



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 317571

DfES Number: 520782

INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Lisa Patterson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pennington Nursery
Setting Address	Pennington Memorial Hall Pennington ULVERSTON Cumbria LA12 0RT

REGISTERED PROVIDER DETAILS

Name	The Committee of Pennington Nursery 1028638
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ORGANISATION DETAILS

Name	Pennington Nursery
Address	Pennington Memorial Hall Ulverston Cumbria LA12 0RT

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

Pennington Nursery offers care and education to families of children from local villages and further afield including Barrow. It is located in Pennington Memorial Hall, a single storey building, close to Pennington Primary School and is open during term times only from 09:00 till 11:30 hours on a Monday and Wednesday and 09:00 till 15:00 hours on a Tuesday, Thursday and Friday. There is a lunch club in operation daily from 11:30 till 12:30 hours. There are currently 37 children currently on register, of whom 33 are in receipt of government funding. The setting accommodates children with special needs and children of whom English is an additional language.

The nursery have access to one large play room sectioned into areas for role play, messy play, mathematics, construction and language and literacy and the kitchen for small group work and cooking activities. Toilet facilities are accessed within the large room. There is an outdoor play area laid to tarmac and grass.

The staff team of seven is led by a manager with a DPP qualification who is currently completing Level III training in Child Care and also undertaking a Foundation Degree in Early Years. Other members of staff have either completed or are working towards a Level II or Level III qualification. The nursery is well supported by an active parents rota. Nursery staff welcome advice and guidance from the Early Years Development and Child Care Partnership and the reception teacher from the local school. The nursery are awaiting a decision about an application for Accreditation with the National Day Nursery's Association.

How good is the Day Care?

The overall quality of care at Pennington Nursery is good. There is a commitment to further professional development and staff have attended training and a number are working towards relevant child care qualifications. The manager and deputy are currently working towards a Foundation degree in Early Years. Clear forward planning ensures staff are aware of their responsibilities during sessions. Most documentation is up to date and contains relevant information though some policies lack detail.

Staff show an understanding of safety issues with regard to the physical environment. Daily checks and an annual risk assessment are carried out to ensure any hazards are identified and dealt with appropriately. Staff reinforce good hygiene practices through the daily routine, providing children with an understanding of the necessity of hand washing at the appropriate times. Snacks are nutritious and varied and relate to topics where appropriate, giving children opportunities to taste foods from around the world. Staff have attended training in child protection and show an awareness of the procedure outlined in the current policy document should they have any concerns.

The nursery is warm and welcoming and staff work hard before each session to ensure activities and examples of children's work are attractively displayed. Children have free access to a wide range of resources and activities, staff carry out directed activities in which a specific goal has been identified, providing more focussed learning experiences. Staff manage children in a calm, sensitive manner and children respond well to this approach.

Partnership with parents is good. They are provided with detailed information when first leaving their child at the setting and are regularly updated through newsletters and open days. They can access records about their child on request. Children's registration forms could be further developed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good use is made of space and resources and children have free access to equipment, giving them opportunities to develop independence and social skills. Staff work hard to ensure the environment is bright and stimulating for the children through displaying their work and regularly up-dating equipment where appropriate.
- Staff are interested in what the children do and say and enhance the play experiences of the children through discussion and additional resources.
- Good hygiene practices are regularly reinforced through daily routine and staff are good role models, giving children an awareness and understanding of issues surrounding hygiene.
- There is a consistent approach to behaviour management, to which the children respond positively. Standards of behaviour are good and children are polite and courteous to one another.
- Parents are kept well informed about the nursery in general and their own child's development, through regular newsletters, an annual open day and other events in which the children take part. A home-nursery link book has been introduced and parents can talk to their child's key worker should the need arise.

- A varied and nutritious selection of snacks are provided mid-morning and afternoon and relate, where appropriate, to the current theme. Children, therefore, experience a wide range of foods from different countries and find out how food is made.

What needs to be improved?

- documentation to ensure all policies are in accordance with the current national standards and their relevant guidance documentation
- written information from the parents regarding the collection of their child.

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
12	Request that parents inform the nursery in writing of authorised persons who will collect their child regularly and any changes to this information.
14	Revise and update the policies and all relevant information as outlined in the current National Standards and their guidance documentation.

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

How effective is the nursery education?

Pennington Nursery offers generally good quality nursery education. Children make very good progress in personal, social and emotional development, creative development and knowledge and understanding of the world and generally good progress in the remaining three areas of learning.

Teaching is generally good. Staff's understanding of the Foundation Stage is good. Staff plan for children using the six areas of learning, however, planning does not clearly identify differentiation needs where appropriate, or evaluations which provide information for future learning intentions. Activities are planned which relate to children's own experiences giving them confidence to participate. Directed activities are introduced to the children which increases motivation and themes encompass all parts of the nursery routine. Children with specific needs are well supported by the staff team which helps them to participate fully in nursery life.

