



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 317393

DfES Number: 520999

INSPECTION DETAILS

Inspection Date 11/11/2003
Inspector Name Stephen Andrew Blake

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Parkfield Nursery School
Setting Address 143 Dalston Road
Carlisle
Cumbria
CA2 5PG

REGISTERED PROVIDER DETAILS

Name The Committee of Mrs Anne Hooper-Brown Parkfield Nursery School

ORGANISATION DETAILS

Name Mrs Anne Hooper-Brown Parkfield Nursery School
Address 143 Dalston Road
Carlisle
Cumbria
CA2 5PG

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

Parkfield Nursery School is located approximately one mile south of the centre of Carlisle and serves both the immediate residential area and extended commuter areas of Carlisle and surrounding regions. Parkfield Nursery School is owned and managed by Mrs. Anne Hooper - Brown who first opened the nursery in 1984. She lives above the nursery in the first floor of the premises with her husband.

The nursery occupies the ground floor of a Victorian semi detached property. There are three play rooms (the red room, blue room and green room), a toilet block and cloakroom and a secure, paved outdoor play area to the rear of the building which is available to children for outdoor play. The red room accommodates children aged 2 - 3 years and the blue and green rooms are used by pre-school children. There is a staff room/ office on the first floor and a kitchen on the ground floor, children do not have access to these areas. There is a separate staff toilet which is also available for nappy changing if necessary.

The nursery is registered for a maximum of 28 children aged from two to five years and provides Foundation Stage education to Nursery Grant funded children . Currently there is a total of 67 children on roll, 31 of these are nursery grant funded children.

Parkfield is open Monday to Friday from 08.30 to 17.30, 49 weeks per year (closed for 2 weeks at Christmas and 1 week for planning during August).

Currently there are no children with an identified special need and none for whom, English is an additional language.

A total of 10 staff work at Parkfield Nursery. Four staff are full time, five (including an administrator) work part time (and up to full time where required). The manager's husband provides occasional child care support and maintenance work. Eight staff hold a recognised child care qualification, of these, five staff hold an NNEB, two hold the DNN and one staff member holds an NVQ level 2.

How good is the Day Care?

Parkfield Nursery School is a satisfactory nursery. In many aspects, Parkfield Nursery exceeds the minimum standards. There is a good ratio of qualified staff. Staff are well organised and have a clear understanding of their roles and responsibilities. Staff hold regular team meetings to ensure effective communication. Policies and procedures are well written and observed to work in practice. Most aspects of documentation meet the National Standards. The operational plan is implemented effectively. Staff organise and make good use of available space to maximise resources and children's learning. Staff provide a good range of well organised and planned activities.

Attention to safety on the premises is good. Staff implement appropriate procedures to ensure children's safety within the registered premises. Staff are able to identify and minimise potential hazards. Attention to safety is well reflected in the accessible policies and procedures. There are good measures in place to ensure appropriate health and hygiene practices. Staff have a good understanding of child protection procedures.

Parkfield Nursery provides a broad and stimulating range of well planned activities across the provision. Planning shows a good awareness of child development and of children's individual needs. Children aged 2 - 3years are engaged in age appropriate care, learning and play activities. Children funded by the nursery education grant receive education in accordance with the Foundation stage curriculum. Activities are varied to ensure that children remain interested and stimulated.

There is a good partnership with parents. Parents feel informed about their child within the setting and communicate with staff informally before and after sessions. Parents receive regular newsletters and attend open evenings. Parents feel confident in the staff's ability to provide care in accordance with their wishes and the child's individual needs. Parents have access to policies and procedures.

What has improved since the last inspection?

Since the last inspection the provision has:

Reviewed the risk assessment.

Ensured that fresh drinking water is available to children at all times.

Written a behaviour management statement to include bullying and the methods used to manage behaviour.

Revised the complaints procedure to include the address and telephone number of the regulator.

Revised the Child Protection procedure so that action to be taken in the event of an allegation against a member of staff or volunteer complies with Area Child Protection Procedures.

What is being done well?

- Organisation within the provision is good. Staff are clear about their roles and responsibilities and space and resources are well organised to maximise children's choice and learning opportunities.
- The partnership between staff and parents is good. Staff have a good understanding of children's individual needs and parents are confident in the ability of staff to meet their needs.
- The level of interaction between staff and children is good. Staff use a variety of positive techniques to value individual children and promote their self esteem.
- The environment is warm and welcoming for children and their parents and this enables children to settle quickly into their surroundings.
- The behaviour management policy works in practice and staff implement age appropriate and sensitive behaviour management strategies. Staff respond positively to good behaviour and children are well behaved and sensitive towards each other's needs.

