



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205437

DfES Number: 581812

INSPECTION DETAILS

Inspection Date	09/11/2004
Inspector Name	Donna Stevens

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Sebright Cygnets Nursery
Setting Address	Franch Road Wolverley Kidderminster Worcestershire DY11 5TP

REGISTERED PROVIDER DETAILS

Name	The Committee of Sebright Cygnets Nursery
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ORGANISATION DETAILS

Name	Sebright Cygnets Nursery
Address	Franch Road Wolverley Kidderminster Worcestershire DY11 5TP

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

Sebright Cygnet's Nursery opened in 1996. It operates from a self-contained unit attached to Wolverley First School in Wolverley, an area on the outskirts of Kidderminster. The setting serves the local and surrounding areas.

There are currently 32 children from 2 to 4 years on roll. This includes 16 funded 3-year-olds. The setting currently supports a number of children with special needs.

The nursery opens five days a week during school term time. It is open from 09:00 until 15:00 and children can attend for a variety of sessions between these times. The group also runs Wolverley Activity Club, which provides after school care from 15:00 until 17:30, 'Early Birds' from 08:30 until 09:00 and 'Play Days' during the school holidays.

There is one full-time and nine part time members of staff who work with the children, all of whom have an early years qualification to NVQ level 2 or 3. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Sebright Cygnets Nursery provides good care for children.

The staff team has many years experience in early years and work well together. They are well organised and make good use of the space within the nursery. The room is well laid out to allow the children to move freely between activities. The nursery is warm and welcoming and there is a good selection of resources and equipment that allow the children to experience a wide range of age appropriate and stimulating activities. With the exception of the medication records, all of the records are well-kept and accurate and stored appropriately.

Attention to safety is very good; children are well supervised and encouraged to learn about hazards inside, outside and away from the nursery. Good daily routines

encourage children to learn about hygiene and the importance of hand washing after toileting and before eating meals. Children are supplied with healthy snacks during sessions and healthy eating is encouraged at lunchtimes when they bring packed lunches. The staff have a good understanding of their child protection responsibilities and know who to contact if they are concerned about a child in their care.

Activities are organised to meet different developmental needs and interests and children are involved in a range of activities and play opportunities to support their play and learning both inside, outside and away from the nursery. Children are very well behaved. They understand right from wrong, are able to share and take turns. A good range of resources, themes and projects help the children to have positive images of minority groups. The group supports several children with special needs and works closely with parents to ensure the child's individual needs are very well met.

The staff have good relationships with parents and share information on a daily basis.

What has improved since the last inspection?
Not applicable, as there were no actions raised at the previous inspection.

What is being done well?
<ul style="list-style-type: none">● A wide range of activities are available for the children both inside, outside and away from the nursery● A high staff ratio allows children to receive a good deal of individual attention.● Staff manage behaviour very well they are calm, consistent and patient.● Children with special needs are very well integrated into the group.● Good attention is paid to safety particularly when the children are away from the nursery at the Forest School.

What needs to be improved?
<ul style="list-style-type: none">● The accuracy and confidential storage of the group's medication records.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)
There are no complaints to report.

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
14	Ensure medication records are fully completed and stored confidentially.

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

How effective is the nursery education?

Sebright Cygnets Nursery provides very good quality nursery education, which enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff manage children very well and have good relationships with them. They plan a variety of practical activities inside, outside and away from the nursery and understand what children learn from them. Regular visits to a local Forest School provide opportunities for children to increase their knowledge and understanding of the world around them. Both the indoor and outdoor areas are well laid out to create interesting learning environments in which children choose their activities and increase their independence. Staff give individual children a good level of support and those with special educational needs are encouraged to participate in the full range of activities. Staff spend time with the children developing their language by talking to them, asking questions and encouraging them to talk about what they are doing. Activities for the funded children are presented in an enthusiastic and lively manner and challenge the more able children.

The leadership and management of the nursery are very good. The staff work well together as a team and attend regular training to improve their knowledge and understanding of childcare practices. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what children should do next.

The partnership with parents and carers is very good. Staff spend time talking informally to parents and carers about the children and they are kept informed of forthcoming events through regular newsletters. Parents have expressed an interest in more formal parents evenings and staff feel this would be a good idea.

What is being done well?

- Children benefit greatly from visits to the Forest School. They learn about nature and how the environment changes with the seasons. This greatly enhances their knowledge and understanding of the world around them.
- Children are making very good progress developing children's language, staff listen to what the children say, introduce them to new vocabulary and encourage them to listen and talk to each other.
- Children are continuously assessed and this information is used to plan future activities.
- Children with special educational needs are included in all activities. Staff find out all they can about children's specific needs and work together with parents and carers to insure children gain as much as possible from nursery.

- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example to the children.
- Children's creative development is well supported through imaginative role-play and opportunities for art and design.

What needs to be improved?

- the opportunities for more formal sharing of children's progress with their parents or carers.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have improved their planning and assessments of the children to ensure that all areas of learning are included in the daily routines and activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's confidence and self-esteem is promoted by staff who are sensitive to their needs and know them well. Children are encouraged to be independent and to persist with difficult tasks such as cutting out. They choose between activities and take care of their personal needs such as going to the toilet, washing their hands and putting on their coats. Children behave well. They are encouraged to share and take turns and to be polite and consider it to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are keen to communicate with staff and each other, they engage in lengthy conversations about what they are doing and what they have done. They listen to stories, joining in with familiar books and read to each other. Children are beginning to recognise their first names and there are many opportunities for them to practise their writing skills in the free writing area. They are encouraged to look at words in books and on labels and signs in the nursery.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced through various activities such as singing number rhymes and playing hide and seek. They are introduced to the concepts of adding and subtraction through everyday activities such as making gingerbread men from play dough and how many they will have if they make one more or roll one back up into a ball.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have lots of opportunities to increase their knowledge and understanding of the world. Visits to the local forest school allow them to see how the world around them changes with the seasons, how things grow and where animals live. Projects within the nursery allow them to learn about ways of life that are different from their own. The children learn about information and communication technology by using a computer and playing with telephones.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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At the Forest School children learn to negotiate uneven ground, have opportunities to climb and to manoeuvre around trees and other obstacles. Outside they are able to use a variety of equipment to improve their physical skills such as balls and ride on toys. Weekly dance sessions provide opportunities for movement to music and free expression. Children are taught to handle and control small objects such as construction toys or threading beads.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate enthusiastically in singing sessions joining in with actions. They enjoy painting, drawing and sticking and staff willingly provide requested materials so that children can use their own ideas to create a picture or model. Children draw on their experiences and imagination as they play in the home corner, dressing up, cooking and doing the washing. They use picture books to tell each other stories.	
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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- improve ways in which information about the children's progress can be shared with parents on a more formal basis.

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.