



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127078

DfES Number: 521766

### INSPECTION DETAILS

Inspection Date 21/07/2004  
Inspector Name Fran Fielder

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Canterbury Day Nursery, Holiday Playscheme and ASC  
Setting Address Havelock Street  
Canterbury  
Kent  
CT1 1NP

### REGISTERED PROVIDER DETAILS

Name The Committee of Canterbury Day Nursery, Holiday  
Playscheme and ASC 1001989

### ORGANISATION DETAILS

Name Canterbury Day Nursery, Holiday Playscheme and ASC  
Address Canterbury Day Nursery  
Havelock Street  
Canterbury  
Kent  
CT1 1NP

## 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

Canterbury Day Nursery opened in 1974. It operates from a large single storey premises with many rooms in the busy city centre of Canterbury. There are toilet facilities in each room. There is a secure outdoor play area, a main kitchen, two offices and a staff room. The Nursery serves families from the local community.

There are currently 198 children, aged from 3 months to 11 years, on roll. This includes 25 funded 3 year olds and 16 funded 4 year olds. The setting supports a number of children with special needs and who speak English as an additional language.

The nursery opens five days a week, from 08.00 until 18.00, all year round apart from Christmas and Bank Holidays. The nursery run an after school club and a holiday play scheme for four to eleven year olds. Children attend on a full and part time basis.

There are 30 staff, including lunch time supervisors, who work with the children. The manager and supervisor are supernumery and there is a cook who prepares meals for children and staff. Nineteen members of staff have a relevant early years qualification and eight hold a current first aid certificate. The setting receives support from an advisor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Canterbury Day Nursery provides a satisfactory standard of care for children.

Staff create a welcoming environment with bright displays and murals in each room. Staff make good use of the available space and children are well grouped. There are sufficient resources, including those that reflect positive images of diversity. Most resources are within easy reach but the books are a little cramped. Some policies and procedures lack necessary detail.

Access to the provision is very well monitored. Regular risk assessments enable staff to identify potential hazards and minimise accidents. Good routines for hand washing help children understand the need for good personal hygiene. Children do not always have privacy when using the toilet.

Snacks and meals are healthy and nutritious ensuring children develop good eating habits. Lunchtime in the babies' room is not as social as elsewhere. Staff check sleeping babies but do not document this. Staff have a good understanding of their role in child protection. Children are valued as individuals and their differences acknowledged. The provision for children with special needs is effective and the provision for children who speak English as an additional language is very good.

Children are happy and confident and develop good relationships with staff and peers. All children enjoy a good range of well-planned activities that help develop independence and cater for all tastes. The regular use of the outdoor area ensures a good balance of physical and quiet play. Staff listen to children and join in child initiated games. Behaviour management is very good and children respond to well deserved praise.

Partnership with parents is good. Care diaries for the under twos keep parents informed of all aspects of their baby's day. Parents of older children appreciate regular formal feedback sessions. Staff are available at all times to discuss children's achievements. Parents receive clear information about the provision.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Staff interaction is very good. They are warm and caring and know the children well. They talk and listen to the children and show respect for adults and children alike.
- The security of the premises is good. there is a surveillance camera focused on the front door of the provision. This ensures staff know who is trying to enter the provision. If they do not recognise the visitor then two staff will answer the door.
- The provision for children with English as an additional language is very good. Staff make every effort to communicate with adults and children by learning words and gestures. Recently they learnt British Sign Language to help them communicate with a deaf family from Eastern Europe who used this method of communication.
- Staff manage children's behaviour well. They use positive strategies and skilfully identify potential problems. This ensures children's energy is channelled into worthwhile activities.

### What needs to be improved?

- the book area in each room to ensure children learn to respect books
- children's privacy when using the toilet
- the record to monitor sleeping children
- the lunchtime routine for babies
- the details in the policies and procedures

### 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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	ensure children are given privacy when using the toilet
6	implement a system to record the regular checks made on sleeping children
8	ensure the lunchtime routine in the baby room creates a home-like experience for babies
14	review policies and procedures to ensure all necessary detail is included and make these available to parents
3	enhance the book areas to ensure children learn to respect books

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

### How effective is the nursery education?

Canterbury Day Nursery provides good quality education and children are making generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy and generally good progress in all other areas of learning.

