



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 142817

DfES Number: 514382

INSPECTION DETAILS

Inspection Date	13/01/2004
Inspector Name	Lynn Davidge

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	West Somerset Nursery
Setting Address	King Edward Road Minehead Somerset TA24 5JA

REGISTERED PROVIDER DETAILS

Name	West Somerset Nursery School 3465446 1067312
------	--

ORGANISATION DETAILS

Name	West Somerset Nursery School
Address	King Edward Road Minehead Somerset TA24 5JA

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

West Somerset Nursery and Out of School Club opened in 1998. It operates from premises situated at King Edward Road Minehead and serves the local area.

There are currently 35 children from 3 months to 4 years on roll. This includes funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. The group opens 5 days a week all year round. Sessions are from 8am until 6pm.

Three part-time and 11 full time staff work with the children. Nearly all the staff have early years qualifications to NVQ level 2 or 3. Six staff are currently working towards a higher early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The nursery provides good care for children. The environment is warm and bright with much children's art displayed. The staff receive regular appraisals from the manager and committee and there is an emphasis on training. A good range of equipment is stored accessibly in clearly labelled boxes. All the relevant documentation is in place, although some lacks the necessary detail. The improved provision of equipment for over five years.

The nursery premises are safe and secure. Children are provided with healthy snacks, fresh drinking water is available to them when requested. Staff act appropriately when the children become ill. The nursery provides positive reflection of race, culture, language and disability so that children gain an awareness and understanding of the differences within society.

The majority of staff develop positive relationships with the children. The variety of activities and play opportunities provided are appropriate and interesting. Most staff manage children's behaviour well.

The nursery provides regular feedback to parents via newsletters, and the notice board although most information is passed verbally.

What has improved since the last inspection?

At the last inspection the manager agreed to put the policies in place required by Ofsted and develop an operational plan. She agreed to ensure that the entrance to the building was secure and that the storage of cleaning materials were safe. She also agreed to ensure that staff developed positive social interaction with the children and to ensure staff's arrival and departure times were recorded to show that staffing ratio's are adhered to.

Most policies are now in place. The security of the entrance has now been addressed with a code lock in place and a security chain. The storage of hazardous substances has been improved. Staff generally interact in a positive way with children. A staff register is now in place showing staff's attendance.

What is being done well?

- The provision provides a safe environment for the children to play and learn in.
- There is a strong emphasis on staff training with first aid, Somerset total communication and child protection training being a condition of employment.
- The environment is bright and inviting with lots of children's art displayed.

What needs to be improved?

- the use of communal areas both at children's arrival and departure times and at lunch time
- the provision of equipment for children attending the out of school club and for resting children

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	ensure the operational plan includes all information as required by Ofsted
4	review the use of communal areas

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

How effective is the nursery education?

West Somerset Nursery provides a very good standard of nursery education. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is generally good. Staff are developing their knowledge and understanding of the Foundation stage on a daily basis as a fairly new team working together. They are confident to spontaneously introduce new learning experiences as the opportunity arises from the weather for example. The pre-school room is beautifully presented with many stimulating, educational displays and easily accessed resources. Most staff manage children's behaviour consistently with praise and encouragement. This is not so when communal areas are used due to many distractions and poor staff deployment. Planning is not always effective to meet the needs of individual children and assessments do not influence future planning or show progress through the stepping stones.

Leadership and management is very good. Staff are committed to on going training and attend regular meetings to assess the nursery and personal development. The management, including a very supportive committee have a variety of skills to carry out their own roles and responsibilities. The pre-school assistant manager responded positively to feedback and immediately instigated improvements with her planning and is very committed to ongoing improvements of nursery education.

The partnership with parents is generally good. A supportive committee of parents is very committed to the nursery. There is a range of information about the provision available to parents but not always easily accessed or parent friendly. Parents are rarely accessing the lovely pre-school room when dropping off or collecting children so are not fully aware of their children's learning through planning or displayed work. Opportunities to share information about their individual children's development with staff is limited.

What is being done well?

- Children learn about themselves and others through meaningful experiences, stimulating activities and positive images of different cultures and festivals.
- Staff are consistent with their open ended questions and opportunities to develop children's communication, language and literacy skills with signing and easy access to mark making resources.
- Children learn about their bodies and develop good spacial awareness through daily outside physical play with good adult support and involvement.
- Children are confident and eager to participate, they clearly follow instructions, are involved in routine tasks and can work co-operatively with their peers.

What needs to be improved?

- points for consideration
- the further development of planning and assessment to ensure individual children's needs are met
- the sharing of information with parents about the provision and their children's progress

What has improved since the last inspection?

There has been very good progress since the last inspection.

1. Staff have developed planning and children's record of achievement over the past three years, with the introduction of the Stepping Stones profiles very recently being implemented. However, assessments could be further improved to influence future planning incorporating all areas of learning to meet the needs of individual children.
2. Staff have improved teaching of communication, language and literacy to develop writing skills in a less formal way and an awareness of print with an excellent outcome. This area of learning is now judged as very good due to staffs skills at introducing children to the written word through lovely displays with clear labelling, a writing/mark making table readily available with a wide variety of materials including charts to help children form letters correctly on home made books, lists, forms. They write in sand, finger paint, outside, using the computer keyboard and use their name cards in routine activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and excited to participate in activities with good co-operation, sharing and turn taking. They are very aware of nursery routines often directing staff as to what they need to do next. They clearly enjoy being involved in clearing away and helping with jobs such as wiping down tables at snack time. They are knowledgeable about themselves and others with an awareness of the positive images of different people displayed around the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children thoroughly enjoy learning how to sign their names and popular rhymes. They respond well to the staffs open ended questions to make them think and use good language in their recall time. Children confidently link sounds and letters 'T for Tuesday' and can read several words displayed around the room. The labelling inside and out is clear and effective introducing children to a wide vocabulary such as 'respect and co-operation'. The mark making table is easily accessed and well resourced

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore shape, size, measure and position through meaningful situations. Mathematical language and problem solving is introduced naturally into all other areas of learning. Children count and calculate routinely. Numbers are displayed around the room, chairs are numbered and identified by their painted shapes on the seats. Singing introduces many adding and subtracting fun opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a wide range of living and real objects. Staff are confident to explore natural situations that arise spontaneously like exploring hail stones, collecting them in a bucket to investigate ice, melting and weather topics. Children have free access to a computer and appropriate learning programmes which they use independently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are knowledgeable about their bodies and the changes after exercise and due to different weathers. They enjoy a healthy diet of self prepared snacks with good skills in using knives to cut fruit and pour their own drinks. They are confident with a wide range of equipment and can manoeuvre tricycles with skill on the slight incline in the playground and can show awareness of others with the use of space. Children have daily opportunities to play outside.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a wide range of media and are encouraged to have free expression. Creative art work is individual and attractively displayed in the pre-school room. Children are well supported in their role play and show good imagination especially enjoying the vet play. Children show an awareness of rhythm and enjoy singing and music. Story sacks and hands on experiences of being able to touch and explore objects on display are helping these children to communicate well.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- points for consideration are:-
- develop planning and assessment to ensure individual children's needs are met
- ensure information about the provision and children's progress is accessible and shared with parents .

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.