



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 500166

DfES Number: 515978

### INSPECTION DETAILS

Inspection Date 23/06/2003  
Inspector Name Lynda, Margaret Ronan

### SETTING DETAILS

Setting Name Princess Christian Day Nursery  
Setting Address 26 Wilbraham Road  
Manchester  
Lancashire  
M14 6JX

### REGISTERED PROVIDER DETAILS

Name . Nord Anglia Nurseries Limited

### ORGANISATION DETAILS

Name  
Address

## 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

Princess Christian Day Nursery is managed by Nord Anglia Nurseries Limited, and is housed in purpose built premises set in the grounds of Princess Christian Nursery Training College. The nursery was registered in April 1998 and it serves the local and wider communities from a variety of social and ethnic backgrounds. The single-storey premises provides five playrooms and three separate outdoor play areas. The nursery is registered to provide day care for 78 children aged between birth and five years. It is also eligible to receive nursery education funding for three and four year old children. There are currently 101 children in total on roll. This includes 23 funded three year olds and four funded four year olds. Children attend for a variety of sessions during the week. The nursery supports children with special needs, and children for whom English is an additional language. The nursery is open from 7.30am to 6.00pm five days a week all year round. A total of 21 staff work with the children. Twelve staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery employ a qualified teacher on a part time basis.

### How good is the Day Care?

Princess Christian Day Nursery provides good quality day care. The staff work effectively together and provide a relaxed atmosphere in which children are confident, secure and happy. A proactive employment policy is aimed at providing a stable staff group that are suitable and qualified. Space in the building allows children to move freely from area to area and to access resources. There is good access for persons with a disability. Organisation of space and resources for babies is particularly good. Resourcing is often inventive for example a trampoline in the baby room and a resuscitation doll in the "hospital" in the pre school area. Well organised systems ensure essential and desirable information is gathered, enabling staff to successfully meet children's needs. Documentation is generally good. Staff have a good awareness of safety and take individual responsibility for children's safety and well being. Staff observe good hygiene practice in general and encourage children to adopt good practice. Meals are enjoyable social occasions and children learn about a healthy diet through fun activities. There are secure systems for

administration of medicine, however no consent for emergency medical treatment is currently sought. Positive images are found throughout the nursery; and children are given the opportunity to experience a range of celebrations and cultures. The inclusive nature of education in the setting is a positive experience for all and a particular strength. Staff have a good knowledge of child development and individual children in their care. Children learn through a wide range of activities that are meaningful. Children behave well know what is expected of them and have clear boundaries. Information about the setting and their child is effectively shared with parents through a variety of media. Parents are seen as a valuable asset and invited into nursery to extend the curriculum for example by playing a musical instrument.

**What has improved since the last inspection?**

One issue was identified for improvement at the last inspection. The water temperature in one bathroom was identified as a possible hazard, an engineer rectified the problem on the day of that inspection.

**What is being done well?**

staff work effectively as a team, they have clear roles and responsibilities and designated areas of care practice and are led effectively (Standard 2); meeting the individual needs of children, in particular those with special needs through an inclusive approach to education which has benefited the personal, social and emotional development of all (Standard 10); working in partnership with parents through an open door policy, a comprehensive gradual admissions policy, regular parents evenings some of which take the form of seminars, news letters, sharing of all policies procedures and developmental records, photographs of the days activities and talking (Standard 12).

**An aspect of outstanding practice:**

The numerous and worthwhile links nursery makes with the wider community, which provide children with invaluable and meaningful experiences, for example visits from the travelling zoo, the fire brigade and a sponsored bounce for Francis House (Standard 3).

**What needs to be improved?**

adherence to company procedures regarding storage of food and hygiene within the kitchen (Standard 7); documentation in regards to requesting permission to seek emergency medical treatment and advice (Standard 7); the complaints procedure so that it includes the regulatory body (Standard 12).

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
7	ensure company policies and procedure regarding hygiene and storage of food within the kitchen area are followed.
7	request parental permission at the time of placement to seek any necessary emergency medical treatment or advice in the future.
12	include details of OFSTED as the regulatory body in the complaints procedure

