



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120088

DfES Number: 513385

INSPECTION DETAILS

Inspection Date 13/01/2005
Inspector Name Daphne Angell

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Ladybird Nursery
Setting Address Fern Road
Farncombe
Godalming
Surrey
GU7 3ER

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Gary Twocock and Pamela Twocock
Address Fern Road
Farncombe
Godalming
Surrey
GU7 3ER

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

Ladybird Nursery opened as a sessional group in 1996 and transferred to full day care in 1999. It operates from a purpose built building in the village of Farncombe on the outskirts of Godalming in Surrey. The nursery serves the local area and caters for children from the age of three months to eight years. Children are accommodated in age related groups.

The nursery is currently registered for 33 children under 8 years, of whom not more than 9 may be under 2 years at any one time. Children attend for a variety of sessions. There are currently 51 children on roll. Of these, 18 receive nursery education funding. The nursery supports children with special needs and those who speak English as a second language, although there are currently none attending.

The nursery opens five days a week (Monday to Friday) for 51 weeks of the year, and is open from 8:00 until 18:00.

There are currently 12 full-time and 2 part-time staff working with the children. Of these, 9 have early years qualifications at the equivalent level, and 3 are currently on training programmes.

The nursery receives support from the local authority.

How good is the Day Care?

Ladybird Nursery provides satisfactory care for children. Staff offer children a homely, caring environment. Children are grouped according to age. Staff are effectively deployed within the rooms, and there are sufficient qualified staff. However, there are still some areas of the nursery where space is not used effectively. The nursery has bright and colourful displays, including photographs of the children. However, some areas require additional attention relating to standards of cleanliness. The children benefit from having access to a range of equipment and resources. However, the garden area is currently not used to its full potential due to the grass surface, which can get very muddy. All required documentation is in place.

Staff ensure that children are safe and secure. There is an Operational Plan of the setting. This contains all the required documentation and details of the various procedures to be carried out by staff relating to Health and Safety issues. There is an Equal Opportunities policy in place, and staff acknowledge the needs of all children attending. However, currently children have insufficient opportunities to use resources which promote diverse society. There are policies and procedures in place relating to the care of any child with special educational needs who may attend the nursery. There is a Child Protection policy in place, and some staff have attended relevant training.

Staff provide a range of activities for children. However, some of these are not appropriate for the age and stage of children, and some are overly adult directed. Staff promote positive behaviour and give praise and encouragement to the children attending.

Partnership with parents is good. Staff ensure that parents receive information on the setting by a variety of means. However, developmental records for the younger children are currently not in use.

What has improved since the last inspection?

At the last inspection a number of actions were raised relating to Standards 2, 3, 7, 13 and 14. Good progress has been made in addressing these various issues, particularly relating to the various documentation which is now in place in the nursery. Confirmation that the various actions were satisfactorily addressed was obtained by an additional visit done in July 2004. At the time of this inspection all actions continue to be satisfactorily addressed, including having sufficient qualified staff deployed to work with the children. However, a recommendation has been raised in Standard 3, to ensure that all activities are appropriate for the age and stage of development of the children attending the nursery.

What is being done well?

- The staff ensure that children are safe and secure. The Operational Plan includes lists of various safety checks which are carried out, and staff induction includes guidance on Health and Safety issues. Staff carry out regular Fire Drills. There are appropriate measures in place to ensure that children are safe while they are sleeping.
- Staff promote positive behaviour. They use positive interaction to diffuse any potential problems. Staff are good role models for the children. They treat the children with gentleness and respect, and offer additional support, as required. There are "We are kind to each other" posters displayed throughout the nursery. Children benefit from the positive role models portrayed by the staff.
- There is good partnership with parents. Children are cared for in line with parents' wishes, such as dietary requirements. Parents are kept informed by various methods, such as the Parents' Pack, regular newsletters and Parents' Evenings.

- All required documentation is in place. There is a comprehensive Operational Plan folder. This includes all required policies, procedures and paperwork for the smooth running of the nursery.

What needs to be improved?

- the organisation of various areas of the nursery, with particular reference to the Staff room and storage areas
- developmental records for the under threes
- the activities offered to the children, to ensure that they are appropriate to their age and stage of development, and that staff are not overly directive
- cleanliness in some areas of the nursery, with particular reference to carpets, cushions indoors, and the rabbit area in the garden
- the outdoor play area, which is currently under utilised because of the muddy surface at some times of the year
- children's regular access to resources which promote Equal Opportunities.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 the provider has received an additional visit. This was to check that the necessary measures had been taken relating to various actions raised at the previous inspection in January 2004. As a result of this visit Compliance Notices were issued concerning actions relating to Standards 2, 3, 7, 13 and 14. A second additional visit was conducted on 2 July 2004, when it was found that the issues raised in the Compliance Notices had been satisfactorily addressed.

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	Do an ongoing evaluation of the way in which space is used within the nursery, to make maximum use of all areas. This particularly relates to the Staff Area on the first floor and to various storage areas throughout the nursery.
3	Ensure that all activities offered are appropriate to the children's age and stage of development, and that they are not overly directed by staff.
3	Maintain appropriate developmental records for children aged under three years, to support their future development, and share these with parents.
4	Ensure that all areas of the premises are maintained so that there is maximum cleanliness at all times, with particular reference to the carpetted and cushioned areas within the nursery and the rabbit hutch area in the garden/shed.
5	Provide an action plan to show how the outside play area may be improved, so that children gain additional benefit from it.
9	Ensure that children have regular access to a range of resources which promote diverse society including disability.

