



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137856

DfES Number: 511402

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Caren Carpenter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Villas Day Nursery
Setting Address 78a Brondesbury Villas
London
NW6 6AD

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Ms Nadine Newman
Address Villas Day Nursery
78a Brondesbury Villas
London
NW6 6AD

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

Villas Day Nursery is located in a basement flat of a large Victorian house. It is situated in a residential area close to Kilburn High Road and local shops, bus and tube services run near by. The nursery has been registered since 1993. The nursery serves families from the wider diverse community. The registered provider is Ms Nadine Newman.

There are currently twelve children from aged two-years-old to three-years-old on roll. Three are funded three-year-olds, there are no funded four-year-olds.

Children attend full-time and part- time sessions. There are no children attending with special educational needs, one child attending, has English as an additional language.

The nursery opens five days a week from 8:30am to 6:00pm, fifty weeks of the year.

There are four members of staff who work with the children. All Staff hold relevant early years qualifications.

How good is the Day Care?

The nursery provides a good standard of care.

The nursery provides a stimulating environment, which promotes children's learning well. They plan and evaluate activities for three-year-old children to promote their learning towards the early learning goals. However staff do not plan and evaluate activities for the two-year-old children. Staff ensure that the younger children are able to participate in all the activities provided but the outcome for them needs to be improved.

Toys and activities are well organised into the areas of learning, this encourages and provides good opportunities for the children to select toys and activities independently.

The group has formed good links with the Early Years Development and Childcare Partnership. They receive support to plan the educational programme and train staff.

There is system in place for the regular exchange of information between parents and staff members. Parents are informed about the service verbally, however there is no written information in place to inform them about the service the setting provides.

There are clear policies to promote safety within the nursery. Staff give priority to children's safety both inside and outside of the premises.

All required records, policies and procedures, for the efficient and safe management of the provision are in place.

What has improved since the last inspection?

At the last inspection the nursery was required to appoint a named person to be responsible for managing children's behaviour. A named person is now responsible for behaviour management issues.

The nursery was required to obtain written permission from parents before administering prescribed medication. The group has obtained written permission from parents to administer prescribed medication to their children.

The group was required to obtain a copy of the Area Child Protection procedure and to appoint a child protection co-ordinator. A copy of the Area Child Protection procedure is in place and the manager is responsible for dealing with all child protection issues. The child protection procedure has been updated.

The group was required to maintain daily accidents and medication records. Accidents and medication records are now appropriately maintained.

The group was required to ensure that the registration system for staff and children had the appropriate details. The daily attendance register for staff and children now includes the hours and departure times of children and staffs'.

The group was required to ensure that children's individual records shows their individual care. The children's individual registration forms includes all relevant information about their individual needs. For example, their dietary needs, any allergies and medical information.

The group was required to ensure that staff responsible for preparation for meals to, obtain a hygiene certificate. The manager has attended a food and hygiene course and has obtained a food and hygiene certificate.

What is being done well?

- Staff observe and record the three-year-old children's progress, in order to plan activities that help them make progress in areas of their development.

- Children have good opportunities to participate in a wide range of stimulating activities.
- Staff have a secure knowledge in the early learning goals and plan interesting and stimulating activities.
- The required documents, policies and procedures are in place, for the safe management of the provision.
- The nursery has formed close links with Early Years Development Child Care Partnership and receives support with planning the educational programme and training for staff.

What needs to be improved?

- the educational programme for the two-year-old children, by ensuring that staff plan and evaluate activities to meet their individual needs.
- written information to be provided for parents, to keep them informed about the service the setting provides.

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
3	ensure that the activities are planned and evaluated to meet the needs of two-year-old children
12	ensure that parents are provided with written information about the service the setting provides.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

Staff are secure in their knowledge of the foundation stage of the curriculum. They plan and evaluate activities to ensure learning targets are achieved. There are minor weaknesses in the educational programme.

Children are making generally good progress in their personal, social and emotional development. They are involved in activities and show interest and enthusiasm. Their behaviour is good and they respond well to staff and each other. They are making generally good progress towards communication, language and literacy. They have few opportunities to explore phonetics, naming and sounding-out letters of the alphabet.

They are making generally good progress towards mathematics and knowledge and understanding of the world. They have good opportunities to become familiar with numbers and are learning to compare size and shapes. There are too few opportunities to explore their understanding of simple addition and subtraction through practical activities.

