



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206245

DfES Number: 523640

INSPECTION DETAILS

Inspection Date	20/07/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Willows Private Day Nursery (The)
Setting Address	23 Park Road Buxton Derbyshire SK17 6SG

REGISTERED PROVIDER DETAILS

Name	The partnership of Mr Kyran Connolly + Mrs Helen Connolly
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ORGANISATION DETAILS

Name	Mr Kyran Connolly + Mrs Helen Connolly
Address	23 Park Road Buxton Derbyshire SK17 6SG

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

Willows Day Nursery has been under its current management since 1997 and is one of two nurseries owned by the proprietors.

It is situated in a detached house in a residential area of Buxton and serves children from the locality and surrounding area. Children attend for a variety of sessions. There are 61 children on roll of whom 12 three-year-olds and 12 four-year-olds receive funding. There are no children attending who have special educational needs nor English as an additional language.

The provision is open Monday to Friday all year with the exception of Bank Holidays between 08:00 and 18:00. The children are cared for by a team of ten members of staff, seven of whom hold a relevant qualification. The remaining staff are undergoing training.

The setting offers student placements and is supported by a development worker from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

Willows Day Nursery provides good quality care for children.

Families are welcomed into a bright and warm environment where children feel secure and settled. Children are grouped appropriately with babies and toddlers particularly enjoying comfortable and cosy accommodation. The staff group is well established and maintains a consistent approach in their care and practice. Behaviour is good. Staff act as positive role models and the children respond to their clear guidance and praise. Children are confident and happy.

Staff develop close relationships with the children and enjoy their company. They know the children well and respond to individual need. Younger children experience routines of playing and sleeping and mixing with older children. Pre-school children are secure in their routines and experience a variety of equipment and activities. The

setting is well resourced, but there is lack of equipment depicting images of race, culture and disability, particularly for the younger children.

Safety, health and hygiene practices are good, although the management of the drinking bottles in pre-school currently affects children's health and safety. Children routinely learn about personal hygiene and the nursery provides nutritious home cooked food. Comprehensive risk assessments are in place to ensure the safety and well being of all children.

The nursery establishes very good relationships with parents and carers who are provided with attractive information on the setting and their children's care and learning. Information about the children is also shared on a daily basis. Parents are supportive of the nursery and happy with the care and the relaxed environment.

The provision is managed to a good standard with high levels of care and concern. All statutory recording is maintained efficiently and in a confidential manner.

What has improved since the last inspection?

Not applicable

What is being done well?

- The provision of a comfortable and relaxed environment which welcomes children and their families and which offers particularly cosy accommodation for babies and toddlers.
- The provision of a wide range of good quality resources.
- The clear expectation that the nursery works in partnership with parents particularly in the care of children under three.
- The commitment of management and staff to regular and on-going training to improve practice and personal awareness.

What needs to be improved?

- opportunities for all children to routinely access a range of toys and activities which reflect positive images of race, culture and disability
- children's hygiene and safety by reviewing the method and management of providing drinking water in pre-school

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
6	Review the method and management of providing drinking water in pre-school.
9	Ensure all children have routine access to a range of toys and activities that reflect positive images of race, culture and disability.

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

How effective is the nursery education?

Provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, except in the area of communication, language and literacy where there are significant weaknesses.

The quality of the teaching is generally good. The manager has good knowledge and understanding of the early learning goals but whilst planning shows learning objectives, these are not evaluated and do not inform where children are in their learning or how they are to be moved on. Staff know the children very well and assessment of progress is carried out informally, but not evidenced against the stepping stones. Children are taught in small groups, coming together to fit in with nursery routines.

The management of the setting is generally good given the restrictions of the building. The constant moving of the children between rooms however is impacting on the time afforded to them to work independently, choose materials to create freely, explore play and to develop their imagination. Management is supportive of staff training and many opportunities are taken to improve practice.

Management of children's behaviour is generally good. They are developing a good sense of responsibility and independence. The setting is well resourced although the basement rooms are not used to their full potential.

