



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251382

DfES Number: 516426

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Mary Gilbert

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name ABC Nursery Class
Setting Address 63 Orwell Road
Felixstowe
Suffolk
IP11 7PP

REGISTERED PROVIDER DETAILS

Name Mrs Eleonora Bloomer

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

ABC Nursery Class opened in 1985. It operates from a former convent, now a retirement home in Felixtowe. It has sole occupancy of two connected rooms with its own toilet facilities. The Nursery is also able to use the large hall and the surrounding gardens. Kitchen facilities are also available to the group. The Nursery serves the local community.

There are currently 29 children on roll. This includes 21 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. The setting currently supports three children with special needs.

The group operate 5 days a week during school terms. Sessions are from 9.00 to 11.30 and 12.30 to 3.00 on Mondays and 9.15 to 11.45 from Tuesday to Friday.

Six part time staff work with the children. Two of the staff have early years qualifications to NVQ level 3. Three members of staff are presently doing an NVQ level 2. The setting receives support from a teacher from the Early Years Development and Childcare Partnership, which also gives special needs support.

How good is the Day Care?

ABC Nursery provides good quality care for children. There is an excellent ratio of staff to children ensuring they have a high level of support in all provided activities. The environment is warm and welcoming with good displays, both 2D and 3D. It has a wide range of resources to support all areas of development and learning. However these need to be presented so children can access more of them independently.

There is a high emphasis on ensuring that children are safe, both inside and outside the building. Good hygiene routines are encouraged, and children are provided with healthy snacks. The staff know the children well and are able to meet their needs. Behaviour is well managed to provide a calm learning environment.

Planning is meticulous to ensure all areas of development are covered. Observations of children's learning ensure children's records of development are effective and used to inform next steps of learning. Children who have special needs are observed closely and their progress monitored each session.

Relationships with parents are very good. There is a daily exchange of information. Policies are clear and parents are happy with the care provided. However information regards the topics covered needs to be further clarified to ensure parents can become more actively involved with children's learning.

What has improved since the last inspection?

At the last inspection the proprietor was asked to ensure an effective registration system is in place. This is now in place. It was also requested that an action plan be provided to show how at least 50% of staff will hold a level 2 qualification in childcare. Staff are aware of training opportunities and encouraged to follow appropriate courses. Any future staff employed will be required to hold a minimum of a level 2 qualification.

What is being done well?

- The provision of a high ratio of staff to children ensures that children are given a good level of support in the setting with all activities.
- Planning for activities is excellent, ensuring all areas of development are covered. Evaluation of activities linked to observation of children provide opportunities to support the completion of records of achievement.
- Staff are all aware of children with special needs and work together to provide opportunities ensuring they can be included in all activities. Observation of their time in the sessions is used to inform IEPs and future planning.
- Children's behaviour is well managed. Staff work together to provide a secure framework which children respect. Relationships between staff and children are good.

What needs to be improved?

- the procedures for informing parents as to learning taking place
- opportunities for children to access resources independently, particularly with respect to creative activity

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
8	Develop procedures to ensure children can access drinking water independently at all times.
9	When purchasing new resources ensure they are chosen to promote positive images of culture, ethnicity, gender and disability.

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

How effective is the nursery education?

The provision for nursery education at ABC Nursery is acceptable and of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional development, maths, knowledge and understanding of the world and physical development, and generally good progress in creative development and communication, language and literacy.

The quality of teaching is generally good. Staff plan for a wide variety of activities, both outside and inside, covering all areas of development. Resources are used well. Staff observe children's learning and evaluate learning well. They are aware of special needs children and monitor their progress against targets. The high ratio of staff to children ensure the children are given good opportunities to extend their learning in a one to one or small group situation. Staff provide challenge by extending planned activities to meet the needs of older and more able children.

The leadership and management of the group is very good. The proprietor is also the manager and has successfully developed effective team working. She is happy to seek advice from the Early Years Childcare and Development Partnership in developing planning, assessment and the meeting of individual children's needs.

The partnership with parents and carers is generally good. Parents spend time talking informally with staff, discussing issues related to their children. They are given reports at the end of each term linked to the early learning goals. However there is a need to ensure all parents are more involved in children's learning on a regular basis.

What is being done well?

- Relationships between staff, the children and their parents are good. This enables children to gain self-confidence and independence in the setting.
- Well-planned activities provide a secure framework to enable children to make good progress in all areas.
- Children's learning is observed and ensures the next steps of learning are identified.
- Children are making particularly good progress in mathematics. They are actively involved in learning

What needs to be improved?

- the attention to developing children's thinking skills
- the provision of opportunities for children to express and communicate their ideas through creative and imaginative play.

What has improved since the last inspection?

All key issues from the previous inspection have been met.
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SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in PSED. They come into the setting well and settle independently, choosing confidently from the range of activities provided. They use the hall for a variety of activities and adapt their behaviour to the given situation. They enjoy sharing their achievements with adults. Children take initiative to develop provided tasks. They are encouraged to be part of the community. Links are formed with the convent as well as the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication language and literacy. They interact well with each other and adults. They are happy to share experiences in large group activities. They respond well to questioning, although this needs to be further developed to extend thinking skills. Planned activities enable children to develop their understanding of linking sounds and letters. Children handle books well and listen attentively to stories. Some children can write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematics. They use numbers for counting and can recognise numerals when in large group activities such as calendar. They are able to compare two numbers, and think about which number is bigger or smaller. They have a good understanding of shape and are able to recognise some properties, for example, a triangle has three sides. They can sort and match by shape or colour. They are developing mathematical ideas and involved in practical problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They explore the environment both inside and out. They look at living things and use their senses appropriately. They are able to use different techniques for making models, both large and small. They are confident in using computers. They are gaining a sense of time through the use of words such as yesterday, today, tomorrow. They find out about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Children move confidently around the setting, both in the playroom and the hall. They use space well, and this is reinforced in taught activities. They can use a range of large and small equipment, e.g. balls and bean bags, climbing frames and balancing equipment. They are introduced to a range of healthy food. Children are able to use a range of equipment to develop their fine motor skills e.g. cutters, scissors and chop sticks.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in creative development. They explore colours, textures in two and three dimensions. However there is limited opportunity to explore creative idea independently. They can sing a range of songs from memory and are able to use musical instruments to follow beats and explore sound. There are limited opportunities for children to express ideas and feelings through imaginative play.

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

- Identify opportunities to develop children's thinking skills through the provision of open-ended questioning
- Provide opportunities for children to express and communicate their ideas through creative activities and imaginative play

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.