



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY256718

DfES Number:

INSPECTION DETAILS

Inspection Date	15/09/2003
Inspector Name	Helen Clark

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Stockhill Lane Day Nursery
Setting Address	Rock House, Stockhill Lane Nottingham Nottinghamshire NG6 0LJ

REGISTERED PROVIDER DETAILS

Name	Mr Anthony George Budden
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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

Stockhill Lane Day nursery was registered in 1993, moving to new premises in 2002. It is one of a small chain of privately owned nurseries around Nottingham. It operates from a large detached building in the Basford area of Nottingham close to main commuting routes. The nursery consists of two floors. The ground floor provides two areas for children aged under two-years-old and there is a fully equipped soft play area for children under five. The first floor provides five rooms for children aged between two and five years. There is a fully enclosed outdoor area with a separate area for younger children. The nursery serves the wide area of Nottingham and outlying areas.

There are currently 79 children from nought to eight years on roll. This includes 12 funded three-year-olds and 13 funded four-year-olds. Children attend a variety of sessions. The setting provides support to children with special needs and also provides an out of school facility for children of school age.

The nursery is open from 07:30 to 18:00, five days a week, closing for one week at Christmas and bank holidays.

16 fulltime staff work directly with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from Nottingham Early Years Development and Childcare Partnership and is currently working towards the National Day Nurseries Association accreditation scheme.

How good is the Day Care?

Stockhill Lane Day Nursery provides good quality care for children. The physical environment is good. It is bright, clean and welcoming to parents and children. The large outdoor play area is very well used with separate areas for older and younger children. Clear activity plans promote children's all round development and there is a good range of equipment to encourage children's social and emotional development, however, elsewhere there is a limited selection of resources that reflects diversity

and particularly special needs. Effective policies and recruitment procedures ensures competent staff and good deployment.

Meal times are sociable occasions and dietary needs are met well. Some staff are inconsistent in promoting high standards of hygiene, this is due to limited knowledge of the setting's policies and procedures. Children's behaviour is managed in a way that promotes their welfare and development. Positive steps are taken to ensure children's safety particularly when taking children off the premises on trips and outings. Access to the building is managed well and fire drills are practiced regularly.

Overall the partnership with parents is good. Detailed information is provided to parents about the nursery provision, its policies and procedures. Clear written information provided by parents ensures nursery staff are fully aware of children's individual needs.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The physical environment is good. Children and their families benefit from the nursery's new building with a large well designed outdoor area and purpose built soft play room.
- There is a good selection of role play and imaginative equipment. This is available each day for all age groups to encourage their social and emotional development.
- Children's behaviour is managed well, this is particularly apparent for the older children, staff give positive reinforcement and rewards for their achievements.
- The senior staff within the nursery demonstrate good childcare practice and present themselves as good role models for trainees.

What needs to be improved?

- the staff's awareness of procedures to follow promoting good hygiene.
- the staff's awareness of procedures to follow in the event of a child not being collected.
- the resources available to children that reflect positive images of culture, ethnicity, gender and disability.

Outcome of the inspection

Good

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
7	increase staff's understanding of policies and procedures relating to good hygiene practices.
9	increase resources that reflect positive images of culture, ethnicity, gender and disability.

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

How effective is the nursery education?

Stockhill Lane day nursery offers good quality nursery education where children are making generally good progress towards the early learning goals.

Teaching is generally good. The curriculum planning covers all areas of learning and is appropriate for both three and four-year-olds. Senior staff have a good knowledge of individual children's capabilities, and can adapt activities appropriately, however, not all staff are aware of the learning objectives for individual children and opportunities to introduce new vocabulary or extend learning are occasionally missed. Children's behaviour is managed well, incidents are dealt with in a way that promotes children's understanding of right and wrong. Children with special educational needs are supported appropriately. Staff make good use of their time working directly with the children. Activities are presented well and given equal importance, however, some resources such as books are not fully utilised.

