



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302874

DfES Number: 534953

INSPECTION DETAILS

Inspection Date 04/08/2004
Inspector Name Hilary Mary Mckenning

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Victoria Day Nursery
Setting Address 9 Victoria Crescent West
Barnsley
South Yorkshire
S75 2AE

REGISTERED PROVIDER DETAILS

Name Mrs Sheila Waddington

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

Victoria Day Nursery has been registered since 1994.

The nursery is a two storey building close to Barnsley town centre. Children have direct access to outdoor play.

They are currently caring for 76 children of which 12 funded 3 year olds and 20 funded 4 year olds. The nursery supports children with special needs and children where English is an additional language.

Children attend sessions between 8:00 and 18:00 throughout the year. The provision is open Monday to Friday.

There are staff have appropriate childcare qualifications.

They receive support from the Local Authority.

How good is the Day Care?

Victoria Day Nursery provides good quality care for children.

Staff make good use of the space available and the environment is warm and welcoming to children and their families. Effective systems are in place to keep children safe by monitoring access to the premises when children arrive and depart. Consistent routines promote good hygiene practices. Snack times are a relaxed and a social time where children choose when they are ready for snack. Staff encourage conversation and meaningful discussion encouraging children's independence.

Activities promoting all areas of learning, are provided through a wide variety of toys and equipment. Children enjoy activities with high quality interaction from staff. They observe children and plan activities accordingly and they are aware the operational plan needs further development. Children benefit from staff spending time with them, meeting their individual needs well.

Children are highly motivated, eager and happy to meet their day. Staff encourage the children to make decisions and to self select equipment. They play both independently and with good adult support. Staff have a clear understanding of child development and plan appropriate activities. They work together as a team to create an exciting and stimulating environment for the children. Children are well behaved and are actively encouraged to resolve issues between themselves by negotiation and sharing their feelings.

All the required paperwork is in place, although sometimes lacks the necessary detail. Records and documentation are well organised, accessible, stored securely to ensure confidentiality is maintained. Relationships between staff and parents is very good. They keep parents informed of the provision and regularly share information about the children.

What has improved since the last inspection?

Not applicable

What is being done well?

- The cohesive staff team and high quality interaction between staff and children significantly enhances all aspects of children's development.
- Activities are presented in an interesting, stimulating and thoughtful way.
- Consistent routines promote children's awareness and understanding of personal hygiene and self-care skills.
- Staff recognise and meet children's individual needs well, acknowledging and valuing their differences.
- Staff work with parents to promote, praise and encourage good behaviour.
- Children behave well and show respect for each other. They are able to share and discuss their feelings.
- Effective systems are in place to ensure that children are cared for according to parents wishes and to keep them informed of their child's care and development.

What needs to be improved?

- develop further the operational plan
- the complaints procedure, so that parents are fully informed about the role of Ofsted where any concerns cannot be resolved directly with the provider
- procedures for recording any incidents, and detail within the Child Protection procedure of action to be taken if an allegation is made against a member of staff.

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	Develop further the operational plan.
12	Review the complaints procedure, to ensure that parents are fully informed about the role of Ofsted where any concerns cannot be resolved directly with the provider.
13	Review detail within the Child Protection procedure of action to be taken if an allegation is made against a member of staff.

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

How effective is the nursery education?

Victoria Day Nursery offers a generally good quality of education. Children make very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy and creative development. They make generally good progress in mathematical development, knowledge and understanding of the world and physical development. Children are motivated to learn within a stimulating environment.

Teaching is generally good. Staff have a good knowledge of the early learning goals. They plan interesting and varied experiences to promote and challenge children. They skilfully interact with children and introduce new words, ideas and concepts. Staff skilfully use open questions creating opportunities within activities. They know children very well using assessments, based on stepping stones, to meet children's needs. However there are limited challenges for children to explore, investigate and consolidate their learning in everyday activities.

Children behave very well in response to the high expectations and sensitive support of staff. They are aware of the needs and feelings of others resolving issues themselves. The environment is very well organised to encourage children to develop independence and initiative.

Leadership and management is generally good. The environment is structured and a training programme is in place. There is a cohesive, committed team that work well together and are aware of the needs for continual development. They share a clear understanding of early years practice and are committed to continual self evaluation and improvement.

A generally good partnership has been developed with parents. Priority is given to getting to know children and their families. Parents are provided with clear written and verbal information regarding the nursery and their children, however the nursery should ensure this is accessible to all families. Parents are encouraged to participate in all aspects of the nursery.

What is being done well?

- Children's personal, social and emotional development is very good, they behave well and are developing good self control.
- Staff interact well with the children, they support their learning with well planned activities and a good range of resources.
- Children are able to express themselves well, they are able to share their experiences and ideas.
- Staff work effectively together. They are committed to ongoing self evaluation and improvement.

- Staff are able to further develop their professional skills through regular training opportunities.

What needs to be improved?

- opportunities for the children to solve simple mathematical problems through everyday, fun practical activities
- opportunities to explore and investigate a range of equipment to learn how things work
- staff's understanding of strategies to support parents and their children with English as an additional language.

What has improved since the last inspection?

Generally good progress has been made against all key issues arising from the last inspection. The staff and management are continuing to develop. Within the medium and short term planning more details of the stepping stones and how they link to the early learning goals are evident. As a result staff have a clearer understanding of what children are intended to learn.

The creative area has been successfully re-organised enabling children to independently access a variety of resources effectively.

There is an ongoing review of the way observations are recorded which is inline with the revised planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative in selecting activities, concentrate and persevere to develop new skills. Children are confident and actively participate in group times. Children's behaviour is very good. Their self control and independence skills are developing well. Children listen to others, take turns and share, developing negotiating skills to resolve disputes themselves. Children understand expectations and have awareness of their own needs and others. They eagerly embrace new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well and share experiences, using correct language to describe and inform. They pretend, recall and respond to skilful questioning. Children understand that print carries meaning and most children are beginning to write for a purpose during everyday activities. They use writing to record and communicate in many different ways. They record events and make labels. They recognise their name and most children know the name and sound of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes and counting, recognising numbers and using number names accurately up to and beyond ten. They understand more and less. They match, sort and order. Most children have a developing understanding of position and they are beginning to talk about and recreate simple patterns, shape and size in many practical activities. However there are limited opportunities in daily activities to reinforce and consolidate children's understanding of numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to use their skills. Older children design and make musical instruments from a variety of recycled materials. They use technology and operate the computer independently. Opportunities for children to explore and carry out simple experiments and to consider multi-cultural differences are limited. Children learn effectively about their own local environment through sharing information, planned topics, visits and visitors to the nursery.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children negotiate obstacles well, having good control and co-ordination. hop and skip. They practice hopping, skipping, kicking, catching and pedalling. They climb and jump, using large equipment safely. They develop fine motor control when they paint, practice writing and funnel in water. Most children are developing skills in construction and are able to handle tools and materials well. They understand and practice good standards of hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children express their ideas in role play, collage, model making and movement. They observe the detail around different topics and visitors such as the fire service recreating them in their own way. They explore paint and dough, and experiment with colours. Children's work is displayed creatively throughout. All children are enthusiastic singers, they can sing a variety of songs from memory. Children are able to express their ideas and are keen to share their experiences with adults and 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

- Ensure staff use spontaneous every day activities to reinforce mathematical ideas and practical activities are used to promote understanding of numbers
- Provide more opportunities for children to explore and for more able children to carry out simple experiments and investigate how things work
- Develop staff's understanding of strategies to support parents and children with English as an additional language.

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.