



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206189

DfES Number: 537684

INSPECTION DETAILS

Inspection Date 14/07/2003
Inspector Name Georgina Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ace Nursery
Setting Address Grange Avenue
Derby
Derbyshire
DE23 8DH

REGISTERED PROVIDER DETAILS

Name The Committee of Austin Community Enterprise

ORGANISATION DETAILS

Name Austin Community Enterprise
Address 8 Browning Circle
Derby
Derbyshire
DE23 8AR

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

Ace Nursery originally opened in 1999, operating as an out of school club, extending to include a playgroup. From April 2003 the setting has been operating as a full day care facility.

It operates from a converted health service clinic on the Austen estate, in the city of Derby. The nursery serves the local area.

It is owned by the Austin Community Enterprise, which also provides training, and part of the building is currently used for computer training. The children are accommodated in two playrooms, with access to a craft room and library room. Toilets, a kitchen, and office are on site. A large, safely enclosed outdoor play area is available.

The nursery is registered to care for 54 children 0 -8 years.

There are currently 134 children from 0 to 8 on the register.

This includes 10 funded three year olds and 6 funded four year olds.

Children attend a variety of sessions. Children with special needs and those who speak English as an additional language are accommodated.

The group opens Monday to Friday, 7.30 to 18.00, all year round, closed for Bank holidays and the period between Christmas and New Year. Ten staff, including the manager, work with the children, six have early years qualifications, two are currently on training programmes. The setting receives support from the Early Years Childcare Partnership.

How good is the Day Care?

Ace Nursery provides satisfactory care for children aged 0-8 years. Children have opportunities to access a stimulating range and balance of activities which promotes

their welfare and develops their emotional , physical, social, and intellectual capabilities. However there are some missed learning opportunities for three to five year olds. This is due to the rapid expansion into full day care since April 2003 and children aged between two to five years are accommodated in the same room. Children are observed to enjoy the activities in their base rooms and the extensive outdoor play areas, especially the under cover area, also used for meals. Outdoor play is accessed whatever the weather. A good awareness of sun safety is practised by the children. Staff are interested in what the children do and encourage them to learn. However behaviour management expectations are not always followed.

The manager and most staff have early years qualifications, two are currently on training programmes. Support staff are also employed. Care for babies is provided within the separate nought to two's room, currently for large proportions of the day the two to fives year olds are in a mixed group. Over fives join in the out of school activities within the pre-school room.

All children have regular key workers and children with individual needs are fully integrated. There is an operational plan found in various files, development and assessment records to ensure the children's needs are met effectively. Some implementation of policies, documentation and frequency of fire evacuation practices requires minor adjustment. Partnerships with parents are satisfactory with excellent verbal and some written information shared. Information regarding the educational provision is to be provided for parents retention .

What has improved since the last inspection?

At the previous inspection the provider agreed to develop a number of documents, policies, procedures and resources to reflect current national standards and expansion to full day care. These have been completed and continue to be evaluated.

What is being done well?

- Children have access to a wide range of resources and activities to develop their emotional , physical, social, and intellectual capabilities on an individual basis.
- Children's work is valued as it is displayed around the premises to create a welcoming environment.
- Children have a developing sense of personal safety especially during outside play when they wear sun hats and cream, encouraged by staff who follow their policies and procedures within the operational plan.
- Staff are encouraged to access and update their training and/or qualifications.

What needs to be improved?

- ensure the grouping of children effectively meets their needs;
- ensure the operational plan is more accessible to parents, staff and during inspections;
- increase the frequency of fire evacuation practice to ensure all children who attend the nursery are included;
- ensure the implementation, by all staff, of the policies and procedures regarding supervision of babies;
- improve the detail in the medication, accident and incident records;
- ensure all staff implement, the behaviour management policies and procedures which promote good role models for children;
- provide written information for parents to retain for reference.

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
2	Consider how children are grouped together to ensure their needs are met effectively.
2	Collate the operational plan to make it more accessible for parents, staff and at inspections.
6	Increase frequency of fire evacuation practices.
6	Ensure all staff are vigilant regarding children's safety.
7	Record more detail in medication, accident and incident books.
11	Ensure staff follow the behaviour management policies and procedures in order to promote good role models for children.
12	Ensure written information is available to all parents regarding the educational provision.

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

How effective is the nursery education?

