



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135004

DfES Number: 547363

INSPECTION DETAILS

Inspection Date	11/11/2004
Inspector Name	Anne Munro

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Pippins Day Nursery & Nursery School
Setting Address	Nuffield Orthopaedic Centre Old Road, Headington Oxford Oxfordshire OX3 7LD

REGISTERED PROVIDER DETAILS

Name	Bramleys Nurseries
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ORGANISATION DETAILS

Name	Bramleys Nurseries
Address	The Old School School Road Ardington Oxfordshire OX12 8PN

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

Pippins Day Nursery is one of six nurseries run by Bramleys Nurseries. It opened in 2000 and operates in a two-storey building refurbished as an NHS workplace nursery at the Nuffield Orthopaedic Centre in Headington. Most children attending have parents working on the hospital site.

The nursery is registered to care for up to 49 children under 8 years old and is open every week day from 07:15 to 18:30, except Bank Holidays. There are currently 84 children on roll, including 17 children receiving nursery education funding. Children attend for a variety of sessions.

There are 12 members of staff working with the children, including 8 with appropriate early years qualifications and 4 working towards a recognised qualification. The setting receives support from the Oxfordshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Pippins Day Nursery provides good care for children. There is a strong management structure operating formal appraisal systems, ensuring that staff are able to develop their skills and expertise. Some further training is needed on child protection issues. Clear procedures underpin the running of the nursery, but some policies are to be updated. The nursery provides a bright and welcoming learning environment, with an extensive range of good quality toys and equipment for all ages.

Staff are conscientious about ensuring children's safety, and precautions have been taken to safeguard children throughout the nursery. Effective procedures are in place to deal with illness or injury and staff are careful about cleanliness and hygiene. The nursery provides healthy snacks and meals, with attention to individual dietary needs.

Staff maintain comprehensive records of children's progress and have good knowledge of their individual capabilities. They plan a stimulating range of activities

appropriate to the ages of children, and use praise and encouragement to promote their self-esteem and re-inforce good behaviour. Staff have received training in working with children with special needs and are able to seek advice when necessary.

Staff encourage communication with parents and respect their wishes, particularly in the care of babies. Parents receive good information about the group and its activities in newsletters and on notice boards. They receive regular written reports on their children's progress and are able to discuss achievements daily. Staff maintain accurate records and give careful attention to confidentiality.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff are all actively involved with the children throughout the nursery. They provide good levels of supervision and a wide range of activities planned to promote children's development. The nursery is divided into three age groups and each area has been well planned to meet the needs of the children in a clean, bright and warm environment. Younger children have space to play and to rest and older children are able to develop good levels of independence.
- All staff are made aware of health and safety procedures. They carry out regular safety checks and maintain precautions to keep children safe and secure. They are conscientious about cleanliness, for example in procedures for changing nappies, in cleaning toys and equipment and in laundering clothes and bedding, and they teach older children good hygiene practice.
- Parents are provided with very good information about the group and its activities and about their children's progress. Keyworkers maintain daily records to share with the parents of the younger children, and the parents of older children receive regular reports on their progress towards the early learning goals. Good working relationships are built between parents and keyworkers and communication is encouraged.

What needs to be improved?

- the special needs policy
- the behaviour management policy
- staff's knowledge of child protection procedures.

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

Good

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<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
11	review the policy and procedures for behaviour management and ensure that they are understood and implemented by staff and shared with parents.
13	develop staff's knowledge and understanding of child protection issues
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.

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

How effective is the nursery education?

The provision of nursery education at Pippins Day Nursery is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Their progress in communication, language and literacy, and in knowledge and understanding of the world, their personal, social and emotional and their creative development are very good.

The quality of teaching is generally good. Senior staff have sound knowledge of the early learning goals and work with less experienced staff to plan a balanced range of activities to promote development in most areas of learning. An effective system of recording progress is in place and staff have good knowledge of individual abilities. Information gained from assessment is used in planning, although plans do not show how activities can be extended to meet the needs of more able children. Staff use appropriate teaching methods, asking questions and making suggestions to promote learning. They are particularly good at developing children's writing and communication skills and at encouraging their independence. They use praise and encouragement to re-inforce good behaviour and are able to access appropriate support when working with children with special needs.

