



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 500085

DfES Number: 524183

INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Verlyn Ulanda Blake

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Gable Nook Day Nursery
Setting Address	541 Wilbraham Road Manchester Lancashire M21 0AH

REGISTERED PROVIDER DETAILS

Name	Sally Hodgson
------	---------------

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

Gable Nook Day Nursery has been registered for eight years and provides full day care on a full and part time basis.

The nursery operates from the ground floor of a Victorian detached house, in the Chorlton area of Manchester, it has an enclosed outdoor play area. The nursery is situated close to the Chorlton shopping centre, bus station, parks and other amenities. There are four main rooms where children are grouped according to their age and ability.

The nursery serves the local community and surrounding areas.

There are 32 children on the register, including six funded three-year-olds and one funded four-year-old. The nursery supports children with special needs.

The nursery is open Monday to Friday between 08.00 and 17.45 every day of the year excluding Bank Holidays.

There are seven nursery staff of whom most have a suitable childcare qualification, others are working towards a childcare qualification.

The nursery is a member of the National Day Nursery Association, and receives support and training from the Early Years Development and Childcare Partnerships.

How good is the Day Care?

Gable Nook Day Nursery provide satisfactory care for children. There is a good ratio of qualified staff working with the children. Staff are led by a strong management team. Records are in good order and contain all required information. Policies and procedures are in place and reviewed regularly. However there is one omission. The premises are secure, and the environment is warm and welcoming for children and parents alike. There is a good range of furniture and equipment, though domestic style and adult sized furniture is limited.

The premises are safe and clean with good standards of hygiene maintained. There is a good menu which supports the dietary and cultural needs of children attending the nursery. There are a good range of toys and resources across the nursery that support the stimulating environment for children's care. Though children rarely access them independently and the resources reflecting positive images of the diverse society are limited. Staff provide good individual support for children with special needs and they are clear about child protection issues.

The nursery offers a caring atmosphere where children are cared for by a consistent staff team who know the children well. Staff are attentive to the needs of children in their care, they play and interact with them in a positive manner. Staff involve themselves in all aspects of children play, they ask them questions and listen to them with interest. Play plans are completed in all areas across the nursery, though not all plans are appropriate to children's ages and stages of development. Staff use praise and encouragement to support good behaviour, although at times, behaviour management techniques are inconsistently applied.

Parents are kept informed of their child's day and developmental progress by daily written records and verbal communication. They are provided with regular opportunities to meet with staff on a one to one basis. Parents are kept informed of themes and topics.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that the outside area was made safe. New fencing has been erected to ensure children safety whilst playing outside.

Ensure that policies relating to the administration of medication, policy for sick children, equal opportunities, special needs statement, complaints procedure, and child protection statements are reviewed and updated in line with current guidance and legislation.

All policies and procedures have been reviewed and updated. Policies have been shared with staff, who have also received training in some areas, ensuring that all staff are aware of the nurseries policies and procedures, and apply these consistently across the nursery to provide the best care for all children.

Ofsted are informed of all significant event and changes at the earliest opportunity, keeping them informed of all relevant matters.

What is being done well?

- Staff demonstrate a warm and caring approach to children. They are vigilant about children safety and wellbeing and risk assessments of the premises are carried out on a daily basis. The management team ensure that all first aid boxes and their contents comply with health and safety regulations.
- A consistent balance of suitably qualified staff is maintained. Many instances of positive, affectionate interaction is observed between staff and children.

Children are grouped appropriately according to their ages and stages of development. Appropriate staff deployment ensures that children feel secure and confident with the adults looking after them.

- Staff are friendly and approachable and build good relationships with parents. Responses to the parent questionnaires indicate that they are happy with the quality of care offered by the nursery.
- Nutritious and healthy meals are freshly cooked for children, offering a varied and healthy menu. All individual dietary requirements are met. Meal times are a sociable occasion and staff encourage children to try foods and develop their social skills.

What needs to be improved?

- the written procedure for lost or uncollected children
- the planning and evaluation documentation
- the opportunities for children to explore, investigate and access a range of toys and resources independently, including a range of resources reflecting positive images of diversity
- the quantity of adult sized and domestic style furniture
- the consistency in the way behaviour management techniques are applied

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
2	Ensure a written procedure is in place for lost or uncollected children.	08/10/2004

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

Std	Recommendation
3	Assess planning systems and learning intentions, ensuring they are consistent with children's ages and stages of development. Extend opportunities for children to explore, investigate and make decisions about their play.
5	Ensure that sufficient and suitable adult sized furniture/equipment is available for staff. Provide some domestic style furniture in the under two's rooms to assist children in developing mobility and continue normal life experiences.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Revisit the settings behaviour management policy with staff, ensuring that behaviour management techniques are consistently applied across the nursery, in keeping with the settings behaviour and sanctions policy.

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

How effective is the nursery education?

Provision at Gable Nook Nursery is of good quality and children make generally good progress towards the early learning goals.

Teaching is generally good. Staff form positive, meaningful relationships with children. They take an interest in what they say and do. Staff work well as a team. Topics effectively introduce new ideas. Staff know individual children well. Planning, observations and assessments are completed, however; staff's understanding of the foundation stage is insecure and there are no clear links between the planning, assessments, children's current stage of development and next the steps.

