



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204135

DfES Number: 584749

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Gillian Jefferson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Griffon Day Nursery Limited
Setting Address Latton Bush Centre
Southern Way
HARLOW
Essex
CM18 7BL

REGISTERED PROVIDER DETAILS

Name Griffon Day Nursery Ltd 2434042

ORGANISATION DETAILS

Name Griffon Day Nursery Ltd
Address Latton Bush Centre
Southern Way
HARLOW
Essex
CM18 7BL

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

Griffon Day Nursery opened in 1990. It operates from rooms within a self-contained unit in Latton Bush Business Centre, Harlow. The nursery serves the local and surrounding areas.

There are currently 60 children from birth to 8 years on roll. This includes 14 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. There are no children currently attending with special needs or who speak English as an additional language

The group opens five days a week all year round, except for one week at Easter and two weeks at Christmas. Sessions are from 08:00 to 18:00, Monday to Friday.

Eleven staff work with the children. Over half of the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards an enhanced early years qualification and several others are going through the process of Accreditation of Prior Experiential Learning (APEL) to establish the level of their childcare qualifications. The setting is a member of the Pre-School Learning Alliance (PSLA).

How good is the Day Care?

Griffon Day Nursery provides good care for all children. The group is well organised, with policies and procedures actively implemented, to ensure the care provided is of a high standard. Some policies and procedures however, require more detail. The staff work hard to make the environment welcoming and stimulating, particularly within the preschool unit, through the widespread use of display. Staff are experienced and well informed about childcare and the needs of those they care for, but some qualification requirements are still being worked towards. New staff are inducted well and opportunities to build on their professional skills are being explored.

Children are kept safe and their health and hygiene is encouraged. Their individual

needs are well catered for and the strong relationships they develop help them feel safe and secure and builds their confidence and self-esteem. All children are valued and included through the proactive implementation of policies and procedures.

The babies are cared for in a self contained unit within the day nursery. They are involved in a wide range of activities and are able to be busy and involved. They are fed, changed and sleep according to their individual needs and requirements. Loving and supportive relationships are developed between the staff and babies. Children in the pre-school rooms are involved in broad and exciting learning opportunities that support their development in all areas of learning and expand on their personal interests. Children build strong friendships with each other and with the staff. Staff skilfully question children to assist in extending their learning in all areas. Good behaviour is also successfully promoted.

The group work well in partnership with parents and carers, who are given regular information about the provision through newsletters and information on the notice boards and in displays.

What has improved since the last inspection?

At the last inspection the registered provider agreed to review the operational plan; update the complaints procedure; ensure the behaviour management statement includes bullying; keep written records of incidents; draw up an action plan of how staff qualification requirements will be met in time; and ensure staff: child ratios are maintained and records are kept to support this.

The operational plan has been reviewed and now includes procedural statements in the event of lost or uncollected children, though these would benefit from a little more detail. Ofsted's contact details have been added to the complaints policy and are readily available to parents/carers via the notice boards. A detailed policy on bullying has been drawn up in addition to the behaviour management statement and incident records are in place. An action plan to address staff qualification requirements has been drawn up and is being implemented well. Records are now kept of staff and children so that ratios can be monitored, however procedures to maintain require ratios during lunch time when staff are on sick leave need to be drawn up and implemented.

What is being done well?

- Staff involve the children in a broad programme that promotes their development in all areas of learning and keeps them stimulated. They are involved in the planning so that their interests are built on and used to keep activities interesting.
- Children develop good relationships with each other and with staff which helps them feel safe, secure and build on their skills and confidence.
- Staff create a warm and welcoming environment for both children and their parents and carers. It provides a dynamic and stimulating place to learn and offers a wealth of information about the activities children are involved in

through the widespread use of display.

- Staff's effective use of strategies to maintain the safety of the setting and the children they care for, eg. the arrival and collection procedures are implemented well.

What needs to be improved?

- detail within some of the written policies and procedures
- operational procedures to maintain staff: child ratios over lunch breaks when staff are on holiday or sick leave.

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
2	Expand the procedural detail within the operational plan for lost and uncollected children, outings and child protection, and update the information within the prospectus about named staff with additional responsibilities.
2	Review and implement operational procedures to maintain the required staff:child ratios at all times, especially in covering lunch breaks and sick leave.

