



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 400081

DfES Number: 522327

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Cynthia Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Holme Garth Nursery
Setting Address Holme Lane
 Sutton-in-Craven
 Keighley
 North Yorkshire
 BD20 8BU

REGISTERED PROVIDER DETAILS

Name Mrs Eileen Robinson

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

Holme Garth Nursery was registered to provide day care in 1985. It is situated in the village of Sutton. The nursery is open five days a week from 08:00 until 17:30 all year round.

The group offers full day care for children aged 0 years to 5 years. Currently 37 children attend the nursery throughout the week. Of these thirteen 3 year-olds receive funding for nursery education. They are drawn from the local area and wider community. Children attend for a variety of sessions.

The group is based in the ground floor of the providers detached bungalow. They have use of 3 playrooms and supporting kitchen, toilets. The large playroom is used for children aged 2-5 years with support of a smaller room for specific activities; the remaining room is used for children under 2 years. There is access to a secure outdoor play area to the side of the property.

Eight staff work with the children with the support of a cook, and a trainee. Three staff hold Level 3 early years qualifications, one holds Level 2, two are working towards Level 3, and one is working toward level 4. The nursery receives the support of the Early Years Development and Childcare Partnership.

How good is the Day Care?

Holme Garth Nursery is providing satisfactory care for children aged 0-5 years. Documentation is in place to support the care and welfare of children within the nursery. Resources and accommodation are effectively promoting the care and education of the children in most areas.

The provision of first aid training to most of the staff team is effectively promoting the health of the children present and most areas of children's safety are being promoted. Children are accessing regular drinks and receive nutritious snacks and meals. Training to the full staff team is effectively promoting issues around child protection and behaviour.

Planned and daily activities are promoting children's learning supported by the effective interaction of the staff team. Children are responding to the behaviour codes within the group.

Effective relationships have been established with parents and they receive ongoing information about their children's progress.

What has improved since the last inspection?

At last inspection there were a number of actions in relation to staffing levels, the care of children under 2 years, a policy for lost and uncollected children and records concerning visitors, and the administration of medication.

At subsequent additional visits issues were raised about the following points; staff files, recruitment and procedures including induction, the deployment of staff, the maintenance of staff/child ratios, the training and experience of staff working with children under 2 years, meeting individual children's needs, appropriate use of equipment, availability of fresh drinking water and statements on behaviour and child protection.

Staffing procedures have now been improved with the implementation of staff files, appropriate recruitment and documentation to support staff appointments. Induction is included within the first week although still remains informal.

The registration system now includes staff and the times of arrival and departure, staff deployment is displayed clearly within the nursery, a policy for lost and uncollected children has been developed, a visitors book is now in place, and there is a qualified and experienced member of staff working with children under 2 years which effectively supports the organisation of the nursery.

Appropriate medication records are now in place to support the health of the children present.

The needs of all children are being met with the appropriate use of all equipment, the introduction of formal planning for children under 2 years, and the provision of fresh drinking water at all times.

Documentation is in place to support care and welfare of children including statements on child protection and behaviour, and including the training of all staff on these issues.

What is being done well?

- Staff are planning a range of activities which develops all ages of children's learning. Children are interested and enjoy their play, demonstrated in their enthusiastic involvement in role play on a boat out at sea. Staff encourage the active involvement of children, skilfully extending learning by supporting children's use of scissors, and highlighting letters phonically linking them directly to the child's name. Younger children were encouraged to recognise

colours and shapes during play.

- Effective organisation of space with the support of the smaller room being used to implement specific learning opportunities to small groups. The organisation of equipment and resources within the rooms allows children to move spontaneously around and make individual choices. There is a reasonable range of toys and resources to support a balanced range of activities which effectively supports learning. Children's access to resources and activities is effectively monitored on a weekly basis.
- The staff team have all attended appropriate training to support their implementation of behaviour management strategies. Children are responding to the behaviour codes within the group supported by clear explanations from staff. They are encouraged to share and take turns and take responsibility for routines within the nursery such as tidying up.
- Parents are actively welcomed into the setting and have established effective relationships with staff. Information about the activities, routines and curriculum are displayed on notice boards within nursery supported by individual letters to parents. Parents are informed about their children's progress informally on a daily basis and information sheets for children under 2 years.

What needs to be improved?

- the management of the separate base room for children under two.
- the position of the nappy change procedure.
- the completion of a risk assessment of the premises.
- the completion of an outings procedure.

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.)

There are no complaints to report.

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
4	Ensure the use of the separate base room for children under two is monitored appropriately.
4	Review the nappy changing facilities to facilitate more effective access for staff.
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks.
6	Ensure there are operational procedures for the safe conduct of any outings provided.

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

How effective is the nursery education?

Holmegarth Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development and communication, language and literacy are well planned and they make very good progress in these areas.

The quality of teaching is generally good. Relationships are good, staff's skilful questioning and sensitive encouragement have a direct impact on children's learning. Staff have a reasonable understanding of the early learning goals and plan a range of activities to support learning. However, short term plans are not directly linked to the stepping stones resulting in insufficient learning opportunities in some areas. The nursery is implementing new assessment procedures though there are no formal links to inform future planning ensuring appropriate challenges are set. There are effective procedures in place to monitor activities and resources used by individual children on a weekly basis. Children are responding to the clear expectations of behaviour. There are appropriate systems in place to support children with special needs.