Leadership and management is generally good. Staff are clear about their roles and responsibilities on a daily basis and there is a commitment to further professional development. The nursery has recently completed the accreditation process with the National Day Nurseries Association as part of monitoring the success of their setting, they are currently awaiting confirmation.

Partnership with parents is very good. Parents receive information on first leaving their child and regular newsletters keep them further updated. Parents are asked to add comments to jotters of children's work and their home/nursery link diaries which gives both parties a better overall knowledge of the child, both at home and nursery. There is a flexible induction procedure for new children.

What is being done well?

- Good relationships have been developed between staff, children and their parents/carers, leading to children who feel settled and confident.
- Partnership with parents is good and they are fully included in the education of their child, through a flexible induction system, regular newsletters and input into progress records through the jotters and home/nursery link books giving a wider understanding of the child and achievements so far.
- Good use is made of the local area and there are strong links with the local community including the nearby school to which the children go every other week to meet the teacher and use the school equipment in preparation for school attendance. Regular visits are arranged from local people including farmers, the dentist, fire officers and the lollypop person. This give the child a sense of belonging to a wider society and the roles of specific people within it.

- Children show good levels of competence in the use of ICT equipment in the form of a computer and other programmable toys which are made available on a daily basis. This is well supported by staff.
- The staff team works well together and shows a commitment to providing a range of different opportunities through which children can learn. Activities are introduced to the children which motivates them and maintains their interest.

What needs to be improved?

- planning to ensure differentiation for varying ages and abilities
- evaluations of activities/sessions
- making better use of the physical environment and daily activities to promote language and literacy.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. The nursery was asked to further develop the programme for language and literacy. The nursery have since developed a free writing area to which the children have unlimited access, activities are planned to develop associations between sounds and rhymes, pictures, and symbols. An understanding of how print carries meaning has been identified as a key issue during this inspection.

They were asked to extend the children's opportunities to recognise and recreate mathematical patterns and provide opportunities to solve problems and use number operations in practical situations. Children are beginning to develop an understanding of number operations and pattern making through daily routine and the range of free play activities on offer in the maths area.

It was requested that individual teaching targets be shared more effectively with parents. Home/nursery link books and jotters containing examples of work and achievements are regularly shared with parents and their comments are requested. This provides both parties with an holistic knowledge of the child's achievements.

Planning, assessment and record keeping was to be developed to identify precise learning aims and provide a balanced learning environment. There is extensive planning which shows how the curriculum is balanced throughout the week, term and year both during continuous provision and directed activities, ensuring children have variety and that all areas of the curriculum are covered. Some areas of planning require further attention and hence a key has been identified during this inspection.

It was also requested that the setting regularly evaluate and monitor the teaching provision. An appraisal system is in operation and an induction system for new staff is being formalised. Evaluations of activities are limited. This is an area that has been highlighted during this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show personal independence during the daily routine activities. They are encouraged to pour their own drinks and pass around snacks. They show interest in and motivation towards activities. They have confidence in large and small groups and are developing an understanding of the needs of others. They take turns and share equipment. Children are generally well behaved and respond to the clear boundaries. They develop a sense of community through walks and visits by prominent members.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy reading, both independently and as a directed activity led by staff. They take care of books and most show an understanding of how books work. Children express themselves through speech and are able to communicate in large and smaller groups. They are developing an understanding of letters and are able to recognise their names from a group of name cards. Recognition that print carries meaning could be further developed through the physical environment.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop an understanding of number and number operations through daily routine, activities, number rhymes and through staff interactions during free play. They are able to use number in familiar contexts. Many are able to count and recognise numerals to five and some beyond. Shape space and measure is introduced through practical activities including baking. Further extension of problem solving using number during free play and directed activities would benefit the more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children explore change in time and seasons through walks into the local area and trips further afield. Access to ICT equipment is available during every session and children are very competent in its use. Children build and construct using a range of equipment and show an awareness that one tool can be used for a number of purposes e.g. using a pencil to poke holes into play dough. Children explore diversity through topics and equipment is available on a weekly basis.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move around the setting with confidence and show an awareness of their own space and that of others. They are developing a widening range of fine motor skills through the use of the mouse, tools for play dough, paintbrushes and scissors. Children have access to climbing equipment during their trips to the school though better use could be made of this to develop specific skills. Children show co-ordination during actions songs and rhymes.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children express themselves through role play, singing and musical instruments and are developing a keen sense of imagination particularly when in role. They sing simple songs from memory with enthusiasm. Children have daily access to a range of media and explore colour, texture, shape, form and space through a range of free play and directed activities. They can identify colours. Children explore the senses and show an understanding of taste, touch and smell.	

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

- Differentiate activities appropriately for children of varying ages and abilities.
- Evaluate activities and sessions, including teaching, to identify clear further learning objectives.
- Make more effective use of the physical environment to promote an awareness that print carries meaning.

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.