



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 229214

DfES Number: 524338

INSPECTION DETAILS

Inspection Date	19/06/2003
Inspector Name	Denise Helen Phillips

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Headstart Day Nursery
Setting Address	75 Albert Road Stechford Birmingham B33 8AG

REGISTERED PROVIDER DETAILS

Name	Ms Susan Davis
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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

The Nursery was opened in 1989. It is situated on the ground floor of two terrace houses. The accommodation consists of six rooms and the outdoor play area. Children have access to rooms on a rota basis to ensure that the space and resources are used effectively. The nursery serves a multi-cultural community in the surrounding areas of Stechford, Yardley and Bordesley Green.

There are currently 30 children from 0 to eight years on roll. This includes 17 funded three and four year olds. Children attend a variety of sessions. An out of school service is also offered to children who attend Corpus Christi Junior and Infant School and Stechford Junior and Infant School. The group support children with special needs, children who speak English as an additional language and Social Services referrals.

The group opens five days a week all year round except for bank holidays. The opening hours are 07:30 - 18:00.

Eight staff work with the children. Two thirds of the staff hold early years qualifications and the others are working towards an appropriate qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of Pre-School Learning Alliance.

How good is the Day Care?

Head Start Day Nursery provides satisfactory care for children. The organisation of the day is effective and ensures staff have a consistent approach to their work. The use of space, grouping of children and staff deployment make sure that children are well cared for and supported. Overall children have sufficient choice of toys and play materials, which are interesting and developmentally appropriate, although children in some groups cannot reach their toys easily without adult intervention.

Children's individual needs are discussed with parents and an entry profile is

recorded. Staff record information about children's routine, ethnicity, religion or allergies to ensure their needs are met. Most areas for ensuring children's safety indoors and outdoors is satisfactory. However the recording of medication administered and the child protection statement is incomplete. Health and hygiene issues are generally addressed satisfactorily, however the kitchen is in need of attention.

Overall children are involved in a range of activities which are imaginative and creative, although the programme of activities for children in the out of school group is limited and prevents them from making their own choices about play and learning. Some activities and resources for children over three encourage them to appreciate and value people of all races, cultures and abilities. However this is not reflected in activities or resources for the younger children. Staff are consistent when managing children's behaviour. Children are well behaved and polite.

Staff encourage good relationships between themselves and parents by ensuring that information is exchanged freely. Parents of children under two are given a written daily account of their child's day. Most of the necessary paperwork is in place to meet regulations, however Ofsted have not been informed of new staff members so therefore new staff have not been vetted and the relevant documentation has not been completed.

What has improved since the last inspection?

At the last inspection the registered person agreed to complete outstanding work on the new extension to the premises. She agreed to remove all building rubble from the rooms, make safe the flooring by the back exit door, ensure that the group rooms and the equipment were cleaned, comply with the fire safety recommendations, make the boiler storage cupboard inaccessible to children, make trailing wires safe, make the garden safe, make the wooden climbing frame safe before it is used or stored, ensure that Area Child Protection Committee (ACPC) guidance is obtained, make electrical sockets safe, ensure that the loose floor board in the front group room is made safe, make sure that mops, bucket and vacuum cleaner stored in the bathroom are inaccessible to children, ensure that fires are made safe, ensure that the low level glass in the middle room is made safe.

The building rubble was removed, a new floor fitted, the rooms and equipment were cleaned, all fire safety recommendations complied with, the boiler cupboard is locked, all trailing wires are secured, secure fencing surrounds the garden, the climbing frame has been discarded, ACPC guidance are used in child protection procedures, electric sockets are covered, the floor board is secure, the fires are guarded, the mops, bucket and vacuum cleaner are stored in a locked cupboard and wood is fitted to the lower glass in the middle room to make it safe.

What is being done well?

- Staff give priority to ensuring that the organisation of the day and routines in place are consistent and beneficial to children. Children in the baby room benefit from having a sleep before lunch.

- Children are encouraged and supported by staff to express their imagination, be creative and make decisions about their play by choosing from a range of activities. Children move to different group rooms to access resources and activities.
- Staff encourage good relationships and appropriate behaviour, through being good role models, having consistent guidelines and suitable strategies.
- Staff encourage positive relationships between themselves and parents to develop. Information is made easily accessible displayed on notice boards, through policies, procedures, newsletters and parents evenings.

What needs to be improved?

- information provided to Ofsted about relevant changes to staffing
- organised activities for children in the out of school group. Improve their access to resources so they are involved in a broad range of activities
- the amount of toys and materials easily accessible to children under three years, allowing for sufficient choice and ensuring that they show positive images of people of all races, cultures and abilities
- the practice of staff recording when medication is administered to children ensuring that parents sign the records to acknowledge the entry
- the child protection statement to include procedures to be followed in the event of an allegation being made against a member staff or volunteer
- the cleanliness of the kitchen.