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 Griffon Day Nursery is good. It enables children to make generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. Staff provide a variety of interesting and worthwhile activities to promote the children's learning and capitalise on their interests. Children are encouraged to be curious and explore their surroundings and the equipment, supported by the strong relationships they form with staff. Staff enthusiasm for activities also help children's eagerness to learn. The many opportunities for physical development and use and enjoyment of music are used to support other areas of learning. However, the outdoor area could be used more widely. The planning does not yet have clear links to the early learning goals and stepping stones, or highlight clear learning intentions to support staff in ensuring a balance across all areas of learning. Staff are skilled in questioning children to promote their learning. The record sheets currently in use make linking children's progress towards the early learning goals difficult for staff to establish, and also for them to monitor the balance of the curriculum. Staff do however, effectively adapt activities to meet the needs of each individual child.

The leadership and management of the group is generally good. At present the monitoring of the provision for nursery education is limited. However the staff team work very well together and all staff show commitment to improving the care and education for all children.

Partnership with parents and carers is generally good. They are kept well informed through regular newsletters, notices and displays, and regular verbal feedback from staff.

What is being done well?

- Staff's planning of activities that capitalise on children's interests and maintain their high level of involvement and enthusiasm for learning.
- Children's daily involvement in opportunities to extend their physical development and musical awareness.
- Staff ably support children's self esteem and confidence through encouraging them to take on responsibilities, such as watering plants.
- Children build good relationships with staff, which aids their learning and helps them feel safe and secure at the nursery.

What needs to be improved?

- the detail within the planning
- the use of assessment and observations
- the use of the outdoor area.

What has improved since the last inspection?

Griffon Day Nursery has made generally good progress in its educational provision since the last inspection.

The planning system now covers the full range of learning areas, but is still being developed to ensure a balanced curriculum is provided.

Staff are now confidently exploiting opportunities on a daily basis to increase the children's awareness of letter sounds.

Children are familiar with a wide range of number rhymes and opportunities to support the development of their understanding of number.

Staff now have regard to the Code of Practice for the Identification and Assessment of Special Educational Needs, but the nominated Special Educational Needs Co-ordinator has yet to be trained to carry out her role effectively. This training is booked for the latter part of 2004.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and interested to learn and try new activities. They have a high level of self confidence and self-esteem. They form strong relationships with each other and with the staff. Children are able to choose activities and gather equipment and resources under staff supervision, though the more able require opportunities to independently organise the resources they need or want. Children learn how to work with others and take turns and as a result their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are building their confidence and skills in communicating with others. They develop their confidence speaking to staff and in front of others within larger group activities. Children are aware of sounds and letters and the rhyming of words. They enjoy mark making with an extensive variety of tools, and many develop good early writing skills. All of the children handle books correctly and enjoy looking at them with friends and staff. They also listen well to stories in large groups.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are involved daily in practical activities that help them understand the value of number and learn to count correctly and use number labels. They are also able to use number to help them solve problems. The children are also building good levels of confidence in early calculation through the support given by staff. Children learn about shapes, their names and can match them well. They also have many opportunities to measure different things, such as the height of their seeds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

All children show a high level of interest in exploring and investigating their environment and enjoy the topic based opportunities provided for this. Children are involved daily in designing and making with a range of construction materials, including making complex marble runs. They gain a greater awareness of their local environment, develop a sense of time and learn about other cultures and beliefs. They use machines and equipment and are even given the chance to use the photocopier.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy physical activity and are enthusiastically involved in daily physical play indoors and out, that build on their skills in moving freely in different directions and in using an extensive range of tools and equipment. They particularly enjoy using space hoppers in free play and for races and gain confidence in their abilities. Their spatial awareness is very good and their confidence and skill level very high. Children are also aware of the changes that exercise has on their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are involved in daily singing of action rhymes and songs, which they join in with enthusiastically. Music is also played in the background most of the time. They confidently use a range of materials and are encouraged to explore and be creative, and particularly enjoy dressing up and using less usual items to paint with, such as large rollers and trays to paint background paper for displays. Children also learn to express themselves and think imaginatively within their play.

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 planning to include detail of the intended learning and the links to the stepping stones and early learning goals, to support staff in effectively promoting all children's development towards taking the next steps
- devise and implement effective procedures to use planned and spontaneous observations and assessments to monitor the children's progress towards the early learning goals, and the balanced provision of activities across all learning areas
- expand the use of the outdoor area to provide opportunities for the more able children to further develop their skills across all early learning goals and provide greater challenges.

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.