The leadership and management is generally good. Staff have a clear understanding of their roles and work effectively as a team. This is supported by regular appraisals directly linked to training. The nursery has demonstrated a willingness to seek advice, establishing links with the early years advisor. However, there are no systems in place to monitor the quality of the setting or evaluate the provision for nursery education.

The partnership with parents is generally good. Parents are actively welcomed into the setting. Detailed information on the curriculum and routines is displayed on the notice boards. Parents receive information on their child's progress informally at the end of the day, though there are no opportunities to discuss their child's assessment records or be involved in their children's learning.

What is being done well?

- Children are establishing positive relationships with adults and each other. They are initiating interactions with others and responded with curiosity and great enjoyment to the new Xmas lights. They work co-operatively together, looking at books together and at the computer. Children are taking turns at activities, highlighted at dominoes and helping others put on aprons and tidy up.
- Children can express themselves well and are good communicators. They are using language to recall past experiences and recounted in detail their personal experiences of bonfire night, connecting their individual thoughts on fire work safety. They are negotiating use of resources at mark making and

collage, and giving detailed descriptions of their individual drawing of a bird, tree, and grandma.

- Children are encouraged to show an interest in numbers and counting in daily and planned activities. Staff related the child's fingers to a hand jigsaw supporting number work and repeatedly asking 'how many ' shapes, domino pieces there were, with some children able to recognise the written numeral.
- Children are given opportunities to express themselves freely and produce individual pieces of work in media and materials. The weekly programme includes a variety of painting and gluing activities. An interesting selection of junk models were created including an elephant and very detailed individual drawings were produced of themselves and other members of their families.
- Staff are actively involved with the children and interact appropriately during play. Children are confident in their responses from adults developing links for support and guidance. Staff are extending children's learning with effective questioning highlighted at counting and the use of phonics and were enthusiastically involved in role play going on a trip on a boat.

What needs to be improved?

- the opportunities to develop an understanding of simple addition and subtraction.
- the introduction of a variety of programmes to support work on the computer.
- the availability of a variety of regular movement experiences.
- the opportunities to experience a depth of musical activities.
- the evaluation of the education programme including links from assessment to inform future planning.
- the opportunities for parents to be involved in their children's assessments and involved in learning within the home.
- the introduction of an evaluation of the setting

What has improved since the last inspection?

Generally good progress has been made in tackling the key issues highlighted at last inspection. These required the nursery to improve teaching in certain areas and planning.

There are now increased opportunities within the daily routine and planned activities for staff to effectively reinforce children's counting skills and ability to recognise letter shapes and understanding of the sounds of letters. However, there remain insufficient opportunities to extend children's abilities in early addition and subtraction.

With the support of the advisor from the local authority, planning has been revised and both long and medium term planning are clearer and include the stepping

stones leading to the early learning goals;this allows staff to effectively monitor expectations of learning. These have yet to be included in the weekly programme, resulting in the lack of inclusion of all learning in some areas .

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have established positive relationships with adults and each other. They work co-operatively together in small groups, helping others and taking turns at activities. They maintain concentration and persist at activities such as the computer, drawing and dominoes. Children are responding to the boundaries and routines of the setting. They are developing personal independence, selecting activities, attending to personal needs and setting the table for lunch.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can communicate well using language to recount past experiences and negotiate play. There are opportunities to link sounds to letters and relate this to their own names. Children are enjoying and handling books with confidence, recognising letters and short words on the computer, which is supporting early reading skills. There are opportunities to experiment with writing with some children able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to show an interest in numbers and counting through daily and planned activities. The completion of jigsaws and discussion in general play supports the children's understanding of shape. Planned activities are giving children opportunities to experience pattern, size and quantity. However there are insufficient opportunities for children to experience simple addition and subtraction

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Use of the outdoors, with children examining leaves they had found, and planned activities such as growing seeds and examining the weather are encouraging children to explore and investigate. Visits from the police and topics such as 'ourselves' support an understanding of their own lives. Discussion around children's homes and gardens and visits to the local school develop an understanding of the place they live. There are insufficient resources to extend learning in information technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Planned activities give children opportunities to experience a variety of movement activities. There is a wide range of small and large equipment available to extend development. Children are developing hand-eye co-ordination with the use of scissors and other resources. However there are insufficient opportunities for children to experience a regular variety of movement experiences within the weekly routine.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are given opportunities to express themselves freely and produce individual pieces of work in media and materials. They are enthusiastically involved in role-play based on their imagined experiences, such as going on a boat and rocking with the waves. Children are experiencing a variety of sensory experiences, using expressive words such as 'squidgy' during finger painting. However, there are insufficient opportunities on a weekly basis to experience a depth of musical experiences.

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

- Develop a system to evaluate the planning to ensure all areas of learning are included in, mathematical, creative, physical development and knowledge and understanding of the world. Link the children's assessments to directly inform future planning ensuring appropriate challenges are set .
- Develop strategies for parents to be informed about their children's developmental records and provide opportunities for them to become involved in their children's learning.
- Implement a system to evaluate the overall setting.

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.