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 must take the following actions by the date shown

Std	Action	Date
14	Inform Ofsted of any changes in staff and complete the correct documentation.	22/12/2003

7	Ensure written records are kept of all medicines administered to children, and parents sign the record book to acknowledge the entry.	22/12/2003
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The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
13	Ensure the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.
3	Plan a programme of range of activities and play opportunities for children in the out of school group.
5	Increase the amount of toys and materials to include those which reflect positive images of culture and disability and ensure that they are easily accessible for children under three years.
4	Ensure the kitchen is maintained to a suitable standard of cleanliness in line with environmental health regulations.

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

How effective is the nursery education?

Headstart Day Nursery provides a happy and welcoming environment where children are making very good progress towards the early learning goals in personal, social and emotional development. In the other five areas of learning children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff interact well with the children and stimulate learning through a variety of planned activities, good resources and generally effective teaching skills. Activities are well managed although occasionally opportunities are missed to consolidate and extend children's learning in mathematics and communication, language and literacy. Staff encourage children to be involved in decision making and to take responsibility for some areas of their own learning through, independent learning activities.

Leadership and management is generally good. Managers are fully committed to improve the quality of the educational programme for three and four year olds. Monitoring of the teaching and educational programme was informal, but staff now work closely with a teacher mentor to evaluate current practice and identify areas for improvement.

The partnership with parents is very good and supportive, and is making a positive contribution to children's learning and progress. Parents and carers are made to feel welcome through personal contact. Staff are always available to discuss children's progress or any concerns on an individual basis. Verbal interaction, notice boards and newsletters provide good information about activities, routines, policies and nursery events.

What is being done well?

- Children's personal and social development is very good. Children are confident, sociable and form good relationships with adults and peers.
- Staff plan interesting and worthwhile activities which enable children to make progress and build on knowledge and skills already acquired.
- Staff work well together as a team to provide a secure, friendly environment and are committed to improving their knowledge of early years education.
- Staff build warm and trusting relationships and develop children's confidence and self esteem through reinforcement and praise.
- The partnership with parents and carers is very good and is effective in supporting children's individual learning needs.

What needs to be improved?

- the opportunities for more able three and four year olds to explore their understanding of simple mathematical concepts to solve practical problems
- the activities to encourage more able three and four year olds to develop their writing skills as they play
- the opportunities for all three and four year olds to access the art and craft room more freely.

What has improved since the last inspection?

The nursery has made good progress in addressing the three key issues from the last inspection.

Staff work well together to develop and implement strategies to improve the standard of children's behaviour. Staff have attended further training which has resulted in staff being more consistent in their approach to behaviour management. Children are generally well behaved, respond to praise and encouragement and are learning what is right and wrong.

Staff have developed a more effective planning system to support both teaching and learning, there is sufficient coverage of the six areas of learning and children are now able to self select activities as well as being adult directed. Staff continue to work with the support of the Early Years Teacher Mentor.

The programme for knowledge and understanding of the world now provides children with the opportunities to explore different materials, compare living and man made things and to question and record observations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming good relationships with staff and peers, they are confident and sensitive towards each others needs. Children make decisions, take turns and share with others. Children talk confidently within the group and on a one to one basis. Staff promote children's self esteem through reinforcement and praise.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and fluent speakers and engage easily in conversation with their peers and adults. Children enjoy using books and listen and respond well to stories. Children are confident when singing familiar songs and rhymes. Children recognise and are beginning to form letters to write their first names but are not encouraged to write for a purpose as they play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape and size through practical activities and are becoming familiar with number rhymes. Many children are confident in counting up to ten and beyond. Some children use simple mathematical language to solve problems. Children do not often develop or consolidate mathematical learning during other activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and features of their environment. Most children are confident to build and construct using a range of resources, but do not have the opportunity to plan and design. They are beginning to understand about other cultures and beliefs through activities and celebrations. They frequently talk about past and present events in their own lives and learn about the lives of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children play enthusiastically with a range of equipment whilst outdoors, they move with confidence and have developed positive attitudes towards physical exercise. However, limited equipment is available for children to develop balancing skills. Children have opportunities to take part in music and movement. Children are learning to handle scissors, brushes and pencils with increasing control. Children learn about the importance of personal hygiene through effective daily routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their ideas through a range of activities which are both adult and child initiated. Children are able to describe what they see, hear, smell and touch, they are developing confidence when singing songs and exploring sounds and patterns through music. Children have limited access to the art and craft room.	
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

- Increase staff's knowledge of how to use daily routine and practical activities to help children consolidate their understanding of number and solve simple number problems.
- Develop children's literacy skills by helping them to understand that writing can be used in different ways to communicate.
- Strengthen the programme for creative development by providing more opportunities for the children to freely access the art and craft room.

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.