



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205230

DfES Number: 580896

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Jayne Lesley Taylor

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Meadows Nursery
Setting Address	9 Mulberry Tree Hill Droitwich Worcestershire WR9 7SS

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Jane Foster
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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 Meadows Nursery opened in 1994 . It operates from two rooms in a house in Droitwich. The day nursery serves the local area.

There are currently 24 children under 8 years on roll. There are seven funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as a second language.

The group opens six days a week all year round. Sessions are from 08:00 until 18:00

Nine staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Meadows Nursery provides good quality care for children. Effective recruitment procedures are in place and the majority of staff are qualified. Good organisation within the setting allows the children access to a full range of challenging activities and experiences. The setting is very welcoming to parents and children with a very good range of resources in place. Parents can have access to their child's personal documentation at their request.

A high level of safety is maintained both inside and outside the building with staff having a good understanding of safety issues. Risk assessments are undertaken to minimise hazards. Effective hygiene routines are in place, however, the method of recording administration of medication is poor. Some children bring their own packed lunch, if not a snack is prepared on site. Staff have a very good awareness of the need for children to have an understanding of differences and a feeling self-worth. Staff have an understanding of child protection issues and practice.

Children undertake an extensive range of play opportunities and experiences that are appropriate to their individual age and stage of development. Older children attend Forest Schools. Concise recording is in place for all children. Confident interaction with peers and adults is encouraged. An excellent level of verbal interaction is maintained at all times. Good planning ensures that children make the most of activities available to them. Staff have an understanding of including children with special needs and ensure that children are fully involved to the best of their ability and have their own individual achievements acknowledged. Effective behaviour management strategies are in place.

Staff maintain good relationships with parents. A prospectus is available to all parents and a comprehensive range of policies are in place to help support and develop work practice.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that documentation was in place to ensure children's safety. This included recording visitors to the premises, named driver documentation, written consent for medication and a child protection policy. This has all been completed. The provider has also incorporated bullying into the behaviour management policy and the equal opportunities policy is consistent with current legislation to support the care of all children.

What is being done well?

- The registered person and all staff undertake a wide range of training to update their skills and knowledge. Recording is used effectively to guide staff in planning the next steps in children's learning. However, staff support children's decisions to extend their play in unplanned and spontaneous areas.
- Staff have a very good understanding of the need for children to have access to space to allow them to play independently and under supervision.
- The range of toys and equipment available provides sufficient challenge to all children of varying ages and stages of development. The children's needs are met by being encouraged to participate at a level that they can achieve.
- Staff set good role models for children with how they respond to and talk to each other.
- All children take home day books that inform parents of what they have undertaken during the day and an open evening is held for all parents.

What needs to be improved?

- the system for recording medication administered to children.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
7	Improve recording systems for administering medication.

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

How effective is the nursery education?

The Meadows Nursery offers very good quality nursery education where children have extended learning through activities and experiences. Effective teaching ensures that children are making very good progress towards the early learning goals. They make very good progress in all areas of learning.

Teaching is very good. All staff have a good knowledge and understanding of the early learning goals and how recording and assessment is used to inform planning. There is differentiation of teaching between three and four year olds, with individual challenges set for them to develop their understanding and abilities. There are currently no children with special educational needs, although there are effective systems in place to provide support if required. Staff create many opportunities for children to express their ideas and thoughts. Children have opportunities to extend their learning relevant to their age and level of understanding. Children have a good understanding of how to manage their own behaviour with high expectations and support from staff. Staff record appropriate information about children's individual achievements and constantly focus their teaching. The organisation of resources allows children to explore and investigate.

Leadership and management is very good. Staff are very clear about their roles and responsibilities and have a good understanding of the provision's strengths and weaknesses. Staff attend any relevant training. Staff receive full support and guidance from the manager who is also the registered person.

The partnership with parents is very good. There are formal and informal systems in place for informing parents about their children's achievements or progress. Full records are maintained and shared with parents. Parents are actively encouraged to share what they know about their children. Staff fully understand the benefits of working with parents.

What is being done well?

- Children are very confident and self assured and undertake activities competently.
- Staff have a very good understanding of the Foundation Stage curriculum and fully understand their roles in children's learning and expectations of them.
- Staff assess practice, identify own strengths and weaknesses and develop strategies to move on.
- Parents are kept fully informed about all aspects of their children's learning and funding and take an active part in their child's learning.

What needs to be improved?
<ul style="list-style-type: none">● opportunities for writing in role-play situations.

What has improved since the last inspection?
Improvement since the last inspection is very good. The provision was asked to look at making distinctions between activities that are prepared and taught by staff and those that the children can initiate for themselves. This has now been successfully accomplished with a positive impact on the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently undertake new tasks and confidently ask for what they need. They take responsibility for their own care and that of other children. Children manage their own behaviour and are aware of the feelings of others. Children have a sense of themselves in the community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to peers and adults making known their feelings, using language freely and expressively. Children are making good links between sounds and letters and can recognise written words. Children use a variety of media to write, however there are limited opportunities to write in the role-play area. Children make independent choices of books and are beginning to follow print from left to right.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a good understanding of positional language in everyday situations. Language is used appropriately to compare quantities. Children undertake adding and subtracting both in structured and free activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a good understanding about the features of living things and are aware of the process of change. They freely discuss features of the living world and relay their experiences. Children have a good sense of time in relation to their own lives. They access IT equipment freely and unsupported.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and freely both inside and outside the building. They have a good understanding of the need for different actions to extend their play such as when they need to balance, walk, run. Children extend their play by being aware of other materials that they can use in an activity. They are aware of their body's needs with regard to food, drink and exercise.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use the wide range of media available to make displays using their imagination. Children understand the use of various instruments and access different styles of music, comparing their content. Children set the storylines for their own play, but are able to reassess if it is not what all children want to do.

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 significant weaknesses to report, but consideration should be given to improving the following:
- enable children to have access to writing materials to extend their imaginative play.

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.