Teaching is generally good. Staff have a good understanding of the stepping stones. They prepare a good range of practical activities that stimulate and interest the children. Staff present these activities enthusiastically. They make useful observations and assess children's progress. Activities to extend older or more able children are not clearly planned for. Good use of resources ensures children's imagination is promoted, especially in the role-play area. Staff ask questions that encourage thinking and develop children's communication skills. Staff are good role models. This ensures children behave well. Staff help children build warm, trusting relationships with peers and adults.

The leadership and management are generally good. Staff understand their roles and procedures to deputise are effective. The pre-school leader plans a well balanced curriculum and staff are free to deliver this in their own way. Appraisals identify training needs and management encourage staff to attend relevant training. All staff are committed to improvement but there is no formal monitoring and evaluation of the provision.

The partnership with parents and carers is very good. Staff share information about children's progress and invite parents and carers to become actively involved in their children's learning. Parents receive information about the foundation stage and good information about the curriculum. Formal feedback sessions twice a year ensures parents receive regular updates on their children's achievements.

### What is being done well?

- The programme for communication, language and literacy is very good. Children's listening skills and language are developing well. They have many opportunities to practice writing in a number of situations including imaginative and role-play settings.
- Staff support children's role-play helping them to learn, to negotiate, to talk through their imagined experiences and to learn about the environment.
- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources. Many learning opportunities are provided throughout the daily routine.

### What needs to be improved?

- the planning for different abilities
- the monitoring and evaluation of the educational provision

### **What has improved since the last inspection?**

The nursery have made generally good progress since the last inspection when three key issues were raised. The nursery agreed to show clear learning intentions in the planning. They also agreed to include differentiation to ensure appropriate challenge for all children.

Planning now shows clear learning intentions. This helps staff support children in their learning during focused activities. Planning does not clearly show differentiation to ensure all children are challenged according to their individual abilities.

There are plenty of opportunities for children to develop early writing skills. Children learn to write their names and are beginning to form letters correctly. They are confident writers and frequently 'write' during role-play.

Documentation shows that children regularly use a range of small equipment. Their skills in this area are developing well. They construct models from their own designs and competently use tools during free and focused activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and well-motivated. They have a positive approach to new experiences and show good levels of concentration in self-chosen activities such as role-play. Children talk freely about their home and family describing important events such as birthdays and outings. Children form good relationships with adults and peers. They share resources and ideas, recognising the needs of others. Children behave well and respond to appropriate praise.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. They speak confidently in small and large groups and learn about different ways to communicate, such as signing. Children enjoy books and handle these carefully. They relate well-known stories by looking at the pictures. There are opportunities for children to write during focused activities and self-chosen activities such as role-play. Some children recognise the letters of the alphabet and can identify these when trying to write their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers for labels and count confidently by rote to ten and beyond. Most children recognise groups of numbers up to three and use fingers to represent numbers. They recognise simple shapes and comment on similarities and differences. For example when making a house children know that windows are square and the roof is a triangle. Children use correct mathematical language during activities. Opportunities for simple calculating are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about the weather and changing seasons with increasing knowledge. There is opportunity for children to construct simple 3D structures using bricks and other materials. Children use simple tools such as glue spreaders, cutters and rolling pins, competently. They begin to differentiate between past and present. They learn about other cultures through well-thought-out activities. They recognise simple features in their immediate surroundings. Children have some access to a computer.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use large equipment confidently and try new ways of moving with adult support. Children can run and jump and practise balancing skills. They adjust their speed and change direction to avoid obstacles. Children enjoy activities that require good hand and eye co-ordination such as pouring water from one container to another. They use pushing and pulling skills when playing with toys such as pushchairs.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children know their colours and experiment with paints to produce new shades. They create three dimensional structures using their own designs. Children explore textures and describe them well. They participate energetically in music sessions by singing and dancing. All can tap out varied rhythms with remarkable accuracy. Children enjoy a well-resourced role-play area where they act out many everyday situations. They enjoy taking part in, and watching, puppet shows.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- extend the planning to include differentiation for individuals to ensure all children, regard less of their ability, are appropriately challenged
- devise and implement a rigorous system to monitor and evaluate the educational provision

*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.*