



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 136086

DfES Number: 513052

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Caroline Finney

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stanshawes Court
Setting Address	4 Stanshawes Court Drive Yate Bristol BS37 4EA

REGISTERED PROVIDER DETAILS

Name	Miss Elaine Bond
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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

Stanshawes Court Day Nursery opened in 1989. It operates from a detached house in Yate, South Gloucestershire. It is privately owned. The nursery serves the local area.

There are currently 46 children aged up to five years on roll. This includes 19 funded three-year-olds, but at present there are no funded four-year-olds. Children attend for a variety of sessions. The setting has experience of supporting children who have special needs or who speak English as an additional language.

The setting opens five days a week all year round. Sessions are from 08.00 until 18.00.

11 staff work with the children. Six have early years qualifications equivalent to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting employs a cook, and there are two regular volunteers. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Stanshawes Court Day Nursery provides good care for children. The nursery offers a welcoming, safe environment with a good range of interesting, accessible toys and equipment. Staff work closely with children and use space and resources well. Policies and procedures are clear and effective overall, and staff are careful to protect children from unvetted persons.

Staff are alert to safety issues and implement safety arrangements well. They meet children's health needs effectively, and promote hygiene appropriately overall. Children enjoy varied, healthy meals and snacks, and regular drinks. Staff are very aware of children's individual needs and seek to include all children, acknowledging and valuing their differences. They have a good knowledge of children's special educational needs and are proactive in meeting these in partnership with parents

and other professionals. They have a clear understanding of child protection issues and procedures, monitor children's welfare carefully and take effective action to address concerns.

Staff provide a broad range of stimulating activities to encourage children's learning and development. Children are confident, happy and relate well to staff. They enjoy and are interested in activities, and make good progress overall. Staff are warm and caring towards children, provide them with good support and individual attention, and actively respond to their interests, encouraging independence and free choice. They manage children's behaviour sensitively and effectively, so that children are well-behaved.

Staff are welcoming to parents and give them regular verbal and written feedback about their children's progress. Parents have clear written information about the setting and plans for children's learning. Staff are careful to follow parents' wishes about their children's care, and to maintain confidentiality. Parents give positive verbal and written feedback about the setting.

What has improved since the last inspection?

Not applicable, since there were no actions at the last inspection.

What is being done well?

- The nursery offers a welcoming, secure environment with a good range of play equipment and activities.
- Managers and staff actively seek the ongoing development of their practice and the setting. The nursery manager is closely involved in observing staff practice on a day-to-day basis.
- Children are happy, secure, and interested in activities. They relate well to adults and each other.
- Staff are warm and caring, relate well to children, follow children's interests and encourage their independence.
- Staff actively seek to include all children, and work with parents to acknowledge and value their differences. They know individual children well and meet their needs effectively, including their individual health, dietary, cultural and special educational needs.
- Staff manage children's behaviour very positively, sensitively and effectively, so that children are well-behaved.

What needs to be improved?

- staff awareness of best practice with when working outside their usual area to cover emergencies and unexpected staff absences, since some staff were not fully aware of teaching methods and routines with other age groups

- staff awareness of good hygiene practice to prevent the spread of infection.

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
2	Make sure that staff are aware of best practice with different age groups when working outside their usual area to cover emergencies and unexpected staff absences.
7	Make sure that staff are fully informed of and kept up-to-date with hygiene procedures.

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

How effective is the nursery education?

Stanshawes Court Day Nursery provides good quality nursery education; children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff encourage children's independence effectively and respond flexibly to their choice of activities. They manage children's behaviour sensitively, support children well and encourage them to express their ideas and feelings. They include children who have special educational needs well. They make regular observations and assessments of children's achievements to aid planning for the next stage in their learning. They plan a broad range of interesting activities to address the six areas of learning, and evaluate them regularly. They do not link plans sufficiently closely to the stepping stones to systematically address children's learning needs over time.

