



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 260841

DfES Number: 539750

### INSPECTION DETAILS

Inspection Date 17/03/2004  
Inspector Name Alexandra Brouder

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Upp - Starts Nursery  
Setting Address Uppingham Community College  
London Road  
Uppingham  
Rutland  
LE15 9TJ

### REGISTERED PROVIDER DETAILS

Name The Governors of Uppingham Community College

### ORGANISATION DETAILS

Name The Governors of Uppingham Community College  
Address Uppingham Community College  
London Road, Uppingham  
Oakham  
Rutland  
LE15 9TJ

## 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

Upp-Starts Nursery is currently registered to care for 29 children within the age range of nought to five years.

The nursery is situated in a building on the site of Uppingham Community College which is located on the outskirts of the town of Uppingham, Rutland. The nursery has been registered since 1997. It provides nursery provision between the hours of 08:00 to 18:00 daily all through the year. The nursery serves the town of Uppingham and surrounding villages. It is registered to accept nursery education funding. At present there are 60 children on roll, including six funded four year olds and sixteen funded three year olds. Children are grouped together in two rooms, they also have access to the toilets and lobby and outside play area. They have access to parts of the college for organised activities. The intake of children reflects a variety of social and economic backgrounds but there is limited cultural diversity in the area. At present there are no children in attendance for whom English is an additional language. There are currently two children who have been identified as having special educational needs.

In total 10 members of staff work with children throughout the week, this includes part time and full time workers. Most staff hold relevant childcare qualifications or are working towards one. The nursery receives support from a mentor teacher through the Rutland Early Years Partnership, and the local area Special Educational Needs Co-ordinator.

### How good is the Day Care?

Upp-Starts Nursery provides satisfactory care overall for children. Staff within the setting provide a warm and welcoming environment, enabling children to feel happy, secure and confident in their surroundings. There is relevant documentation in place to support the running of the nursery, and staff, in the main, are secure in their understanding of the policies and procedures. The learning environment is not always set up effectively to meet the needs of all age groups.

Safety and supervision is a high priority of the group and regular checks are made on all areas, toys and equipment to ensure that this is maintained. There are good procedures in place to ensure that each child's individual health and care needs can be met, and children are reminded to be aware of their own personal hygiene. Staff are vigilant about children's safety both indoors and outdoors. Fire drills are not carried out on a regular basis. Children's diets are well catered for and staff sit and eat with the children to encourage a sociable occasion.

A range of interesting toys and activities are provided for all age groups and plans are used to ensure that all areas of development are encouraged. However, staff do not always provide a range of resources that are suitable for the individual needs of children in some areas of the nursery, or provide enough challenge or differentiation between age groups. Staff know children well and genuinely show care and affection for them. They have high expectations for children's behaviour when indoors, but children are not always challenged effectively when outdoors, which can lead to disruption.

Partnership with parents and carers is satisfactory. They receive information on the nurseries policies and procedures through displays, newsletters and booklets. There are informal procedures in place to discuss daily routines and activities with parents and carers see each day, and a formal parents evening to discuss children's progress in detail.

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

At the last inspection there were a range of actions made. They were asked to observe and record children under 2 and ensure that these records were used to help children develop. The staff have acted upon this and record what children can do which forms a part of their individual profiles. From these records staff plan their next steps to include in future plans. They were also asked to conduct a risk assessment of the premises and update as necessary. The officer in charge has completed this and shared it with staff. She understands that this is a working document and reviews regularly. A record of visitors is now maintained ensuring that staff know who is in the building at all times. Procedures for obtaining written permission for medication have been implemented and these are stored on children's individual files. Staff record when administering medication and obtain parents signature as evidence of this. There was no named person for behaviour management in place at the last inspection. The officer in charge has taken on this role - staff report to her and ask for advice as and when needed. The child protection policy was not consistent with current legislation at the last inspection - this has now been adapted and reflects the local Area Child Protection Procedures(ACPC) for the area. Staff have read and understood it.

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

- Staff show a high awareness of safety issues, taking active steps to assess and minimise any identified hazards and offering vigilant supervision.
- Staff provide a warm and caring environment in which children feel happy,

safe and secure.

- A comprehensive child protection policy is in place and understood well by all staff.

#### **What needs to be improved?**

- opportunities for children to freely use their imagination in what they can create, and the organisation of resources within the older age group area;
- the regularity of fire drills;
- children's access to fresh drinking water;
- children's behaviour when playing outside;
- individual plans for children with special educational needs.