The partnership with parents and carers is very good. They receive comprehensive information about the nursery, the curriculum and the early learning goals through well presented booklets, regular newsletters and notice boards. Informal information about children's progress is shared on a daily basis and parents are invited to write comments and share in their children's learning each half term.

What is being done well?

- The development of children's confidence and ability to move around the building, using stairways carefully and safely having regard for each other.
- The provision of good quality resources.
- The expectations that the nursery works in partnership with parents and carers and the welcome afforded to families so they may feel comfortable and included in their children's learning.
- The support of management for continual staff training to enhance practice and personal awareness.

What needs to be improved?

- planning so that it informs teaching, recognises where children are in their learning and how they are to be moved on
- management of the session so that children have time to reflect, choose, explore and develop their play and learning
- opportunities for children to routinely access a variety of equipment and materials to extend writing skills and mark making and letter recognition; to routinely link letters and sounds and to have time to enjoy reading for leisure
- opportunities for children to routinely recognise and use number
- children's awareness of a sense of place and opportunities to develop construction and design skills.

What has improved since the last inspection?

There were no key issues following the last inspection but there were two items for development. The setting has made generally good progress towards addressing these.

Children now have opportunities to use books during periods of waiting for meals and to use the bathroom so that these times are used constructively. However, there are still few opportunities for children to independently routinely use books for leisure.

The setting was also asked to use nursery routines for mathematical calculation, communication and independence for older children. Snack time is used to extend children's mathematical thinking and staff now sit with the children at meal times. Older and more able children assist with snack and meal time routines and are given opportunities to develop independence.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and separate happily from their carers. They are sociable and interact well with each other. They are eager to start the day and begin the routine. Behaviour is good. Children are encouraged to care for each other, to share and be respectful of adults and peers. They sit and listen attentively to instruction; some will question and challenge. They have a good sense of belonging and independence. There are few opportunities for reflection or discussion.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are confident communicators. They listen well and respond appropriately. However, they have few opportunities to develop writing skills or make marks. Routines do not include regular letter recognition or the linking of letters to sounds. The lack of labelling in the setting and the minimal use of name cards restricts opportunity for children to recognise familiar words. Children do not have sufficient time to use books for leisure or become familiar with other forms of print.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count with confidence and are learning measure and size. There are continual opportunities to consolidate shape and make patterns with various materials and equipment. Older children use positional language and are aware of volume when playing in the water. However, children have few opportunities to use and recognise number either in focussed or group activities. There is a lack of numerate images.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a sense of time. They can relate to past, present and future. Varied activities offer them discovery of change, growth and the natural world. They investigate communication and technical toys and enjoy using the computer. However, they have few opportunities to develop a sense of place beyond the nursery, and management of routines does not allow time for development of design and constructional skills. Some festivals are celebrated and resources reflect positive images.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Good use is made of a range of large and small equipment. Children move confidently and with control around each other and the equipment demonstrating a good sense of space. They are co-ordinated, using bats and balls with skill. They move with great care when using the building. They develop hygiene awareness routinely and talk about food and healthy eating. They do not have opportunities to learn how their bodies react to exercise, and some activities do not challenge the more able children.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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All children have an awareness of colour and the more able can discuss shades and light and dark. They are able to create in focussed activities using a range of materials and equipment. Children participate and improvise during role play and when using small world equipment. They experience music and sounds with both home made and manufactured instruments. Music is played as background and used in focussed activities. Opportunities for children to independently create are limited.

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

- review planning so that it includes evaluation of the learning objectives and is supported by effective assessment of individual children's learning
- routinely provide varied opportunities for children to recognise and use letters and link sounds with letters; to develop their writing and mark making skills; provide greater opportunities for children to readily access books for individual enjoyment and leisure
- review the management of the session so that children have time to reflect, choose, explore and develop their play and creativity
- provide opportunities for children to routinely use and recognise number
- develop children's understanding and awareness of a sense of place and their design and construction skills.

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.