



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY104279

DfES Number: 542892

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Lisa Paisley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Neptune Nursery
Setting Address Flagship Centre
London Road
Tilbury
Essex
RM18 8EY

REGISTERED PROVIDER DETAILS

Name Sure Start Project

ORGANISATION DETAILS

Name Sure Start Project
Address Flagship Centre
London Road
Tilbury
Essex
RM18 8EY

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

Neptune Nursery is run by Thurrock Council. It opened in 2002 and operates from a purpose-built building within a local community centre. It is situated near Tilbury Civic Square, Thurrock. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 0 to under 5 years on roll. Of these 11 receive funding for nursery education. Children come from Tilbury Town. The nursery supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs fourteen staff. Eleven of the staff, including both managers hold appropriate early years qualifications. One staff member is currently attending training.

How good is the Day Care?

Neptune Nursery provides good care for children.

Staff members' professional development is regularly assessed and they are provided with opportunities to attend training, enabling them to keep up to date with current childcare practices. Space, staff and resources are organised effectively to meet children's individual needs. A safe, bright, welcoming and well-maintained environment is provided. Equipment and toys are of good quality, appropriate for their purpose and help create an accessible and positive play environment. Children's artwork is of a high standard and displayed effectively. Good, clear and comprehensive records and policies are in place for the effective management of the provision however a minor amendment is required.

A high priority is given to ensuring all children are safe and by minimising any potential hazards. Staff have a good understanding of health and hygiene

procedures and they act in the children's best interest when they are ill. Snacks are provided in a relaxed sociable atmosphere, staff are close by to support children's independence. Staff are aware of their responsibility for safeguarding children and the group has the Department Of Health summary booklet for child protection.

All the children have stimulating and exciting play experiences. Staff are involved in supporting their learning, encouraging children to make choices and developing their independence. Staff have a good understanding of the children's individual needs and they effectively promote diversity within the setting. Staff understand how all children may have a special need at some time and that their needs may be long or short term. All staff use consistent and positive methods for managing children's behaviour, taking into account their individual stages of development.

Staff develop a professional relationship with parents and are committed to ensuring that information is shared.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children aged under two years are provided with an excellent range of play experiences such as messy play, exploring different textures, musical instruments and singing, ensuring babies receive positive early years play experiences.
- A good range of policies and procedures is in place ensuring children are kept safe and secure. an excellent system of risk assessment ensures all staff understand their responsibilities and report concerns.
- Children are provided with regular drinks and appetising foods, which are well balanced, nutritious and comply with all the children's dietary and religious requirements.
- The setting demonstrates a strong commitment to working in partnership with parents; there is an information board, children have individual daily diaries and parents are made to feel welcomed into the group at any time, ensuring children's individual needs are met.

What needs to be improved?

- the system for recording visitor's on the premises.

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
14	Keep a record of all visitor's on the premises.

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

How effective is the nursery education?

The provision for nursery education at Neptune Nursery is good. It enables children to make very good progress in their personal, social and emotional development, knowledge and understanding of the world, creative development and generally good progress in all other areas.

The quality of teaching is generally good. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan children's next steps. Staff keep detailed records, which provide a clear picture of children's progress to share with parents. A broad and balanced programme of planned activities helps children make progress towards the early learning goals.

Staff give children a good level of support. Those with special needs are encouraged to participate in a full range of activities. Staff manage children's behaviour effectively, using a range of positive methods. Sessions are organised to be varied and stimulating. Group activities are presented in a lively and enthusiastic manner, however there are some missed opportunities to consolidate children's learning particularly in communication, language and literacy and mathematical development.

The leadership and management of the nursery is generally good. The manager and early years teacher have been particularly effective in developing a committed staff team. An appraisal system is in place, which identifies staff's strengths and areas for development. Plans for the future include developing the outdoor play area to cover all the areas of learning and continue to meet staff training needs.

The partnership with the parents and carers is good. Parents are informed about the provision's activities, topic work and routines. Regular opportunities are provided for parents to meet with the child's key worker. Good information is given to parents, including newsletters and an annual questionnaire. Parents are actively encouraged to support their children's learning within the home.

What is being done well?

- Children's personal, social and emotional development is positively encouraged, ensuring all children feel confident and valued within the setting.
- Staff provide a positive learning environment, which is well-resourced with good quality play items and displays. Equipment is effectively organised fostering independence and allowing children to make choices about their play.
- Children are given good opportunities to express themselves and to explore using all their senses through a range of textures such as jelly or wet pasta and through music and movement.

What needs to be improved?
<ul style="list-style-type: none">● challenges for the more able children to write for different purposes● more opportunities for children to use mathematical language in their play.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, enthusiastic and eager learners. They are independent, making choices about what they do and taking care of their own needs. They are kind and considerate of one another and understand the need to share and take turns. Children respond well to the adults and behave appropriately. Children learn about cultures as they celebrate festivals throughout the year; good resources extend their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing language for communication, supported by staff. They are becoming more confident when speaking to others, listen well and follow simple instructions. Some children talk activities through and develop a story line. Some opportunities help children to learn to link sounds and letters. A range of writing resources to develop emergent writing is available, however there are missed opportunities to challenge more able children such as writing their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to count in everyday familiar contexts. Early calculation skills are introduced through singing, number rhymes and counting up and down. There are some missed opportunities to use mathematical language in everyday activities such as at snack time and during water play. Children can name shapes and explore patterns through a range of puzzles and maths equipment. Opportunities for cooking introduce ideas of weight and measurement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given good opportunities to explore and investigate objects and materials. They learn to care for living things. Children can design and build using construction kits on both large and small scale such as making flowers for Mother's Day. Children use a range of items of play technology. They talk about their homes and families and past and present events. There are regular opportunities for children to find out about their environment as they walk to the local shops and library.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy varied activities to promote physical development and body awareness. They climb, balance, run and dance to music and ride wheeled toys confidently. Children negotiate space for themselves as they can line up, find a chair or space on a mat. Topics introduce ideas of healthy eating. Basic hygiene routines such as hand washing are understood and followed. Fine motor skills and hand eye co-ordination are developed with manipulative toys, crafts, cooking and dough.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have many opportunities to explore colour and texture; they are encouraged to use their imagination to create pictures and collages. Children enjoy drama and stories to explore ideas and express their feelings. They listen to music, use musical instruments and enjoy familiar songs and rhymes. Role play is extended by use of costumes and props, whilst dolls, buggies and other domestic items encourage sustained imaginative play. A good range of small world play equipment is provided.

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

- provide regular challenges for more able children to write for a range of different purposes
- explore ways of using mathematical language in 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.