#### **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
2	Ensure that the children are organised appropriately within the two to five year old room, to enable children to have a range of resources and activities that are age and stage appropriate and suited to their individual needs.
3	Ensure that children in the Squirrels and Busy Bees are given opportunities to use their imagination freely when creating art work.
6	Ensure that regular fire drills are carried out and that staff emergency contact details are included in documents to take out in the event of a fire.
8	Ensure fresh drinking water is available to children at all times.
10	Ensure appropriate plans are in place regarding Individual Education Plans for those children that have Special Educational Needs or disabilities.

11	Ensure children's behaviour is managed effectively when playing outside.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for Upp-starts Nursery has some significant weaknesses. Although staff plan along national guidelines, the children's progress towards the early learning goals is limited because there are areas which need significant improvement.

The quality of teaching has significant weaknesses. Staff plan the work according to the recommended six areas of learning but the activities are not always sufficiently focused to provide challenge for the older children. Staff do not always provide a wide range of focused activities in each session. Good systems of assessment have been set up so that staff know what children have achieved and they have a good basis to plan the next steps in children's learning. They provide targeted activities for the funded children but do not always provide for individual learning, including those children with special educational needs. The staff are caring and keen to ensure the children have appropriate provision. Most of the time staff manage the children's behaviour well. Lapses in behaviour usually arise from lack of challenge and stimulating activities.

The leadership and management has significant weaknesses. Staff changes have made the process difficult but a caring team are now in place. The manager is new and very eager to make improvements. Her attitude to learn is a strength of the provision. She has not yet developed effective systems to identify the improvements needed in the educational programme. Good induction and appraisal systems are now in place.

The partnership with parents and carers is generally good. Parents are well informed about the educational programme. They are able to talk to staff to exchange information or air concerns as they bring or collect their children. Parents' evenings provide good opportunities for staff to tell them about their children's progress. Taking reading books home gives parents a good opportunity to share in their children's learning.

### What is being done well?

- Staff provide a caring environment; relationships between staff and children are good.
- Children are independent and able to choose activities for themselves.
- Parents and carers are well informed about the provision and their children's progress.
- Children have a good introduction to the early stages of reading and enjoying books.

**What needs to be improved?**

- the challenge for the older children;
- the way staff plan for individual children and the methods used, including those children with special educational needs;
- the variety of focused activities provided in each session;
- children's physical development, to improve their control, co-ordination and awareness of space.

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

This is the nurseries first educational inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Good relationships have been developed between staff and children so the children are happy and confident. They select activities for themselves and are independent in deciding what they want to play. However, the older children sometimes flit from one activity to another or become less well behaved because the activities are not stimulating enough. Most of the time, children behave well and they are learning to be polite. They are learning that other cultures have different traditions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children enjoy stories and are learning to understand new vocabulary and the direction of print in English. However, because of the way that groups are sometimes organised children do not always benefit from the stories because the age range is too great. The older children are learning well about the sounds that letters make although sometimes methods of learning are not suitable for younger children. Children enjoy mark making in the office, which is a good introduction to writing.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to count accurately and use numbers naturally. They are aware that they can have three grapes at snack time, for example, and they are able to count them out. Through planned activities the children learn well about shapes, sorting, matching and pattern-making. However, they do not have enough focused activities so they can learn mathematics enjoyably and at their own pace in each session. By singing rhymes they also learn to sequence effectively.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children enjoy using commercially produced materials to build. Through role-play, children learn about different jobs. In the office, they use the keyboard and phones effectively to learn about technology. However, their learning is limited because of the lack of focused activities provided at each session. They celebrate Chinese New Year, helping them understand about different cultures as well as their own. They note the weather every day but discussions are hindered by the age range present.



## PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are competent at using small tools and they are developing their manipulative skills effectively. The four-year-olds are not developing their co-ordination and control sufficiently through challenging activities. Children are not becoming aware of space and those around them adequately when using wheeled toys, for example. They have good opportunities to use the school hall so they can move more freely and access larger equipment.

## CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children have free use of drawing and painting at times when they can explore colour and shape. Sometimes the children's freedom of expression is limited because they do not have a wide range of activities on offer at each session. Four-year-olds are not always challenged to develop their ideas sufficiently well. Children know simple songs and sing them enthusiastically from memory. Three-year-olds develop their imagination well during role-play. They enjoy 'reading' stories to each other.

**Children's spiritual, moral, social, and cultural development is not fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure staff plan challenging activities for the older children.
- Ensure staff plan for individual children's needs and use suitable methods so children learn effectively.
- Ensure children are given a wider variety of focused activities in every session.
- Improve the opportunities to develop the children's co-ordination, control and awareness of space.

*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.*