



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223221

DfES Number: 512240

INSPECTION DETAILS

Inspection Date 03/12/2003
Inspector Name Patricia Bowler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Holmsdale Manor Nursery School
Setting Address 150 High Street
Ibstock
Leicestershire
LE67 6JP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Mr Andrew Ward & Mrs Hazel Ward
Address 150 High Street
Ibstock
Leicestershire
LE67 6JP

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

Holmsdale Manor Nursery School was first established in April 1986. The nursery school is open throughout the year, excluding public holidays, from 08:00 to 18:00 hours. The property dates back to the 17th century and has been converted to provide nursery groups within the barn, the hayloft, the stables, the house annex and the adjacent baby unit. There are outdoor play areas for children's physical play and activities. The setting serves the local community and surrounding areas.

There are currently 200 children on roll of whom 15 are funded three-year-olds and 13 are funded four-year-olds. Children attend for a variety of sessions. Staff within the setting have experience of providing care and education for children identified as having special educational needs. There are no children who speak English as an additional language.

There are 32 staff employed to work with the children, of whom 13 have level three qualifications and 9 have level two qualifications. The nursery manager has an National Vocational Qualification at level three, and a Management Diploma, and the proprietor has a teaching qualification. The setting has been awarded 'Investors in people', is currently undertaking an accreditation scheme with the National Day Nursery Association (NDNA) and receives support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Holmsdale Manor Nursery School provides good quality care for children. Staff have a good understanding of the National Standards and supporting criteria and generally interpret them well, although not all staff qualification requirements are met. Staff work effectively in all areas to provide a warm, caring environment for children where a wide range of furniture, equipment, toys and play materials promote children's learning and development. Comprehensive policies and procedures are established with the exception of a procedure for lost children and general record keeping is of a very good standard.

Children are well cared for by staff who have a high level of awareness of all risks to their health and safety. Reasonable steps are taken to ensure the physical environment is safe and secure and the provision for food and rest is excellent. Children are recognised as individuals and differing needs are met well. Clear child protection procedures are fully understood by staff and work in practice.

Staff meet the individual needs of children well with the provision of planned and well-presented activities, offering exciting and interesting play opportunities to enhance overall development. Opportunities to promote children's independence and choice are encouraged and they are confident, well-behaved and respond to the consistent expectations from all staff.

Positive relationships with parents are fostered to provide consistent care for children and effective recording systems ensure parental views are acknowledged and respected. Parents receive very good information about the setting with a clearly written and informative prospectus. Staff are available to discuss issues on a daily basis and provide good opportunities to share children's progress.

What has improved since the last inspection?

At the last inspection the nursery school agreed to make drinking water available at all times, and the provision of covered jugs within all areas enables children to access this as required. Methods to ensure all parental signatures are included on accident records clarifies that information is shared with parents and all children are allocated to a key worker to have a positive impact on their care and welfare.

What is being done well?

- Excellent planning and organisation ensures the provision of a warm, welcoming and caring environment for children and parents.
- Staff have a good awareness of children's individual needs and development and provide a wide variety of play opportunities to support their overall development. Children have opportunity to select and access activities independently with good support and interaction from staff.
- Good systems and routines ensure all areas accessed by children are clean and well maintained. Staff promote children's health and safety with a clear understanding of comprehensive policies and procedures.
- Positive behaviour is promoted well. A consistent approach from all staff results in consistent expectations for children who were observed playing co-operatively and developing good social skills. They are confident and well-behaved and respond positively to staff expectations.
- Good systems for sharing information with parents are in place. Initial information is used to ensure their wishes for the care of children are recorded and respected. Information relating to the setting is made easily accessible to parents which ensures their knowledge and awareness of policies and procedures.

What needs to be improved?

- the procedures to ensure all qualification requirements are met
- documentation to include a procedure for lost 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	Establish a procedure for lost children.
2	Ensure all supervisors hold a level three qualification appropriate for the care and development of children.

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

How effective is the nursery education?

Holmsdale Manor Nursery School provides acceptable pre-school education in a welcoming, stimulating environment where children make very good progress towards the early learning goals in each area of learning. There are only two points for consideration identified.

The quality of teaching is very good. Staff work closely with the children and lead some activities, where appropriate, to support their learning. The staff group works well as a team and are very supportive to each other which enhances the structure for children's play and learning. Staff are involved in the curriculum planning and have a good knowledge of the six areas of learning. They have high expectations of children and they are consistent and effective in their management of children's behaviour.

The leadership and management of the setting is very good. The nursery managers and team leaders, who take responsibility for the line management of staff within each nursery area, provide good leadership, have an objective approach and are pro-active in evaluating practice and making changes to further develop the service provision. The team leaders provide as good role models for the staff group. Staff development is given a high priority and there are firm arrangements for staff to undertake relevant training opportunities.

The partnership with parents is very good. Parents receive good communications from the setting, including written and verbal information. Staff form good relationships with parents and provide opportunity for them to comment and influence records on their child's development and progress.

What is being done well?

- Children's personal, social and emotional development is very good. Children are co-operative, helpful and well-behaved and are developing good levels of independence.
- Children have very good opportunities through adult-led and free choice activities to use and express their imagination through a variety of mediums, including music, rhymes, art, craft and role play.
- Staff have very good relationships with the parents which supports each child's learning and care. Parents are kept up to date and receive good information about the setting and have good links with staff for sharing of children's assessment records.
- Staff work extremely well as a team and present as good role models for children under the effective leadership of the nursery manager and team leaders.

- There are good opportunities for children to explore language, link sounds to letters, form recognisable letters and some children are able to write their name. Children understand that print has meaning and are able to recognise their name.

What needs to be improved?

- the records for planning children's next steps of learning
- the opportunities for children to develop emergent writing.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Reports which reflect assessment of children's development are now provided for parents and include the opportunity for them to contribute comments regarding their child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work and play co-operatively within groups, share and take turns. Children have a good awareness of the behavioural expectations within the setting. They are confident to speak within groups and are gaining good levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to use language in a variety of ways, for negotiating and expressing ideas. Children are able to form recognisable letters with some more able children being able to write their name. There are good opportunities for children to explore language and link sounds to letters. Children understand that print has meaning and are able to recognise their name. They are developing their emergent writing skills when opportunities are presented to practise this.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers and are able to count to 10 and above. They show an interest in number problems and are able to compare two numbers recognising more or less. They are developing mathematical language and concepts through practical application.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making good use of information technology which supports other areas of learning. They have good opportunity to use a variety of materials and resources which they can use to join and build and develop techniques to shape and construct. Children are developing a good understanding and awareness of diversity and their own community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to access a wide variety of resources providing opportunities for both fine and large movement development. They are able to move confidently around each other, show good balance and spatial awareness.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use and express their imagination through role play activities and use of materials such as free painting, drawing and modelling. Children investigate natural materials, using their senses to explore colour, shape and texture which is supported by the use of a range of tools and materials. Children are able to match movement to music and can recall simple songs from memory.

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 key issues to report, but consideration should be given to improving the following:
- development of the planning for children's next steps of learning so that they include all six areas of learning
- extend opportunities for children to develop emergent writing.

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.