Staff have a strong commitment to provide good quality education and some very good activities are planned to support children's learning. Though, there are insufficient child initiated activities and opportunities for them to access resources independently and make decisions about their play and develop independence. Children are generally well behaved, encouraged by praise and support by staff, though at times children's behaviour is inconsistently managed.

Leadership and management are generally good. There is a clear management structure in place, which includes the owner being fully involved in the daily running of the nursery. Effective partnership takes place and good team work is evident across the nursery.

Staff in the pre-school room are supported by the management team. They attend regular staff meetings, supervisions and appraisals. They are encouraged to attend training sessions. Systems to monitor and evaluate teaching practices and planning methods are unclear.

Partnership with parents is generally good. Staff provide parents with verbal feedback on a daily basis regarding their child's day and progress. Parents have regular opportunities to look at their child's records. Parents however, receive limited written information on the educational provision.

What is being done well?

- Staff are calm, caring and show enthusiasm when working with children. Relationships throughout the nursery are positive as children with peers, and children with staff communicate effectively. Interesting planned activities ensure that children are excited and motivated to learn.
- Children are developing good language for communication. Most children are articulate, confident speakers and are learning listening skills well. This is a particular strength as many children speak more than one language.
- The team is well managed by approachable leaders who are readily available

for support. The nursery is able to highlight areas it wishes to develop and knows how to seek advice and support.

What needs to be improved?

- the children's access to toys and resources, and opportunities for them to develop their own ideas. Providing occasions for them to look at and handle books independently and opportunities for them to develop their large gross motor skills
- the balance between adult led and child initiated activities
- the planning, assessment and observation systems, and methods used for monitoring and evaluating the educational provision, and information for parents
- the opportunities for children to show an interest in information communication technology, programmable toys and opportunities to explore.

What has improved since the last inspection?

Generally good progress has been made in response to the key issues raised at the last inspection.

The provision agreed to link planning, assessment and record keeping more closely so it is easy to track and teaching is appropriately focused. Update the information to parents to include information on the Foundation stage, and the early learning goals. Increase the range of practical number games and explore ways of creating opportunities for children to see adults writing for a range of purposes.

The provision continue to develop their planning and assesment systems.

Parents have access to the list of themes, though there is no clear information available for parents regarding the Foundation stage and the early learning goals.

A range of number games have been purchased, which children enjoy playing with.

Staff now create a range of opportunities for children to write for a purpose in the context of their play. Writing materials are available within the home corner, and available on the side accessible to children, though these are uninviting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children settle quickly into the nursery routine. Positive relationships are established with peers and familiar adults, enabling children to part from their carers quickly and confidently. More mature children express their views and ideas well. Children are learning to be independent although there are limited opportunities for them to operate independently and use their own initiative. Behavioural boundaries for the children are at times unclear.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children's language skills are developing well. They listen and respond well to others. Good conversation is initiated such as at meal times where a child talks about eating natural foods such as 'organic' pasta. Most children enjoy story time when looking at books in small groups. They discuss the contents and ask questions, though they rarely handle books independently. They have many planned opportunities to practice writing skills, though seldom make marks for a freely chosen purpose.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children have good counting skills and can count reliably to five and some beyond. Children are aware of basic shapes and can relate shapes to those in the environment, such as a triangle for the roof. Children are beginning to group, compare and colour match numbers of items. They are beginning to calculate within rhymes and focussed activities although spontaneous opportunities to develop children's understanding of simple subtraction in everyday activities are sometimes missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children have an awareness of living things and look at similarities and change. They regularly talk about past and present. Their understanding of different cultures and beliefs is growing through the celebration of cultural and religious festivals, and the mix of staff and children within the nursery. Children do not access information communication technology, or technological equipment and there are too few opportunities for them to explore objects and show interest in how things work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children make good use of space and are aware of the personal space of others. They move confidently as they walk, run, and climb stairs. They avoid each other by adjusting speed and direction. They know about healthy practices such as hand washing, blowing and wiping their noses, disposing of the tissue in the bin. Their small fine motor skills are developing well. However they have less physical challenges and opportunities to develop their large gross motor skills on a daily basis.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy singing and music and have favourite songs and rhymes that they remember. They enjoy role play and use their imaginative skills well when the opportunity arises. However they are less able to initiate their creative play by independently choosing their own resources such as paints, dressing up, and free expression through drawing. They use body language and expression to indicate personal feelings, and have opportunities to discuss how they feel, hear, smell, touch and taste.

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

- address the balance between child initiated and adult led activities and improve opportunities for children to make choices and develop their independence, by having equipment, books and materials readily available and well organised, that correspond to the six areas of learning.
- provide opportunities for children to access information and communication technology, programmable toys and show an interest in how things work and why things happen. Increase children's access to outdoor play and resources for them to develop their large gross motor skills.
- review planning, assessment and observation methods and documentation. The methods used to evaluate and monitor the educational provision and the information for parents regarding the educational provision.

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.