



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 309338

DfES Number: 524516

INSPECTION DETAILS

Inspection Date	10/12/2003
Inspector Name	Ann, Theresa Flynn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Highview Nursery
Setting Address	144 Tower Hill Road Upholland Skelmersdale Lancashire WN8 0DT

REGISTERED PROVIDER DETAILS

Name	Mrs Jean Ann Hurst
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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

Highview Nursery is registered as a full day care facility which is registered to care for 25 children aged 2-5years, of whom a maximum of 10 children can be under three years of age.

The nursery is situated in Up Holland a semi - rural area of West Lancashire. The nursery opens from 7.30am - 6.00pm Monday to Friday. The premises consist of one main play room with adjacent areas for messy play and other activities; adjacent kitchen, children's toileting facilities, and enclosed outdoor play area.

The staff presently employed are all qualified in child care.

The nursery accepts funded children aged 3 and 4 years and presently there are 11 funded children, no children with special educational needs and one child who speaks two languages.

How good is the Day Care?

The quality and standard of day care is satisfactory.

The staff team are managed well although there is some development required in the area of children's teaching. The whole staff team are committed to improving the quality of the service they offer.

The majority of the documentation is satisfactorily maintained however some areas of the documents maintained are to be reviewed. The setting is a small facility and therefore this helps in offering a homely atmosphere to the children who attend. Staffs have a good working knowledge of health and hygiene issues although some recommendations were made to improve children's hygiene.

Presently there are no children attending who have special educational needs and only one child who speaks more than one language, there are support systems in place to support these children. Staffs offer praise and encouragement to children to promote positive behaviour. The facility enjoys positive relationships with parents

who are well informed about the provision and about their children's progress although some development is required to acknowledge parental comments regarding children's learning at home. .

What has improved since the last inspection?

There were no issues that required attention following the last inspection.

What is being done well?

- Children have access to books and play equipment which help them respect and understand the world they live in and which contain positive images of people of all races, cultures and abilities. They engage in themed activities which raises awareness and helps them value each others' similarities and differences.
- Parents are well informed about their children's progress and about the provision. They are kept up to date by way of newsletters and a parents notice board.
- The premises are well maintained, are welcoming to children and offer access to a range of activities which help promote childrens all round development.

What needs to be improved?

- Documentation in relation to the visitors book, attendance register, Operational plan and the Child Protection procedure.
- Activities/ Resources. Resources should be developed ensuring there is a sufficient range. A variety of activities should be provided to allow children free choice during the day especially during story, video and singing time.
- Hygiene ensuring staff are active in promoting good hygiene practises.
- Food/ Meals need to be improved by revising the menu's to provide healthy and nutritious meals, The provision of meals needs to be reviewed ensuring meals are regularly provided and the use of appropriate utensils are to be provided during lunch and snack times.

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
5	provide sufficient toys and play equipment.
7	Ensure staff are active in promoting good hygiene practises.
8	Revise the provision of meals, the menus and the utensils used.
14	Review documentation in relation to the visitors book, attendance regisiter, Op. Plan, C.P. procedure re. the designated person.

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

How effective is the nursery education?

Children at Highview Nursery are making generally good progress towards the Early Learning Goals in all six areas of learning.

Teaching is generally good. Staff have an understanding of the Early Learning Goals and the six areas of learning. They have high, but realistic expectations of children's behaviour leading to children who are well behaved and polite. Children are given opportunities for free access to a range of resources and planned, teacher led, activities, however there are limited opportunities for children to access ICT equipment. Required planning and assessment is available, though further development is needed in this area. Displays link to current themes and add to the atmosphere of the nursery. The addition of familiar words would further enhance the learning opportunities from displays.

Leadership and management is generally good. There is a commitment to ongoing staff development and there is a formal staff monitoring process in place to identify training needs. The manager works closely with the Early Years Development and Childcare Partnership (E.Y.D.C.P.) to ensure the nursery is up to date with new initiatives.

