



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217367

DfES Number: 535752

INSPECTION DETAILS

Inspection Date	15/12/2003
Inspector Name	Jacqueline West

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Nesham Private Nursery
Setting Address	Nesham Place Houghton le Spring Tyne and Wear DH5 8AE

REGISTERED PROVIDER DETAILS

Name	Nesham Private Nursery
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ORGANISATION DETAILS

Name	Nesham Private Nursery
Address	Nesham Place Houghton le Spring Tyne and Wear DH5 8AE

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

Nesham Day Nursery opened in November 2001. It operates from three rooms within a single storey building. The nursery serves the local area.

There are currently 83 children from three months to four years on roll. This includes fifteen funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, currently there are no children attending who speak English as an additional language.

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

There are six full time and nine part time staff work with the children. Over half of the staff have early years qualifications to NVQ level two or three. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Child Care Partnership. (EYDCP).

How good is the Day Care?

Nesham nursery provides satisfactory care for children. An induction procedure is in place. Staff have access to ongoing training, a number of whom are working towards higher qualifications. Written plans show where staff are deployed. Children are organised well. The operational plan is not effective or complete in accordance to the National Standards. The register does not reflect the staff changes when covering breaks. Procedures to deputise in the absence of the manager are not effective. The premise is clean and well maintained. The space is well organised and children's work is displayed. The nursery rooms are not always maintained at an adequate temperature. There is a lack of comfortable seating for children in the quiet areas. Toys and equipment are stimulating and well maintained however the outdoor equipment lacks challenge for more able children. Documentation is stored confidentially.

Fire procedures are in place and regularly practised. Risk assessments are not fully effective. Consent is not always sought from the parents prior to administering medication. Hygiene practices lack opportunity for more able children to gain independence. Mealtimes are social occasions, staff interaction is good. Staff have an awareness of how they would adapt activities should they care for a child with special needs however they have limited regard for the code of practice. Staff demonstrate a satisfactory knowledge of child protection issues.

The staff work well as a team, they listen and responded appropriately to the children in their care. The staff are good role models and the children behaved well. Staff provide a variety of activities daily. Time is not used effectively due to the interruption of regular meal times.

Partnership with parents and carers is good. There is effective procedures in place to keep parents fully informed of the service provided and the progress their child is making. Regular parents evenings are arranged,

What has improved since the last inspection?

Not applicable

What is being done well?

- Provision for the babies and children under two has good aspects. The staff team in the baby room work extremely hard to meet the individual needs of all the children in their care. They care for children of various age groups and manage the organisation of the room well. The equipment is regularly changed to stimulate the children's interests. Staff spent their time working directly with the young children supporting their individual learning and needs well.
- There is procedures in place to keep parents fully informed of the service provided and the progress that the children are making. Parents complete an assessment checklist when their child commences, this helps staff know the childrens' development needs and enables them to plan the next stage. Parents are invited to attend a parents evening twice a year. They are also regularly informed by letter and verbally, of the activities and outings that their child is involved in. Parents can request to speak to the staff at anytime.
- The staff work well as a team. They have developed warm relationships with the groups of children they care for, they listen to the children and respond appropriately to their needs. Staff are good role models. The children are well behaved, they are beginning to understand the need to share, take turns and respect one another.

What needs to be improved?

- the operational plan, to ensure it is reviewed in accordance to the National Standards

- the procedure when administering medication
- the arrangements for children to gain independence when hand washing and the hygienic storage of dummies
- the provision of comfortable seating for children in the quiet areas and especially for staff in the baby room who may spend a lot of time holding and feeding babies
- safety, to ensure a risk assessment is carried out and regularly reviewed
- routines for children at meal 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 must take the following actions by the date shown		
Std	Action	Date
1	Inform Ofsted of any relevant changes and matters	29/12/2003
2	Review the operational plan to ensure it is written in accordance to the National Standards and that it is understood and implemented by all staff. Ensure the register and visitor book are completed accurately.	29/01/2004
7	Obtain written permission from parents before administering medication to children. Ensure all medication is labelled and the expiry date has not elapsed. Ensure good hygiene practices are in place regarding storage of dummies and provide appropriate tools to encourage children to gain independence when hand washing, for example sink plugs and mirrors.	29/12/2003

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

Std	Recommendation
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4	Ensure that the premises (especially the baby room) are maintained at an adequate and comfortable temperature. Provide comfortable seating for children in the quiet areas and especailly for staff in the baby room.
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks especially in the kitchen and outdoor area.
8	Review the routine ensuring that the time in between each meals is appropriate and the meals provided for children are healthy and nutritious.

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

How effective is the nursery education?

