. Staff ask open ended questions and give thoughtful explanations and reasons why things happen in a certain way. Children reciprocate this good practice and are respectful.
- Well planned activities and good resources provide a rich learning

environment for all.

- Strong leadership and management promotes a positive learning environment, frequent meetings and reviewing of practices provides a basis for improving quality. Staff are proactive in ensuring children receive good quality child care and that they put children's needs first.

What needs to be improved?

- the information contained within children's individual assessments to ensure they identify next steps for future learning.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic on entry and engage in activities immediately. Children know the routine well and are accepting of clear rules and boundaries, they are polite and considerate of others. Children behave very well. They are encouraged to be independent and choose activities and select resources themselves. Older children help less able children to complete tasks, such as putting on coats and aprons. Children are beginning to relate to different parts of life experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are well fostered; staff engage children in meaningful discussions within all aspects of play. Older children use descriptive language to articulate their needs. Children have opportunity to write and copy write their name. More able children practice correct letter formation and are beginning to recognise their surname. Children have free access to writing materials and frequently write for different purposes. Children show a great appreciation for books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical concepts are reinforced through play situations. Children competently use mathematical language in sand and water activities; this helps them learn positional language, capacity, weight and encourages problem solving. Children are interested in number and most count beyond 10. Weekly topics allow children to learn different shapes and concepts of counting. For example in 2's and 10's. Counting equipment is used to reconfirm quantity and practice simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities are used to encourage children to learn through exploration. Themed boxes allow children to investigate the properties of everyday objects, such as nuts and bolts. Children are very interested in technology, they are able to use and operate simple equipment. Their design making skills are developed through a good range of construction activities. Topic work, visits and good resources provides a base for learning about the world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to practice their fine motor skills, through cutting, spreading glue and use of real woodwork tools. Outdoors, children are set challenges to develop their gross motor skills. They balance on planks, swing from tyres and negotiate levels on the obstacle course. They have good awareness of space avoiding contact with others. Children learn about health awareness through topic work and discussions.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children create freely and design and make their own creations, choosing materials and planning the design. They regularly undertake drawing and painting opportunities which are valued by staff. Children draw on their own experiences during imaginary role play and with small world activities. They are beginning to explore rhythm and beat with both planned and free choice activities. Children listen to a wide range of music styles, such as classical and dance music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- review the information contained within children's individual assessments to ensure they identify next steps for future learning.

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.