Children are making generally good progress along the early stepping stones towards the early learning goals. They have access to an excellent range of resources and are interested, excited and motivated to learn. Staff provide them with a wide range of activities throughout the day. Children learn about music and instruments from around the world. Their personal, social and emotional development is demonstrated as they use manners and show an understanding of the needs of younger children. Many opportunities to explore, investigate, design and make from a wide range of resources on a rotational basis are available. They have limited access to mark making resources during free play. Children have access to a wide range of programmable resources each session. Their fine motor skills are very well developed, but there are inconsistent opportunities for gross motor skills as this is not included in the plans. Children's spiritual, moral, social and cultural development is fostered. The quality of teaching is generally good. Staff are committed to accessing training, ongoing monitoring of documentation and to the care and education of the children. They work well as a team, discuss ideas and planning is then documented by the teacher. Development and assessment record keeping is completed by children's key workers. Staff recognise weaknesses especially linked to their expansion in April 2003 into full day care and need to continue planning and evaluation changes. They create a welcoming environment for children to learn, talking and listening to the children, extending their knowledge. Staff have an understanding of a wide variety of children's special needs and can integrate children into the pre-school with support from relevant agencies.

Leadership and management is very good. Partnerships with parents are generally good, with verbal exchanges of information to ensure parents are fully informed of their child's progress. Written information is limited.

What is being done well?

- Children are making very good progress in four areas of learning, especially mathematical development, counting and recognising shapes competently during group times.
- Children show age appropriate understanding of behaviour management expectations and demonstrate a sense of care for others, especially those younger than themselves.
- Children have access to an excellent range of resources and use musical instruments not only for music and where in the world they originate, but as still life objects to copy during craft activities.
- Staff plan an excellent variety of themes, topics and activities for children access in all areas of learning.

What needs to be improved?

- opportunities for children to read and write during free play;
- opportunities for children to listen and respond appropriately during stories without the disruption of younger children. Staff recognise this is due to the recent introduction of full day care in the setting and lack of space to accommodate children under three in a separate room ;
- planning, to fully develop children's gross motor skills by using the excellent range of equipment available;
- staff's knowledge of the stepping stones to the elgs, planning and evaluation of all activities, to ensure there are no missed opportunities for children's learning;
- information for parents and carers to retain which includes the stepping stones to the elgs.

What has improved since the last inspection?

A teacher has been employed to do the planning and she receives support from Early Years Development and Childcare Partnership (EYDCP). This appointment has resulted recently in the new plan, focus on the early learning goals (elgs) and used to develop medium and short term plans.

Children's mathematical skills and understanding is developing well, due to increased resources, planning of activities and staff interaction to extend language and concepts.

Staff have addressed the issue of developing children's literacy skills and awareness of purpose of writing by resources and displays, but there is limited access to writing and mark making equipment during free play.

Displays for parents and carers now include information regarding the stepping stones to the early learning goals and topics for the week. Information is not provided for them to retain and use in conjunction with their child's development and assessment records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They develop good social skills, show concern for others and have an understanding of what is right and wrong. They are confident to try new activities and contribute at small group times. They make sounds of delight as they rush to the soft play and clap to celebrate a birthday. They have an understanding of their local and wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact in pairs and larger groups. They ask staff questions and listen to answers. Those who are less confident are encouraged to contribute in group discussion. Children have limited opportunities to read books, as they have programmed access, or to mark make during free play. Phonics are included as they play and at group time and older children know the sound and shape of their initial. Labelling around the playrooms, on displays, includes children's attempts at writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use an increasing knowledge of mathematical language throughout free and structured play. They access a wide range of resources and listen to staff who extend knowledge at every opportunity. They count during group time, recognise shapes and colour. They catch and count fish with magnets, sing number rhymes. They pour and measure water to learn mathematical concepts, and create patterns as they use the "tap it" set.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to explore investigate, design and make from a wide range of resources. They have access to an excellent range of resources from around the world and have a good awareness of cultures and beliefs of their own, and how and where other people live. Children have daily access to a computer and programmable resources on a planned basis. They are developing very competent related skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence and an awareness of personal safety around the playrooms. They demonstrate good fine motor skills, use scissors and joining resources very competently. They create puzzles without pre-formed trays. Good gross motor skills are developing as they ride wheeled toys, use climbing and swinging equipment, but this is not planned to ensure maximum development is achieved from the excellent range of resources available.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have access to an excellent range of media and materials and their work is valued on the many displays around the playrooms. Stories are used for dressing up and role play and to create crafts, as in "Handa's Surprise" . Children create music, sing and sway in rhythm and enthusiastically use their imagination throughout their play, acting scenarios and include adults as they role play in the home corner.

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

- provide opportunities for children to read and write during free play;
- provide opportunities for children to listen and respond appropriately during stories and other activities, without the disruption of younger children;
- continue to develop planning to include opportunities for children's gross motor skills development;
- increase staff knowledge of the stepping stones to the elgs;
- continue development of planning and evaluation of all activities;
- provide information to parents and carers for retention, which includes the stepping stones to the elgs.

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.