



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200617

DfES Number: 515306

INSPECTION DETAILS

Inspection Date 16/10/2003
Inspector Name Anne Felicity Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name HEADSTART DAY NURSERY
Setting Address 1 Spencer Street
Leamington Spa
Warwickshire
CV31 3NE

REGISTERED PROVIDER DETAILS

Name Brenda Massey

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

Headstart Day Nursery opened in 1989. The nursery operates from the ground floor rooms of a private property in the centre of Leamington Spa. The nursery serves working parents and the local community.

There are currently twenty-six children from two to five years on roll. This includes seven funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions and day care. The setting supports children with special needs and who speak English as an additional language.

The nursery opens five days a week all year round. Opening hours are 08.00 to 18.00.

Three full time and two part time staff work with the children. Two thirds of the staff have an early years qualification. The nursery receives support from an advisory teacher from the Early Years Development and Childcare Partnership. Children learn through play.

How good is the Day Care?

Headstart Day Nursery provides satisfactory care for children. There is a settled well-qualified staff team who create a friendly environment for parents and children. The staff work well as a team, supporting each other in the care of the children. General routines, the way the accommodation and resources are organised and the lack of challenge for some children contribute to some disruptive behaviour.

Fire evacuation procedures are in place, which are discussed with the children and practiced regularly. All staff have first aid training and the first aid box is fully-stocked. Child protection procedures are in place, but need reviewing. Children are encouraged in good personal hygiene and aspects of healthy eating, and caring for yourself are covered in activities and general conversations. Risk assessments have been completed and are reviewed regularly. Staff have completed food hygiene training and hazard analysis.

A variety of play equipment is available, enabling staff to provide a range of activities. Planning is in place to ensure children are offered a choice of activities to encourage co-operative play and imaginative play. Children have the opportunity to complete small group work and to join in singing as a large group; these group sessions should hold the attention of all the children.

There are good relationships between staff and parents, and parents are offered regular opportunities to chat informally and to discuss their child's progress. Some policies and procedures are being reviewed and will be available to parents. Good behaviour is valued and encouraged, and staff are consistent in their handling of the children. However children's learning is sometimes limited by inflexible routines and activities that do not interest the children.

What has improved since the last inspection?

After the last inspection the nursery was asked to ensure that there was sufficient space available for the children and that the building was maintained in a suitable state of repair and decoration. The nursery was also asked to record visitors, complete risk assessments, and ensure that all vetting procedures for staff have been completed. There is sufficient space for the children cared for, and repair and decoration is satisfactory. A good procedure is in place to record visitors and risk assessments have been completed. Vetting procedures are now followed for all staff, and students are always supervised.

What is being done well?

- There is an experienced manager in place; qualified staff supervise the children at all times, and good registration procedures are in place for children, staff and visitors.
- Children are offered opportunities to use their imaginations in role-play and creative activities; they enjoy bringing their 'pets' to nursery and taking them to the 'veterinary surgery'.
- All the staff are trained in first aid and good procedures are in place for the administration of medication.
- The children enjoy celebrating different festivals and have access to a good variety of toys and equipment to reflect positive images of all areas of equal opportunities.
- There are good procedures to ensure that staff are fully informed about the dietary needs of the children to ensure the needs are always met.

What needs to be improved?

- the planning of the general routine, accommodation and resources to ensure that children settle to worthwhile activities that meet their individual needs, and behave well

- the procedure to ensure children have access to equipment and play that offers challenge, and to ensure that all equipment is suitable for its purpose
- the procedure to review the complaints procedure and child protection policy, and to ensure all the required documentation is in place for each child.

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	Develop a plan detailing how the use of staff, accommodation and resources, and the grouping of the children will create a calm environment where children settle to play.
3	Ensure planning reflects the individual learning needs of the children.
4	Ensure play areas are attractive to children and encourage them to settle to worthwhile activities.
5	Ensure toys and equipment provide challenge for more able children.
5	Ensure nappy changing equipment is in good condition.
7	Ensure permission for emergency medical treatment is in place for each child.
11	Ensure general routines encourage the children to play, learn and behave well.
12	Review the complaints procedure.
13	Develop the child protection policy to include the procedure to follow if an allegation of abuse was made against a member of staff.
14	Ensure sufficient admission information is obtained including ethnic origin and religion.

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

How effective is the nursery education?

Headstart Day Nursery offers nursery education, which has significant weaknesses, with some generally good aspects. The setting is welcoming to parents and children and they form strong relationships with staff. In some areas of learning children are offered a range of interesting activities, which will enable them to make progress through the stepping stones towards the early learning goals. The organisation and general routine of the nursery causes limited progress in some areas.

Staff generally have a secure knowledge of the foundation stage. Clear planning is in place, which includes staff deployment, resources needed and some evaluation, but no recorded adaptations for the individual needs of the children. Opportunities for regular challenge in physical and outdoor play are limited. Staff are consistent in their handling of children's behaviour, but some children are disruptive and interrupt children taking part in worthwhile activities. Children have few opportunities to self-select and work unsupervised.