Partnership with parents is generally good. There are good links with the nursery and all parents receive regular newsletters giving information about the setting. They are invited to come to the nursery for discussions with their child's key worker at any time and are able to access any planning and assessment, however, there is no formal input from parents regarding the progress of their child.

What is being done well?

- Equipment is easily accessible to children and clearly labelled which develops independence.
- Children are well behaved and polite. They show respect for staff and one another which leads to a calm environment in which all children can develop to their full potential. Children's confidence is being developed through discussion and they are beginning to share their experiences as part of small and larger groups.
- Writing is encouraged through a wide range of free play and directed activities. Facilities are available for free writing and mark making through role play and a special trolley devoted to mark making equipment. This gives children confidence to try to write familiar words and to develop an understanding that words carry meaning.
- Role play is well utilised to give the children opportunities for developing their imagination. Children explore a wide range of materials and use these in extending their play further.

What needs to be improved?

- planning and assessment to show how the children progress through the stepping stones and how information from parents is used in assessing levels of development
- the daily routine to ensure children are not required to sit for extended periods of time
- extension of children's learning during activities and the daily routine
- access to a computer and other ICT equipment on a regular basis
- recognition of familiar words by displaying language as part of wall displays.

What has improved since the last inspection?

A number of key issues were raised at the last inspection:

- 1) ensure that the programme for language and literacy covers all aspects, provide more opportunities for children to recognise familiar words including their names. to review the use of the book corner and to provide additional books, to provide different themes in the role play area and ensure that staff training needs are met in this area;
- 2) review the way in which children are grouped for activities;
- 3) develop assessment records to include more staff comments and to ensure they are completed at regular intervals throughout the year;
- 4) develop plans which show differentiation and provide activities for more and less able;

Various initiatives have been introduced to ensure children have ready access to language which gives them an understanding of how to communicate in different ways and how to find out information. Children are grouped according to age for specific activities which ensures learning outcomes are appropriate to their age and stage of development. Planning and assessment has been developed giving staff a better understanding of the children with whom they work, however weaknesses in this area were also identified during this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of personal, social and emotional development. They are becoming confident when speaking in both large and small group situations. Staff manage behaviour effectively and children are well behaved. Different cultures and countries are discussed with relation to the child's experiences. Children are able to access equipment easily and were confident when making choices. Opportunities for developing this area were missed during daily activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in the area of communication, language and literacy. Children talk to and interact with their peers and familiar adults. They listen with interest to stories and rhymes. Children are encouraged to use talk to explore and organise real and imagined experiences. Writing is encouraged throughout the day and there is unlimited access to mark making equipment. There are missed opportunities for developing recognition of print in the environment.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of mathematical development. A range of planned practical activities are available which develop skills in shape, space and measure. Children are able to count up to and beyond five and are beginning to use number in familiar contexts, for example, the date. Number rhymes and songs form part of the daily routine. Mathematical concepts could be further developed during free play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in the area of knowledge and understanding of the world. They experience change through experiments using real objects and more long term investigations using living things, for example, frog spawn. They explore materials and look at similarities and differences. Many children are developing questioning skills and relate their understanding to what they already know. Opportunities to use ICT equipment and programmable toys is limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of physical development. They move freely, and with confidence, around the areas of the setting. Children are encouraged to use small equipment daily as part of both adult led and free play activities. The use of larger equipment, which is generally used outside, is limited by the weather. Most children are able to manage their personal needs well and specific activities are planned to encourage skills associated with dressing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of creative development. Imagination is encouraged through role play and other free play activities. Children are encouraged to extend their role play ideas and may use both in- and outside areas (weather permitting). Children have opportunities to explore a range of colours, textures and shapes during a variety of activities. Children join in songs enthusiastically and some are able to sing solo to their peers.

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 planning and assessment to show clearly how children make progress through the stepping stones and how information from parents is used to inform planning and assessment
- review the daily routine to ensure the children are not required to sit for extended periods of time
- extend children's learning through daily routine and free play activities
- provide opportunities for children to have regular access to information communication technology
- use the nursery environment to develop a recognition of print.

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.