



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319349

DfES Number: 582325

INSPECTION DETAILS

Inspection Date	07/06/2004
Inspector Name	Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Chapeltown Community Nursery
Setting Address	Reginald Street Chapeltown Leeds West Yorkshire LS7 3HL

REGISTERED PROVIDER DETAILS

Name	The Committee of Chapeltown Community Nursery 1011670
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ORGANISATION DETAILS

Name	Chapeltown Community Nursery
Address	Reginald Street Chapeltown Leeds West Yorkshire LS7 3HL

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

Chapel Town Community Nursery has been registered since 1973. It is run and jointly funded by a management committee, consisting of parents and people from the local community, and Leeds Childcare Development Services. The nursery is situated in an inner-city area of Leeds known as Chapeltown and largely serves the local community, which has a high representation of different cultures.

The nursery is purpose built and consists of three connecting open plan rooms and a community room. It has an out-door play area. The nursery opens five days a week, all year round, with the exception of bank holidays. Sessions are from 09:00 hours until 12:00 hours and from 13:00 hours until 16:00 hours. Children attend for a variety of sessions.

The nursery currently has thirty-five children aged between two and five years on roll. This includes nine funded three-year-olds and eight funded four-year-olds. The nursery currently supports two children who have English as an additional language.

There are eight staff who work with children. All have early years qualifications to NVQ level two or three. The setting receives support from a teacher from the local authority.

How good is the Day Care?

Chapel Town Community Nursery provides satisfactory care for children. The staff provide a very welcoming environment where space and resources are organised effectively to enable children to feel safe and secure. Staff value and respect children as individuals and work effectively with parents to meet their children's individual needs. Staff take positive steps to promote most health and safety issues although first aid requirements and medication records do not always meet the necessary requirements.

There is an excellent and broad range of stimulating toys, equipment and activities, which are made easily accessible to children and encourage decision and choice

making. Provision for outdoor area is particularly good and children are encouraged to use this area in all weathers. Staff interact very well with children, they know the children well, develop warm and friendly relationships with them and skilfully encourage their understanding of appropriate behaviour. The children are happy confident and settle well.

Warm and trusting partnerships are in place with parents. There are however, limited opportunities for parents to obtain information on the setting and on their children's development. Most documentation is in place and maintained appropriately. Most aspects of confidentiality is upheld.

What has improved since the last inspection?

Most actions raised at the previous inspection have been fully met. The staff have successfully improved the health and safety of children by; devising and implementing a register of attendance for all staff and children and a visitors book to monitor visitors in the setting, they now ensure electrical fittings and appliances are regularly checked and in good working order. They have obtained all documentation regarding the vehicles used to transport children and these meet with safety and insurance requirements. They have ensured the perimeter fencing is now fully secure and children are unable to leave the setting unsupervised, and they have removed the compost heap so children cannot access it. A First Aid kit has been obtained and suitably stocked. The staff have started to complete and document a risk assessment of the setting, but this does not currently cover all areas of the nursery.

What is being done well?

- The staff know the children well. They are actively involved in working alongside the children and encourage exploration of their surroundings. The children are settled, confident, independent and use their initiative. They relate well to each other and are interested in their surroundings.
- Staff are skilled at working with parents and children. They encourage good behaviour and children's understanding of what is right and wrong and what is expected of them, through the use of a behaviour agreement. Children help to decide on rules and boundaries and the agreement is displayed in the foyer for parents to acknowledge.
- There is an excellent and broad range of stimulating resources which meet the needs, and offer challenges for all children in all areas of play. Outdoor provision is very good, and children are able to use this area during all weathers. Staff effectively use local resources to help children become more aware of their environment and the wider world. They use first hand experiences, such as, shopping trips to the Chinese Supermarket and inviting speakers into their setting to talk about Baisakhi.

What needs to be improved?

- the promotion of health, with regard to qualified First Aid staff being on the

premises at any one time, the medication records being signed by parents, and a policy regarding the exclusion of ill or infectious children, which includes procedures to follow if a child becomes ill whilst in day care

- the safety of children, with regard to the insufficient detail on the risk assessment in covering all areas of the setting and regularly reviewing this
- how information on the setting and children's progress is shared with parents
- documentation, with regard to the operational procedures including the aims and objectives of the setting and the storage of confidential records of children.

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 must take the following actions by the date shown

Std	Action	Date
7	Develop and implement an action plan detailing how at least one member of staff with a current First Aid certificate will be on the premises or on outings at any one time.	21/06/2004
7	Devise and implement a policy about the exclusion of children who are ill or infectious and make sure parents are made aware of it.	21/06/2004
7	Keep a written record, signed by parents, of medicines given to children.	21/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Extend the risk assessment, identifying actions to be taken to minimize identified risks, in all areas of the setting.
12	Develop opportunities for parents to receive regular information on their

	children's progress, and look at how information is shared with parents, regarding the setting, including all policies and procedures.
14	Ensure documentation for example, the operational procedures are in place and all confidential records are stored appropriately.

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

How effective is the nursery education?

Chapelton Community Nursery offers overall, generally good provision for children.

