



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY225524

DfES Number: 548370

INSPECTION DETAILS

Inspection Date	17/11/2003
Inspector Name	Ann Moss

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Friends Private Day Nursery
Setting Address	Gomshall Lane Shere Surrey GU5 9HE

REGISTERED PROVIDER DETAILS

Name	Friends Private Day Nursery Ltd 3551494
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ORGANISATION DETAILS

Name	Friends Private Day Nursery Ltd
Address	35 St. Andrews Gardens Cobham Surrey KT11 1HG

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

Friends Private Day Nursery Ltd opened in 2002. It operates from three dedicated areas situated on the ground level of a brick building. Friends private day nursery serves a wide geographical area.

There are currently 54 children on roll. This includes eight funded three year olds and four funded four year olds. Children attend for a variety of sessions. Provision is made to support children with special needs and who have English as an additional language.

The nursery opens five days a week all year round, excluding bank holidays.

Sessions are from 08:00 until 18:00.

Eleven part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Childcare Partnership (EYCS). Teaching method is consistent with the Montessori approach.

How good is the Day Care?

Friends Private Day Nursery provides satisfactory care for children. Staff are professional, qualified and experienced childcare practitioners. Staff work well as a team. The staff organise the nursery to meet the children's differing needs in most areas. The premises are maintained to a good standard, bright and welcoming and offers sufficient space for children to enjoy a wide range of activities both indoors and out. Play resources and equipment are plentiful, are of good quality and are easily accessible to children. Most documentation is in place. Staff are guided by a set of policies and procedure however not all staff have a secure understanding of these.

Staff are generally vigilant regarding children's health and safety and good

procedures are in place to ensure safe practice. Children's dietary needs are catered for well. Staff have a secure knowledge of child protection. Procedures are in place for managing these issues. Knowledge and understanding of special needs and equal opportunities for some staff is limited.

Staff provide a wide range of activities to stimulate learning and development for children aged three to five years. Older children develop good social skills and are encouraged to play co-operatively with their peers. Staff interaction is excellent and children enjoy the company of adults. However, activities for younger children are less interesting and do not hold children's attention. Staff's handling of behaviour is inconsistent with the younger children.

The staff develop very good relationships with parents. Staff ensure parents are kept up-to-date with nursery practice through a notice board and a regular newsletter. Procedures are in place for the frequent exchange of information regarding children's developmental progress. Staff welcome and value parent's comments

What has improved since the last inspection?

Not applicable

What is being done well?

- The environment is warm and welcoming. Staff greet children and parents warmly.
- The provision for children aged three to five years is good. Staff are interested in what children do and say, talk and listen to them,
- respond to children's interests and praise and encourage them.
- Staff provide effective systems for the safe collection of children.
- Play resources and equipment are of good quality, easily accessible to children enabling them to select their own materials and engage in activities of their own choice.

What needs to be improved?

- staffs understanding and implimentation of polices and procedure relating to behaviour management, special needs and equal opportunities
- complaints statement relating to thne details of the registering authority.
- activities taking place in the outside play area

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
14	Ensure a complaints procedure including details of registering authority is available for parents.
3	Ensure activities taking place in the outside play area are appropriate.
9	Develop staff's knowledge and understanding of equal opportunities issues.
10	Ensure staff have a secure knowlegde and understanding of the individual needs of all children.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

The provision for nursery education at Friends Day Nursery is acceptable and generally good quality overall. Children are making generally good progress towards the early learning goals. progress in communication, language and literacy, mathematical and creative development is very good. They are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are gaining confidence in their knowledge and understanding of the stepping stones towards the early learning goals. There are weaknesses in the way children's achievements are recorded. They use a wide variety of materials and teaching methods to reinforce learning with the children and work well together as a team to provide consistency. They plan a broad range of activities indoors and outside that are linked to all six areas of learning and children are provided with stimulating learning opportunities. Staff manage children's behaviour consistently. Children are confident and play independently taking turns and sharing without prompts. Staff have recently adopted a new system of assessment and record keeping.

The leadership and management of the day nursery is generally good. The manager is fully committed to the continuing development of the setting and the care and education for all children. Monitoring and evaluating the recording systems within the provision for providing nursery education has weaknesses as children's individual achievements and targets are not recorded accurately.

The partnership with parents and carers is generally good. Useful information about the setting and its provision is provided and the setting monitors it's provision by sending parental questionnaires out. Parents are warmly welcomed into the nursery to liaise with staff. Parents are encouraged to provide information about the needs of their children.

What is being done well?

- Children are developing personal independence through providing accessible resources and a variety of opportunities. Children are confident and play well independently.
- Staff use a variety of teaching methods and activities to develop children's communication and language. Children are encouraged to participate in song and rhyme sessions to develop letter skills.
- Children have the opportunity to use a diverse range of tools, equipment and resources during the session.
- Children's creative development is nurtured through stimulating activities and sensitive teaching. Staff value children's own work and encourage them to express their own ideas.

- Partnership with parents is good. Staff ensure that parents are aware of what is provided and how to contribute to their child's development. They are encouraged to share information through questionnaires, daily communication with staff and receiving newsletters.

What needs to be improved?

- Use of planning, evaluation and observation and assessments to identify children's learning needs and to use this to ensure their needs are met.
- Staff knowledge and understanding of recording progress towards the early learning goals to enable them to set challenges for children and accurately record their achievements.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, motivated and concentrate for sustained periods. They take turns and share throughout the session. Behaviour is very good and children display caring attitudes to each other. Children have free access to resources which encourages independence. Children develop personal care skills. Children develop an understanding of the local community and other cultures through practical activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children develop their language for communication and thinking through a variety of activities. Children participate in songs, rhymes and sessions to develop letter and sounding letter skills. The book corner encourages children to sit and 'explore reading' and staff daily read to them. Children develop writing skills using a variety of materials and activities. Children communicate confidently with their peers and adults.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children develop mathematical language and counting skills through a wide variety of opportunities and use of natural materials. Children explore 2D and 3D shapes and numbers. Counting and calculating are encouraged in a number of ways and everyday situations. A wide variety of natural resources and objects are used to develop children's problem solving. Children count confidently up to 10 and higher and recognise numbers 1 - 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are encouraged to use a variety of materials and natural resources to be creative, to explore their senses and to construct with. Children use technology resources in context. Electronic books, a computer and battery operated resources are available. There are good opportunities for children to experience their local environment and aspects of other cultures within the setting.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop their gross and fine motor skills through a variety of practical activities. Children use a diverse range of tools and equipment, for example corn flour for writing in. Children move confidently and have an awareness of space. They enjoy well planned physical sessions, action rhymes and songs.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a wide variety of activities to develop imaginatively and they respond enthusiastically to these. There is a diverse range of resources and materials available for children to use creatively. Children use there senses to explore the three dimensional resources available. Children use instruments, clapping and songs to explore music and sound patterns.	
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

- ensure all staff have a good understanding of the early learning goals.
- ensure that all the information gained from regular assessment and record keeping is recorded to show how children are progressing in their learning towards the early learning goals.
- ensure that planning shows the next goals for individual children to help them move forward in their learning.

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.