What needs to be improved?

- Registers must be kept for a period of two years from the date of the last entry. Failure to do so is a breach of a Children Act Regulation.

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
14	Ensure that registers are kept for a period of two years from the date of the last entry (14.1)	13/11/2003

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

Std	Recommendation
12	Review the complaints procedure to inform parents of their option to contact the regulator direct (RE: Standard 12.1).

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

How effective is the nursery education?

Parkfield Nursery School is a generally good nursery school which enables children to make generally good progress towards the early learning goals. Children's progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development is generally good. Children's progress in personal, social and emotional development is very good.

The quality of teaching is generally good. Staff have a clear knowledge of the foundation stage curriculum. Available space and resources are well planned to ensure accessibility and maximise children's learning opportunities. Children's learning opportunities would be enhanced through the provision of resources to promote their awareness of information technology, this is a point for consideration. Staff monitor children's learning as it occurs. Staff implement short-term, medium-term and long-term plans thoroughly. The planning of individual activities would be enhanced if it included an evaluative aspect of the activity undertaken, to inform future planning, this is a point for consideration. Staff interact very well with children.

The quality of leadership and management is very good. The manager and staff are clear about their roles and responsibilities within the provision and compliment each other well. Communication between staff and the manager is very good. Staff responsible for the delivery of the foundation stage curriculum meet weekly to monitor and plan children's learning. All staff meet on a monthly basis. Staff are well supported. Policies and procedures are clear and generally well written.

The partnership with parents is very good. Staff provide regular information to parents about the setting in the form of a newsletter. Parents attend open evenings and exchange verbal information with staff daily. Parents have access to a notice board and policies and procedures. Staff encourage parents to participate in children's outings.

What is being done well?

- Children are forming good relationships with each other and are learning to co-operate and negotiate. They share and consider each others needs in taking turns and give each other personal space. They are well behaved towards each other and to staff.
- Staff work hard to provide an atmosphere and environment conducive to early learning. They make good use of available space and resources.
- The partnership with parents. Parents feel involved in their child's learning and confident in the ability of staff to meet the needs of their child.

- Interaction between staff and children.
- The leadership and management structure is clear and works well.

What needs to be improved?

- The provision of activities so that children develop and gain a knowledge of Information Technology.
- The planning for individual activities to include an evaluation of the activity for use in future planning.

What has improved since the last inspection?

Since the last inspection the provision has:

Encouraged parents and carers to add their observations of children's learning at home to present assessments (open evenings compliment this).

Extended provision to promote children's opportunities to explore for themselves, how things work and why things happen.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in Personal, Social and emotional development is very good. Children are confident through discussions and activities and self-esteem is fostered appropriately by staff. Children take turns and share experiences, views and ideas. Children are relaxed, interested and motivated to learn. Children are well behaved towards each other and staff. Children are aware of the needs of others and respect personal space. Children have a good sense of their community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication language and literacy is generally good. Children have a good grasp of language. Staff use activities and impromptu opportunities to challenge and develop language and communication skills. Children confidently talk amongst themselves and to the larger group. Children are read to and ask questions relating to what they've heard. Staff provide appropriate opportunities for children to practise their writing and handwriting skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in communication language and literacy is generally good. Children have a good grasp of language. Staff use activities and impromptu opportunities to challenge and develop language and communication skills. Children confidently talk amongst themselves and to the larger group. Children are read to and ask questions relating to what they've heard. Staff provide appropriate opportunities for children to practise their writing and handwriting skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children go for walks within their local community and enjoy extended outings which informs their learning. Staff provide resources which enables the children to learn about other people's cultures and activities. The provision of activities for children to develop and gain a knowledge of Information Technology needs to be extended.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in Physical development is generally good. Staff maximise opportunities for physical development through a range of equipment, tools and materials across the curriculum. Available space is used well. Children confidently move around the available space and show a good awareness of themselves and others. Children have a good awareness of their health and bodily needs. Planning incorporates children's physical development.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children are exploring their imagination through a wide range of resources and activities. Staff provide opportunities across the curriculum, incorporating visual and textured experiences, to enable children to extend their learning and express what 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

- There are no significant weaknesses to report but the following points should be considered in the action plan:
- 1 - Review the provision of activities so that children develop and gain a knowledge of Information Technology.
- 2 - Develop the activity planning documents to include an evaluation of the activity which can be used to inform future planning.

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.