Nesham Nursery provides a welcoming environment. Children make generally good progress in most areas of learning, however, there are significant weaknesses in mathematical development.

Teaching has areas of significant weakness. Staff have good relationships with children which is reflected in the children's good behaviour. They are good role models, however they have a lack of understanding and ability to assess the intended purpose of an activity to ensure all needs of children are addressed. A written assessment system is in place for each child, however there are no links between planning and assessment of an activity to inform future planning. There are written plans in place however they do not identify progression activities for all children. Planning for the outdoor area is limited. A designated member of staff is responsible for special educational needs, however, children's development is not assessed and staff are not consistent in developing individual educational plans. Short term plans cover each area of learning however during the inspection staff did not interact in the mathematical area for the planned activity. This area also had limited resources.

There are significant weaknesses in leadership and management. Parental views are sought about further developments and improvements that could be made. Staff meetings are held once every two months where they contribute ideas for medium term planning. Management do not monitor and evaluate the effectiveness of the nursery education and therefore are unable to plan areas of future development. Staff are not guided about their roles and responsibilities when delivering the education content.

Partnership with parents is generally good. Parents receive regular letters informing them about events in the nursery and changes of staff. A prospectus is given to new parents giving details of the nursery provision. Links with parents of children with special educational needs are not fully fostered.

What is being done well?

- Children have good relationships with each other and staff. They are confident when approaching visitors. They are aware of the boundaries and routine within the room. They are well behaved.
- Children have regular opportunities to use the computer effectively to support their learning.
- Parents share their knowledge about their child by filling in an assessment checklist when their child starts. They are kept informed about their child's progress through parent evenings, held twice a year and written progress reports. They receive a copy of the two monthly plan which informs them

about the topic, stepping stones to be covered, songs and rhymes that the children will learn. Activities are suggested that they could carry out at home which involves them in their child's learning.

What needs to be improved?

- the opportunities for children to link sounds to letters, select books independently, develop their understanding of number, addition and subtraction through practical activities, observe, find out about and identify features in the place they live and the natural world, to use climbing equipment and practise sliding and swinging skills.
- staffs' understanding and ability to assess the intended purpose of an activity to ensure all needs of children are addressed.
- planning systems to address the needs of three and four year olds.
- systems to support children with special educational needs and evaluate the quality of education provision overall.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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All children have good concentration when taking part in activities. They have good relationships with each other and staff. They are confident when approaching visitors. All children are aware of the boundaries and routine within the room. They are well behaved. They take the initiative in deciding what they would like to do and how they will do it, however, children's independence is not fully encouraged. They talk about their experiences at home and within the local environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident talkers, they communicate well. They have a good increasing attention and recall when listening to stories. They talk confidently to people other than those well known. Four year olds recognise the first letter of their name and write their name clearly. Three year olds need help to recognise the first letter of their name and attempt to write it. There are limited opportunities to link sounds to letters. Children handle books carefully but only select books when directed.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are eager to select materials to make models with Lego and wooden blocks. They make recognisable structures. They competently match triangle, square, circle and rectangle shapes using a computer programme. They use shape language during their play. There are limited opportunities for developing children's understanding of number, addition and subtraction through practical activities. Children have limited opportunities to access mathematical resources in the room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently select resources for construction, art and craft. They observe and manipulate objects cutting and building for a purpose. All children are very good at using the computer to support their learning. They show an interest in the lives of people familiar to them. They describe significant events that have happened to them however there are limited opportunities for children to observe, find out about and identify features in the place they live and the natural world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an awareness of space successfully negotiating their way both indoors and outdoors. They move their bodies co-operatively when playing ring games. They understand simple hygiene rules by washing their hands. Children safely use scissors to cut art and craft materials. They use paint, crayons and felt tips to make marks that represent recognisable figures. There are limited opportunities for children to use climbing equipment and practise sliding and swinging skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, texture and smell with scented play dough. They independently select materials when carrying out art and craft activities. They join in with simple nursery rhymes. They effectively use resources such as paint, chalk, felt tips, glue, sellotape for their intended purpose. They use role play props to help them enact the Christmas story. There are limited opportunities for children to show an interest in the way that musical instruments sound.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide opportunities for children to link sounds to letters, select books independently, develop their understanding of number, addition and subtraction through practical activities, observe, find out about and identify features in the place they live and the natural world, to use climbing equipment and practise sliding and swinging skills.
- Improve staffs' understanding and ability to assess the intended purpose of an activity to ensure all needs of children are addressed.
- Develop planning systems to address the needs of three and four year olds.
- Implement systems to support children with special educational needs and evaluate the quality of education provision overall.

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.