The children make generally good progress in knowledge and understanding of the world and make very good progress in all other areas of learning.

The quality of teaching is generally good. Staff consistently use a range of effective strategies to help foster children's positive behaviour, they are guided by a detailed behaviour policy, this includes the use of positive role models as reflected in staff practices and staff use the outdoor area very well to promote physical skills. The short term planning of the educational programme does not enable staff to understand what children learn from activities or how activities can be adapted to support all children and the assessment system does not identify clearly at what stage children are at or the next steps of learning for children, which enable staff to plan effectively to encourage children's learning.

Leadership and management is generally good. There is clear commitment to improving care and education through the welcoming and implementing of advice from the advisory teacher, from the local authority. There is however, a limited system to monitor and evaluate the quality of teaching and the aims and objectives, and how they impact on teaching and learning are not clear to staff and parents.

The partnership with parents is generally good. Parents are encouraged to share what they know about their children, for example, parents initially attend with their child on several occasions and work closely with their key workers sharing information on the child and easing their transition and they work effectively with staff if children have been identified as expressing challenging behaviour or having special needs. There are however, limited opportunities for parents to be informed on the progress of their child.

What is being done well?

- Children form good relationships with adults and their peers and are developing a good understanding of what is right and wrong. Staff effectively help them understand about agreed codes of behaviour for groups to work together harmoniously through a 'behaviour agreement', devised by both staff and children.
- Staff effectively help children to use talk to sequence and clarify thinking, for example, they encourage children to say what they are going to do and predict what might happen.
- A very good range of physical activities and resources, that are effectively used by staff, ensure that children's progress in physical development is very good.

What needs to be improved?

- the implementation of resources that develop skills and understanding for information and communication technology
- the short term planning
- the monitoring and assessment of children's progression
- opportunities for parents to be informed on their children's development
- the aims and objectives and the systems for monitoring the quality of teaching.

What has improved since the last inspection?

There has been limited improvement since the last inspection.

Staff have previously reviewed the planning, to reflect the early learning goals and have included physical development as requested. They confirm that they have still not included information and communication technology in the planning, therefore all aspects within the six areas of learning are still not fully covered.

Staff have further reviewed their assessment system to reflect the early learning goals and stepping stones and have very recently started a new system, where they ensure all areas are now covered. However, staff acknowledge this is in its new stages and needs to be developed to ensure it clearly shows at what stage children are at and the next steps in their learning.

The staff have attempted to share children's progress regularly with parents, through the introduction of parent evenings/days, this however has been disbanded due to staff sicknesses.

The staff have also purchased some equipment to enable children to develop further understanding and use of information and communication technology e.g. tape recorder, calculators and programmable toys, some of these have yet to be fully made available for children's use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle very confidently from parents and are developing very good relationships with adults and peers. They are interested in their surroundings, are enthusiastic and confident in trying new experiences. Children are developing a very good understanding of what is right and wrong. Some 4-year-olds are beginning to understand that people have different needs. However, children's independence may be hindered as there are limited opportunities to develop them in practical activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak very clearly and respond with enjoyment to stories. Some 4-year-olds are able to use speech to confidently recall past experiences, events and characters and predict what might happen. They are developing skills in writing and are beginning to use this as a means of recording. More able children are able to link some initial letter sounds and name them. In some group sessions, children cannot always listen and respond appropriately, due to distractions from younger children.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use some numbers in their play and willingly count up to nine objects. Some 4-year-olds can recognise and select most numerals up to nine and recognise some numerals of personal interest. Children are developing understanding of calculation through songs and number rhymes and are able to use language to compare shape, quantity and size. On occasions, more able children's learning in calculations/exploring sounds may not be sufficiently challenged

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to successfully investigate materials and objects using their senses. They find out about the changes of living things and can build and construct selecting resources. They are developing a good understanding of their environment through trips to local facilities and from invited visitors to the setting. Children understanding and skills in information and communication technology may be hindered due to limited resources available and activities not being reflected in planning.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are able to move very safely and with very good control. Some 4-year-olds are able to experiment with different ways of moving with confidence and imagination, they judge body space well and show respect for other children's space. Children are developing understanding of health and bodily awareness through every day good practice. Some 4-year-olds are able to independently observe changes to their bodies and respond accordingly.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to explore texture, colour and form using a wide range of materials. They are able to sing simple songs from memory and are beginning to explore sounds and how they can match movement to it. They use their imagination well in role play and some 4-year-olds respond to comments and questions confidently, on occasion entering into dialogue about their creation.	

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

- implement resources that develop skills and understanding regarding information and communication technology
- review the short term planning of the educational programme to ensure all aspects within each area are covered, identify clear learning objectives, how children will be grouped and how activities will be adapted to support all children
- continue to develop and review the monitoring and assessment of children's progression to clearly show at what stage the children at, and their next steps of learning
- provide further opportunities for parents to be informed on their children's development
- ensure that the aims and objectives of the setting reflect a commitment to good relationships and equality of opportunity for all, inspire the work of staff and influence the quality of teaching and children's learning. Make these available to parents and staff and introduce a rigorous system to monitor and evaluate the quality of teaching.

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.