



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321469

DfES Number: 524358

INSPECTION DETAILS

Inspection Date 27/08/2004
Inspector Name Diane Lynn Turner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Josephs Nursery
Setting Address The Pavillion
Rawcliffe Lane
York
North Yorkshire
YO30 6NP

REGISTERED PROVIDER DETAILS

Name York Childcare Ltd 2476480 1008566

ORGANISATION DETAILS

Name York Childcare Ltd
Address 54a Nunthorpe Road
York
North Yorkshire
YO23 1BP

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

Joseph's Day Nursery opened in 1990. It is one of three nurseries owned and run by the charity York Childcare. It is situated in the Rawcliffe area of York and operates from a detached two storey building which is set back from the road. Children aged under two are cared for on the first floor in an open plan playroom with separate milk kitchen, changing area and laundry. Sleep facilities are provided using cots in the playroom. Children over two years are cared for on the ground floor which has a main playroom with two toilet areas and an annexe that is used both as a sleep area and for focused activities for the older children. There is an enclosed outdoor area at the rear of the premises with equipment for outdoor use and the nursery has use of the adjoining playing field. Kitchen, office and staff facilities are also available.

The nursery serves the local community and surrounding areas and is registered to provide care for 41 children aged from 0 to five years, 12 of whom may be under two years. There are currently 76 children on roll including 15 funded three-year-olds and seven funded four-year-olds. The nursery opens from 08.00 to 18.00 Monday to Friday all year round with the exception of Bank Holidays. Children attend for a variety of sessions. The nursery welcomes and supports children who have special needs and those who speak English as an additional language.

The acting manager has a level three childcare qualification and has a supernumerary role. Eleven members of staff work directly with the children, the majority of whom have a relevant qualification to level three. In addition there is a teatime assistant and a cleaner. The nursery receives support from the development workers at the Early Years and Childcare Partnership (EYDCP) and is a member of the National Day Nursery Association (NDNA) and the Pre School Learning Alliance (PLA).

How good is the Day Care?

Joseph's Day Nursery provides good quality care for children. The provision is well organised with a high level of qualified staff. There have been some changes within the team recently at all levels but staff have adapted to these accordingly. They are

clear of their role and responsibilities and show support for each other. There are effective procedures to monitor their performance and they show a commitment to updating their knowledge and developing their practice through training. They provide a warm and welcoming environment which is well maintained in most areas. A good range of toys and play equipment is used effectively by staff to support children's play and learning in all areas.

Staff show a good understanding of all possible risks to children's health and safety. There are effective procedures to identify and minimise hazards, ensure good hygiene practices in all areas and protect children from possible abuse. Varied and nutritious meals and snacks, including a cooked mid day meal are provided. These take into account the children's dietary needs and preferences.

Staff know the children well. They ensure their individual needs are met and show a commitment to ensuring that all children have equal opportunities and access to activities that are appropriate to their stage of development. Activities are well planned, varied and provide good opportunities for practical experiences. Staff support the children well, extending their development and learning in all areas. There are clear boundaries for behaviour and these are maintained in age appropriate ways in a caring and consistent manner.

Parents are made welcome. Information they receive is clear, of good quality and well presented. There are effective systems in place to share information and they are kept well informed about their child's progress. All documentation is in place. It is well organised and stored securely but some aspects are not always maintained consistently.

What has improved since the last inspection?

At the last inspection the nursery was asked to devise and implement a system to prevent children leaving the nursery unattended and ensure children in the baby room cannot exit the room unattended.

A new locking system and door bell has been installed on the main door and notices are displayed to remind staff and parents to ensure this is fastened securely at all times. The door to the baby room has been fitted with a self closing device to ensure this closes securely. The action taken has added to the safe management of the premises.

What is being done well?

- A very colourful and stimulating environment is provided. Displays throughout the nursery are well presented and include the children's work which shows this is valued.
- A caring ethos is evident throughout the nursery. The older children in particular demonstrate a good understanding of the needs of the younger ones and those with specific needs and are very keen to help and support them.