Leadership and management is very good. The setting benefits from clear leadership of the manager, as well as good staff support and guidance from senior members of the team. There is a strong commitment to continual improvement of the setting through self evaluation, staff training and development.

Partnership with parents is generally good. Parents are well informed about the educational provision and how they can get involved with their children's learning. Although children's development records are always made available to parents, the setting has yet to find a workable system for providing a two way flow of information regarding children's development.

What is being done well?

- Children are developing many skills to enable them to function as independent individuals. They select resources themselves, assist in serving others at mealtimes and help tidy away at the end of the session.
- Children behave well. They have an understanding of right and wrong as staff take the time to offer explanation. The older children are able to work as part of a group taking turns and encourage each other to share fairly.
- Children's mathematical development is very good. Some children show a natural interest in numbers, measuring and shapes. They are able to use their mathematical knowledge to solve practical problems independently and as a group.
- Children know about and make good use of everyday technology. They have many opportunities to use programmable toys to support their learning.

What needs to be improved?

- the systems to ensure parents are fully informed about their children's development.
- the effective use of all resources available to children particularly within the book corner.
- staff's understanding of the learning intentions of activities, to ensure they ask appropriate questions, introduce new vocabulary and extend children's learning.

What has improved since the last inspection?

The improvements made since the last inspection have been very good.

At the last inspection the setting agreed to plan more activities to support aspects of children's sensory development, and allow more exploration of the local environment. Activities that allow children to explore using their senses are planned regularly and weekly trips out ensure children can explore their local environment.

The setting also agreed to provide more opportunity for four-year-olds to select resources for themselves. A range of well presented resources displayed at children's level allow them to select freely throughout the day.

The third key issue was to provide opportunity for parents to share observations from home. A home diary system has been put into place. Parents can use these diaries to record any information about their child's progress at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are well behaved and polite, four-year-olds are beginning to take turns and share fairly without adult direction. Children are becoming independent as they help serve meals, pour drinks and tidy away. Both three and four-year-olds confidence is developing well, they initiate conversations, contribute at story time and are familiar with the nursery routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Most four-year-old children recognise their own name and familiar names of others, younger children are beginning to recognise initial letters and can point them out in other text around the room. Children are able to hold pencils correctly and make marks appropriately. Most four-year-olds are able to write their own name and other recognisable letters. Children speak clearly and ask questions appropriately to gain knowledge. Children listen carefully to stories when shared with an adult.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use mathematical language as they measure, count and predict. Most four-year-olds count in sequence up to ten and some beyond. They are beginning to solve practical problems without adult direction and work with other children to find solutions. Children are encouraged to make use of everyday equipment and activities to compare and combine number. Three and four-year-olds recognise and name common shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make good use of technology. Three-year-olds can easily operate simple programmable toys and equipment. They are learning about other cultures and beliefs through the celebrations of festivals and special occasions. They confidently talk about their own experiences past and present and observe features about where they live and the wider world. Children explore using all their senses and have many opportunity to investigate and explore.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's fine motor skills are very good, they manipulate materials such as dough and plastacine well. They use many one handed tools and show good control when working with small pegs and equipment. They use large equipment outside with confidence, they run, climb, scoot and pedal. Children demonstrate good co-ordination as they balance and carefully negotiate their own space and that of others.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children join in songs and rhymes, they sing alone and with support. They have access to various types of music which they select and listen to independently. They use their imaginations well in art and design and music, and both three and four-year-old engage in role play activities daily. Children respond well to the experiences they are presented with, they are able to express and communicate their thoughts and feelings in many ways.	
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

- develop the book corner for the four-year-olds so children have a wider variety of books, particularly reference books to locate information related to nursery topics and themes.
- record in more detail on activity planning the learning intentions for individual children, so all staff are able to ask appropriate questions, introduce new vocabulary and extend children's 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.