Leadership and management of the setting are very good. The manager provides strong leadership, ensuring that staff are deployed effectively. Staff appraisal systems are in place, and, although many are inexperienced, staff are supported in accessing training to develop their skills and knowledge. The group's head office ensures that the nursery is well resourced and provides practical support to the manager and staff. Staff and management continue to evaluate provision and make plans to develop the nursery.

Partnership with parents is very good. Parents receive good information about activities and are encouraged to be involved in their children's learning. They are able to contribute to their children's records and discuss progress with staff.

What is being done well?

- Children show very good levels of confidence and independence. They hang up their coats and come happily into the playroom, settling quickly to their chosen activities. They change their shoes and put on their own coats for outside play, asking for help if they need it and helping each other. They are able to go independently to the toilets and wash their hands. Child height storage units enable them to choose resources and activities. They help to clear things away and to lay tables for lunch, and can pour their own drinks.
- Children are very good at using pencils to draw and to write. All attempt to write their names on their work, copying from cards when necessary, and all can form some recognisable letters. They enjoy using a well-resourced writing area where they can choose from a variety of pencils, crayons and

papers, as well as tools such as hole punches, rubbers and rulers.

- Children are able to use imagination in a wide range of art work, which is displayed with pride. Current displays show firework pictures with glue and glitter on black paper, rocket mobiles hung from the ceiling, a harvest collage and bubble printing with autumn colours. Children were seen to enjoy painting freely at the easel and drawing with felt-tips, and were happy to talk about their pictures, many of which featured recognisable representations.

What needs to be improved?

- the use of mathematical language, number and calculation in daily routines
- planning for physical development to include opportunities for children to develop balance, control and co-ordination using large apparatus
- use of the planning system to show intended learning for children of different abilities.

What has improved since the last inspection?

Improvement since the last inspection is generally good. The nursery was asked to consider "how the nursery will continue to develop the service provided to strengthen that which has been established." A new early years co-ordinator has been appointed since the last inspection and has introduced changes, including increasing resources to develop children's writing skills. This area has become a strength of the nursery. The curriculum planning system has been updated and improvements have been made to the outside play area. The nursery is now working to capacity. The high level of new and inexperienced staff has led to a change in the quality of teaching.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children come confidently into the nursery. They relate well to adults and to other children, learning to take turns and to share. They are able to sit quietly and listen attentively, and concentrate for long periods at their chosen activities. They show very good levels of independence in choosing activities and in their personal care. Staff use praise and encouragement to re-inforce good behaviour and promote children's self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy looking at books and listening to stories. They learn to recognise their written names and clear labelling round the room introduces them to other written words. They develop very good pencil skills, playing imaginatively at a well resourced writing table. All children copy their names and some can write them unaided with recognisable letters. Staff constantly engage children in conversation, so children become confident in speaking and listen to others in a group situation.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most children count confidently to five and some beyond, but they do not have enough opportunity to use counting and calculation in daily routines. Opportunities are missed to practise the language of size, shape and position. Children learn to recognise and to write numerals with a range of activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff plan a good variety of topics to stimulate children's interest in the world around them. Children learn about their environment from walks in the local area. They collect natural materials to study, and record their findings in art work. They plant and watch things grow, and observe changes when they mix and cook. They learn about their own and other cultures. They design and build with various construction toys and use a computer and simple technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop spatial awareness manoeuvring ride-on toys in the outside area, and playing circle games, but there is limited space for movement inside. They use balancing beams outside to develop physical co-ordination, but other large equipment provides little challenge for the older child. Children practise new skills with small apparatus including balls, bats and hoops, and have good opportunities to develop their manipulative skills with a range of activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour and texture using a variety of techniques and media including painting, collage and printing, and many are very good at drawing recognisable pictures. They have plenty of opportunity to express their own ideas in art work. They use percussion instruments to learn about sound and rhythm, and join in songs and rhymes with enthusiasm. They use their imagination in their own play in the home corner and in planned role play situations.	
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 the programme for mathematics by using opportunities arising throughout daily routines to include counting, simple calculation and the language of size, shape and position.
- provide more opportunities for children to use space and large equipment to develop physical control and co-ordination.
- extend the system of written plans to ensure that staff are aware of their role in achieving the intended learning outcomes for children of different ages and abilities .

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.