Staff are offered limited training opportunities and although regular staff meetings take place, staff time to plan and prepare is limited. The staff team work hard and is committed to improving the educational provision.

Assessments are completed by staff, but do not always inform the planning.

Procedures are in place to ensure that the needs of children with special educational needs and the needs of children with English as an additional language are met.

Partnership with parents is generally good. Parents receive information about the setting and complete admission forms. Parents are able to talk to staff on a daily basis. They do not contribute to the assessments completed on their child. Parents are informed about the themes and activities in the setting, and are encouraged to support their children's learning.

What is being done well?

- Some children working together in small-supervised groups are beginning to consider others and to concentrate well.
- Children are offered good opportunities to investigate the natural world and investigate change through worthwhile activities. They enjoy watching the life cycle of the butterfly and cookery sessions.
- There is a good variety of role-play available enabling the children to communicate and express their feelings; they also have regular opportunities for free painting and art activities.
- Children take part in many worthwhile activities to increase their awareness of different cultures and beliefs, including the celebration of festivals and food

tasting.

- Staff have completed training in the care and education of children with special educational needs. Children with special educational needs or for whom English is an additional language have their needs met well.

What needs to be improved?

- the organisation of the accommodation, resources and general routine to ensure that all the children are able to self-select and settle to worthwhile activities which offer challenge and encourage learning, and enable staff to have the opportunity to develop the children's consideration for others and their understanding of right and wrong.
- the system to ensure that individual assessments are completed regularly, with input from parents, enabling staff to use the information effectively to inform the daily planning, give children challenge and opportunities to progress in their learning.
- opportunities for children to take part regularly in physical and outdoor activities which offer challenge and interest, encouraging progress.
- staff's use of all opportunities in general routines to talk with the children, introducing mathematical and positional language, counting and the linking of letters to sounds.

What has improved since the last inspection?

Following the last inspection the nursery was asked to enhance the programme for personal, social and emotional development to raise the children's understanding and awareness of cultural diversity by providing more relevant factual books and a range of multicultural artefacts. The nursery has made very good progress in this area, with the children taking part in many well-planned festival celebrations. Children enjoy food tasting, looking at and dressing in different clothes and listening to music. There are factual books and pictures to aid the children's learning. Staff attend local street festivals to enhance their understanding and knowledge.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Three and four year old children are beginning to work together in small groups and are developing consideration for others. However, some children show little interest in the play opportunities available and limited consideration for others, consequently displaying disruptive behaviour. There are few opportunities for children to self-select equipment and settle to worthwhile activities, or to develop independence skills. Awareness of other cultures and beliefs is increasing well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children taking part in organised activities in small groups are developing good speaking and listening skills, although conversation during general routines is sometimes limited. Good role-play opportunities encourage the extension of vocabulary and early writing skills, e.g. 'in the veterinary surgery.' Opportunities to link sounds to letters are limited. At specified times older children enjoy the variety of books in the learning area. Children are making good progress in writing their names.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are offered some activities to measure and estimate including cookery and enjoy counting rhymes introducing some subtraction, e.g. cat and mouse song. Opportunities to compare size, shape and quantity and do simple sums are limited. There are few displays of numbers and limited opportunities to recognise numerals. Older children are counting reliably to ten. Opportunities are missed for the use of mathematical and positional language in routine activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given good opportunities to investigate and explore the natural world, including growing cress and observing the life cycle of the butterfly. Children are offered regular cooking sessions. They enjoy visits from local community workers including the librarian. Children work well-unsupervised building and constructing a car track. Technological equipment is not used well. Good opportunities are offered to develop an understanding of local and different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy outdoor physical activity and are increasing their co-ordination and movement through the balancing bar and trampoline. They collect leaves for autumn pictures. Physical activity in the daily routine is limited. Some children increase skills in bicycle riding and climbing; outdoor equipment lacks challenge for older children. Children progress using small tools and equipment. Children are learning bodily awareness and health with topic work, including healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children take part in many role-play opportunities including the vet and the hairdresser, enabling them to use their imaginations and express feelings. They enjoy singing familiar rhymes and songs and using musical instruments. There are many worthwhile activities to develop senses and explore texture, including cookery and free painting. Children enjoy celebrating festivals with food tasting and music. Learning opportunities are limited due to restricted planning and disruptive behaviour.

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 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

- improve the organisation of the accommodation, resources and general routine to ensure that all the children settle to worthwhile activities which offer challenge and encourage learning, and enable staff to have the opportunity to develop the children's consideration for others and their understanding of right and wrong;
- ensure that individual assessments are completed regularly, with input from parents, to enable staff to use the information effectively to inform the daily planning, give children challenge and opportunities to progress in their learning;
- provide opportunities for children to take part regularly in physical and outdoor activities which offer challenge and interest, encouraging progress;
- opportunities in general routines to talk with the children, introducing mathematical and positional language, counting and the linking of letters to sounds.

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.