Leadership and management is generally good. The manager is closely involved in supervising the day-to-day running of the nursery and assessment of children's progress, and monitors planning. She encourages staff development through regular appraisal and training, models good practice, and is aware of individual staff members' strengths and weaknesses. Staff work co-operatively and flexibly; they meet regularly to plan and discuss good practice. The manager is open and responsive to advice and comments from staff, students, parents and other professionals.

The partnership with parents and carers is generally good. Parents have clear written information about the setting and plans for children's learning. Staff give parents regular verbal feedback about their children's progress, and work closely with them to address children's individual learning needs. Parents give positive feedback about the provision for their children, and can be involved in their learning. The manager invites parents to review and contribute to their children's assistant records, but has not successfully engaged many in doing so.

What is being done well?

- Children are confident and interested in new experiences. They separate well from parents and carers. They have good opportunities to make choices and develop independence. They willingly address new challenges. They relate well to staff and play cooperatively with each other.
- Children talk confidently, and express feelings and ideas well. They talk clearly about their lives and significant things that have happened to them. They communicate well with other people, sometimes initiating conversations.
- Children explore objects, materials and activities with interest and concentration. They are curious and observant about their environment, and

interested in why things happen.

- Children are interested in exploring with various senses, recognise colours well, and join in imaginative play with concentration. They sing spontaneously and join in favourite songs and dances enthusiastically.

What needs to be improved?

- children's opportunities for spontaneous writing activities
- children's opportunities for developing calculation skills
- staff planning, which is mainly activity and theme focused and not sufficiently linked to the stepping stones relevant to children's stages of development to systematically address their learning needs over time.

What has improved since the last inspection?

Progress since the last inspection is generally good. Staff now make consistent observations, regularly complete children's assessment records in all areas of learning and use them to plan for children's learning. They still store children's records in the office to ensure security and confidentiality, therefore parents do not regularly access them, although they are able to do so on request.

Staff consider groupings for children's learning and have increased opportunities for funded children to engage in activities separate from younger children. They have reorganised the setting to improve children's access to activities and resources. Staff usually plan focused activities for the whole group of funded children since numbers are small, but children are grouped appropriately and have frequent opportunities for independent and small group play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from carers, relate confidently to staff and play cooperatively with each other. They explore freely, are interested in new experiences and concentrate well. They willingly address challenges and show independence, for example, by serving themselves at mealtimes and offering to help with drinks. They make clear connections between their different life experiences when talking and drawing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently and respond to instructions well. They express feelings and discuss ideas clearly. They recognise letters and sounds well. They look at books with interest and enjoyment and concentrate well at story time. They give clear meaning to marks in drawings. They use one-handed equipment well, and draw circles competently; some can write their own names. They have insufficient opportunities for spontaneous writing activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well up to ten, and recognise numerals up to nine accurately with some support. They use size and positional language appropriately; for example, one child explained that they were placing one brick "on top of" another, whilst a second exclaimed "my tower is really big!" They recognise shapes well. Some children compare groups accurately, but children have insufficient opportunities to develop calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore objects and materials with interest. They are curious, and observant about their environment, for example, they quickly noticed and discussed stormy weather outside the nursery. They use technological equipment competently and talk clearly about significant things that have happened to them. They have frequent opportunities to gain an awareness of other cultures. They construct well and use tools effectively, but have a limited range of tools available.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move spontaneously and enthusiastically; some can jump competently. They respect each other's personal space and negotiate pathways well. They are aware of their own physical needs. They operate equipment effectively, use tools and materials competently and persevere in trying new tasks, for example, they experimented with tying ropes and hoops together and rolling hoops. Some spontaneous learning opportunities are missed.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore texture carefully and differentiate colours well, for example, a child carefully described all the colours of their dolls' clothes. They differentiate marks on paper when drawing, and make varied collages and constructions. They sing spontaneously, join in favourite songs and dances enthusiastically, and explore sounds with interest. They join in imaginative play with concentration using varied props. They are interested in exploring experiences through their senses.	

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 children's opportunities for spontaneous writing activities
- improve children's opportunities for developing calculation skills
- develop staff planning, so that it is more closely linked to the stepping stones relevant to children's stages of development and systematically addresses their learning needs over time.

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.