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

How effective is the nursery education?

Ladybird Nursery is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

The quality of teaching has significant weaknesses. Staff develop good relationships with the children, and manage their behaviour very well. They provide a good range of resources to promote the six areas of learning, but lack sufficient knowledge of the Foundation Stage to promote children's acquisition of new skills and understanding during their activities. This leads to significant weakness in mathematics and physical development. Although staff make observations of children's progress, they do not maintain their achievement records. This means there is no clear picture of children's progress towards the early learning goals, and no identification of their next steps in learning to inform planning or to share with parents. Staff organise their use of the indoor space well, but children have limited access to the outdoor area.

The leadership and management has significant weaknesses. The manager and supervisor work closely together to develop curriculum plans and provision of resources. They evaluate the setting and implement changes, such as the planning system and children's achievement records, but do not sufficiently monitor and evaluate the effectiveness of these. They support staff's professional development through accessing training. However, they do not sufficiently monitor the quality of teaching.

The partnership with parents is generally good. Parents receive good information about the provision, and find the staff friendly and approachable. They exchange information with staff on a daily basis, and attend half-termly evening meetings to discuss their children's progress. They receive information about topics and suggestions for activities to help support their children's learning at home.

What is being done well?

- Staff manage children's behaviour very well. They encourage them to realise the impact of unacceptable behaviour on others, and to show care towards each other. Their calm and polite manner, consistency and praise encourages children's good behaviour.
- Staff promote children's personal, social and emotional development well. Children develop trusting and friendly relationships with the staff. They approach them for help, and talk to them about their experiences confidently. Staff handle children's personal care needs sensitively in ways that protect their self-esteem and confidence.
- Parents and staff develop good relationships. They are able to exchange

information daily during hand-over, when parents come into the classroom and talk to staff. The manager organises half-termly evening meetings for staff and parents to share information about the children's progress, with a separate play area set aside for any accompanying children.

What needs to be improved?

- staff's understanding of the Foundation Stage, and how to provide challenge and promote children's acquisition of new skills and understanding during their activities, particularly in mathematics and physical development
- systems to rigorously monitor and evaluate the quality of teaching
- implementation of the system available for recording children's progress towards the early learning goals, to identify their next steps in learning, and to share these evaluations with parents
- children's access to the outside area to provide opportunities for learning across the curriculum

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Some effective measures have been taken to up-date documentation to include the early learning goals, and children have more opportunities to explore and investigate.

The manager and supervisor now include the stepping stones towards the early learning goals in written activity plans. Also in place, although not yet fully in use, are new records to show children's progress towards the early learning goals. Displays and information packs for parents also refer to the Foundation Stage.

Staff plan a good variety of visitors and topics to provide children with opportunities to explore living things, objects and musical instruments. Children handle animals from the visiting farm, and a mini-beast topic encourages them to closely look at insects and frogs, and they help care for the nursery's pets. Children have occasional free access to musical instruments, as well as during the twice-weekly planned activities. They have good opportunities to explore how things work, such as when using a pop-corn machine, or looking through a telescope.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop friendly relationships with staff and each other. Children's confidence is built up by staff who are sensitive to their needs and know them well. They develop independence well as they select their activities, and take care of their personal needs, such as washing their hands or pouring their own drinks. Children behave well. They are taught to be polite, and share and take turns well. They share their experiences, particularly during news-time or during sociable meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well, and enjoy exploring vocabulary, describing the moon as crumbly and lumpy. They take turns to speak and listen well during group activities such as news-time. They enthusiastically listen to stories in large and small groups. They show awareness that some marks carry meaning as they 'write' on their pictures. However, they are not given opportunities to recognise their own names, or to practice writing for different purposes during activities such as role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count up to five confidently, can match items as they count, and enjoy singing number rhymes. They use positional language as they play instruments high and low. Their understanding of shape is reinforced through computer games when they match shapes or complete patterns. However, opportunities to extend their understanding during routines such as handing out cups for drinks, to recognise shapes in the environment, and to use number during their play are not sufficiently exploited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop a good understanding of their world as they walk to local shops and soft-play areas, and learn about space through stories, craft activities and role-play. They learn how to use various technologies, such as computers, telescopes and pop-corn machines. They have opportunities to construct independently and together as they model with recycled materials, or develop role-play scenery, but are not sufficiently encouraged to use the construction kits available.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move confidently without colliding and show an awareness of space as they wait for a turn to climb and slide. They move in various ways as they act out stories read to them. However, limited access to outside areas and current planning lead to a lack challenge for the more able children. They take care of their personal hygiene well, washing their hands appropriately. They manage pencils and brushes well, but pre-prepared activities reduce opportunities to develop dexterity.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to use a wide range of art and craft materials. They draw freely and apply paint in various ways. However, they are not sufficiently able to experiment and develop their own creative ideas during these activities. Children enjoy playing a variety of musical instruments and singing together. They respond to experiences with words and facial expressions, as at lunchtime they laugh and show interest in noodles, describing them as worms.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's 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

- develop staff's understanding of the Foundation Stage, and how to provide challenge and promote children's acquisition of new skills and understanding during their activities, particularly in mathematics and physical development
- introduce a rigorous system to monitor and evaluate the quality of teaching
- implement the system for recording children's progress towards the early learning goals, to identify their next steps in learning, and to share these evaluations with parents
- increase children's access to the outside area to provide opportunities for learning across the curriculum.

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.