They have good opportunities to learn about different cultures and beliefs through celebration of religious festivals. They are making generally good progress towards their physical and creative development. They have good opportunities to develop their climbing and balancing skills during out door play. They have few opportunities to understand the importance of staying healthy. They have good opportunities to explore colour and texture, through painting, play dough, sand and water. They have limited opportunities to explore music and rhythm.

Leadership and management is generally good. Staff have good opportunities to attend training to update their knowledge and skills.

Parents have good opportunities to meet termly with staff, to discuss their children's progress. They have limited opportunities to contribute in planning for the next step in their children's learning.

What is being done well?

- Staff have a good understanding of the early learning goals; they plan interesting and stimulating activities to promote children's learning towards the early learning goals.
- Staff closely monitor children's assessments well. They use their observation of the children to plan for the next step in their learning.
- Children have good opportunities to learn about the different cultures and beliefs, through celebration of a range of religious festivals.

- Children participate well in role-play and resources are provided to support their learning, such as; the hospital, with medical equipment, telephone, dressing up clothes; the supermarket with shopping basket; till, play money; and shopping list.
- Children are developing their independence well by selecting their own resources. They are confident, well behaved and able to work independently and in small groups.
- The nursery has formed close links with Early Years Development Child Care Partnership and receives support with planning the educational programme and training for staff.

What needs to be improved?

- the programme for creative development, further opportunities for children to explore and use their imagination through music; rhythm and dance should be given.
- the programme for mathematics, to provide more practical opportunities for children to practice problem solving, including simple addition and subtraction
- the programme for communication, language and literacy, provide further opportunities for children to explore phonetics, linking letters to sound, naming and sounding letters of the alphabet.
- the programme for physical development, plan the curriculum to include the importance of staying healthy and to recognise the changes that happen to children's bodies when active.
- the written information for parents, to inform them about the educational programme, the activities provided and the learning intention for each activity and of the service the setting provides.
- parental contribution by using home observations of their children to help plan for individual steps in their learning.

What has improved since the last inspection?

The setting now display letters of the alphabet, sentences and words at the children's level. Children have good opportunities to develop their early writing skills, for example paper, and pencils, are readily available in the writing area and during role-play in the home corner.

Staff ensure that they question children during and after stories and follow up with activities.

Children have few opportunities to explore phonetics, linking sounds to letters, naming and sounding letters of the alphabet.

The setting displays numbers at children's height, staff use nursery rhymes and songs to introduce children's understanding of adding and subtraction. Children have

opportunities to sort and make patterns through a range of practical activities.

The setting has introduced workshop areas, providing good opportunities for children to access resources independently. Resources are changed termly, children can request other equipment and resources as needed.

Children have too few opportunities to explore phonetics, linking sounds to letters, naming and sounding letters of the alphabet.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Children are forming good relationships with adults and their peers. They work well as part of a group, taking turns and sharing fairly during creative activities. Children sit and concentrate well during story time and practical activities. They are confident, well behaved and able to work independently and in small groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. They listen well to stories and have good opportunities to ask questions, they are confident to speak in familiar groups. They have good opportunities to develop their early writing skills. Paper, envelopes, and pencils are readily available to them.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Progress in this area is generally good. Children are learning simple mathematical concepts well, through practical activities. For example, during small group activities, they have good opportunities to match, compare size and shapes. Staff do not use daily opportunities to extend children's mathematical understanding of simple subtraction and calculation, through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. They have opportunities to construct and build with a wide range of objects. They are learning about different cultures and beliefs. For example, they are able to celebrate a range of cultural religious festivals. They have good opportunities to use programmable toys to support their learning. There are too few opportunities for children to learn about past and present events in their lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Progress in this area is generally good. Children are able to handle small tools, malleable materials and objects with increasing control. For example, threading, completing puzzles and playing with play dough. Good opportunities for children to develop their climbing and balancing skills during outdoor play are given. Children have limited opportunities to learn about, staying healthy through practical activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's progress in this area is generally good. They have good opportunities to explore colours and textures, for example by using paint, crayons, play dough, sand and water. Children are able to use their imagination during role-play and have access to dressing up clothes. They enjoy singing and listening to stories. Children can select musical instruments, however staff do not plan opportunities for children to explore music and rhythm.

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

- the programme for creative development, provide opportunities for children to explore and use their imagination through music, rhythm and dance.
- the programme for mathematics, provide more practical opportunities for children to practice problem solving, including simple addition and subtraction
- the programme for communication, language and literacy, provide opportunities for children to explore phonetics, linking letters to sound, naming and sounding letters of the alphabet. phonics
- provide opportunities for parents to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process.

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.