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

### How effective is the nursery education?

Princess Christian Nursery offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in communication, language and literacy, and knowledge and understanding of the world is very good. Progress in personal, social and emotional development, mathematics, physical and creative development is generally good. Teaching is generally good. Good procedures are in place which enable the staff to get to know the children well, as a result children are secure and confident in the surroundings, and have a positive disposition to learning. Effective systems for identifying individual needs, and skilled staff ensure that children with special needs are well supported. The staff have made good progress on planning, they plan an interesting and varied range of activities which help children make good progress. They have not yet made clear links between assessments of children's progress and planning for the next steps in their learning, and do not always use the resources and space to their full potential. The staff work with the children directly, supporting them in their play. They talk to the children often and question them appropriately, though do not often question them sufficiently in the area of mathematics. Leadership and management is generally good, with some very good aspects. The nursery benefits from the strong leadership of the manager, who is dedicated to the continuous improvement of the setting. The staff relate well to each other and the children, they work well as a team, though are not always clear about their role in planned activities. Partnership with parents and carers is generally good, and contributes to children's progress. Parents are made to feel very welcome, and their views are valued. Good systems are in place to ensure that parents are well informed about the curriculum

### What is being done well?

\*children have many very good opportunities to learn about the local and wider world through well planned, first hand experiences. \*children's communication, language and literacy skills are fostered well through a range of opportunities to talk, enjoy books and practice early writing skills. \*staff know the children well, they offer good support during play and provide a positive environment where children are motivated to learn. \*children with special needs are well supported by skilled and sensitive staff. \*staff work well as a team and have a strong commitment to further development.

### What needs to be improved?

\* planning and assessment systems, to ensure clear links between what children can do and the next steps in their learning, appropriate grouping of children to maximise learning opportunities, and clarity of the adult role during activities.  
\*questioning skills of staff, to provide increased opportunities to challenge children in

their mathematical understanding. \* organisation of resources and activities to provide increased choice and opportunities for children to return to activities to practice and consolidate learning.

**What has improved since the last inspection?**

Since the last inspection the nursery has made generally good progress on the issues raised. The staff have increased their knowledge of the foundation stage by attending in house training and accessing ongoing support from the teacher/ mentor employed by the EYDCP. Qualified staff now have a good understanding of the early learning goals and stepping stones. The staff have made good progress on planning an appropriate curriculum, which now includes planning of appropriate activities to encourage children's knowledge and understanding of the world, and physical development. Little progress has been made with regard to the organisation of activities to enable groups of children with similar abilities to work together to maximise learning opportunities. The staff have made good progress on developing assessment procedures which link clearly to the stepping stones and chart children's progress. They have not yet developed clear links between these and planning the next steps in children's learning.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in this area. They are settled and confident in the nursery environment, they are eager to participate and have a positive disposition to learning. They relate well to adults and each other. They use many good opportunities to talk about friendships and feelings, such as writing letters, and drawing pictures about friends. They do not often return to activities to practice skills, and access additional resources to extend their play.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children are making very good progress in this area. They are confident speakers and good listeners. They use language well to express their ideas and negotiate roles, particularly during imaginative play. They enjoy books which they look at often independently and in groups. They handle books correctly, and with care. They use many good opportunities to practice their early writing skills and writing for a purpose, such as writing letters to friends and making labels for their displays.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in this area. They use a very good range of resources to support their learning in this area. They count to ten and further during planned activities. They use their knowledge of number well during play, such as counting five fingers on a glove in the role play, and nine diamonds on a playing card. They learn about shape and size during focussed activities. They do not often use their mathematical knowledge to solve problems during play.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children are making very good progress in this area. They use many excellent opportunities to learn about the local and wider world through first hand experiences, such as investigating the inside of an ambulance and holding creatures from the visiting zoo. They use routines such as circle time discussion to develop a good understanding of time. They understand the sequence of today, yesterday and tomorrow. They learn about the past through activities such as " Victorian washday" at the museum.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are making generally good progress in this area. They move confidently within the available space. They use many good planned opportunities such as dance class, sports tots, and access to the outdoor area to practice and refine their co-ordination and balance. Older children rarely practice climbing skills. Children use a range of equipment and tools such as pencils and scissors to practice and refine	

their fine motor skills and co-ordination.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children are making generally good progress in this area. They use their imagination well to develop storylines and act out experiences such as visiting the dentist or doctor in the well resourced role play area. They learn about their senses through planned activities such as observing plants grow, feeling different textures of materials they use and tasting fruits. They use a range of media and materials to create pictures and models in two and three dimensions.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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**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**

\*develop planning and assessment systems to ensure: clear links between what children can do, and the next steps in their learning, the role of the adult in activities, and , grouping of children of similar abilities to maximise learning opportunities.  
\*develop staff skills in questioning to ensure that children have sufficient challenges and develop their mathematical knowledge and understanding. \*review the organisation of resources and activities to provide increased choice, and opportunities for children to return to activities to practice and consolidate their skills and extend their play.

## **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.*