- Staff pay very good attention to fire safety. There are clear evacuation procedures displayed in all areas which detail the role and responsibilities of all staff in the event of a fire.
- Children are offered a very good range of activities in all areas. Staff regularly review the programme and are keen to integrate new ideas and frameworks to help them develop and refine this.
- Children with special needs are supported well. Staff work effectively with parents and outside agencies to ensure children's individual needs are recognised and met effectively.
- Good behaviour is valued and encouraged which results in children interacting well with one another. Staff manage behaviour using methods that effectively reflect the stage of development of each group of children and a sensitive and caring approach is evident.

What needs to be improved?

- the maintenance in relation to some aspects of the outside area
- the documentation in relation to children's attendance records.

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
4	Ensure all areas provided for children's outdoor play are well maintained.
14	Ensure the arrival and departure times of the children are recorded consistently.

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

How effective is the nursery education?

Joseph's Day Nursery provides good quality nursery education overall where children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, mathematical development, and physical development.

Teaching is generally good. Staff have a generally good knowledge and understanding of the foundation stage curriculum and they plan and deliver a stimulating curriculum in most areas. They have good relationships with the children and manage their behaviour very well. They set challenges for both the three and four year olds and use effective questioning during activities to develop children's understanding and encourage their thinking. Careful assessments of children's responses to activities are made and these are used to plan for their future learning. There is a very good range of resources which are easily accessible but staff do not always encourage the children to use these independently or effectively in some areas.

The leadership and management of the nursery is generally good. There are good policies and procedures in place to help the smooth running of the nursery and effective systems to monitor staff's development and identify any training needs. There has been a number of staff changes recently at all levels and this has been unsettling. It has however, resulted in a review of the educational provision and areas for improvement being identified. These have yet to be fully developed and implemented.

The partnership with parents and carers is generally good. Parents and staff have a friendly relationship and they are kept well informed about forthcoming events and activities through newsletters, displays and one to one contact with staff as key workers. Parents are encouraged to be involved in their child's learning to some extent but they are not actively encouraged to share what they know about their child or contribute their observations to their records of progress.

What is being done well?

- Children have good relationships with each other. They are sensitive to the needs of others and readily provide support for the younger and less able children within the group.
- Children have good opportunities to use counting during everyday routines and activities.
- Both three and four year olds join in enthusiastically at group singing time and can sing many songs from memory.
- Children are confident within the nursery environment, show a sense of belonging and are well behaved.

- Children's spoken language is developing well. They confidently relate their news at circle time and join in eagerly at story time.

What needs to be improved?

- the use of the opportunities that are presented for the children to make choices and independently access their own resources
- the opportunities for the children to access and use the nursery computer, use mark making to support their play in other areas, develop their independent creativity and use resources other than construction to develop their design and making skills
- the presentation of the role play area
- the opportunities for parents to be involved in their child's learning and to contribute to their records of progress.

What has improved since the last inspection?

the action plan from the last inspection is not available.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are very keen and motivated to learn. They enthusiastically try out new ideas and experiences and persist with difficult tasks. They confidently choose between activities and take care of their personal needs such as toileting and washing their hands. Their behaviour is very good and they have good relationships with each other and the staff. They show a high level of consideration towards the younger children and readily help and support the less able within the group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children demonstrate good speaking and listening skills. They initiate conversation, enjoy listening to stories and know that print carries meaning. They can confidently name a number of letters and their associated sounds and correctly identify their name when finding their place at meal times. Most can write their names and are encouraged to form the letters correctly. However, the opportunities offered to use mark making to support their play in other areas are insufficient.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Both three and the four-year-olds can count reliably to 10 and some beyond. They are encouraged to use this skill in a meaningful way during everyday routines such as counting the number present at registration. They demonstrate an understanding of size and shape and use this to competently construct complex 3D shapes. They sort and match objects correctly when playing board games and have opportunities to learn about capacity during water and sand play when they use different sized containers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn about the environment and living things. They go for walks in the local area and plant and care for sun flowers in the garden. They carefully make 3D models from construction sets and have good opportunities to learn about time when talking about the activities of the day. They do not however, have sufficient opportunities to use the nursery computer or use a full range of resources to join materials to develop their design and making skills.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move confidently around the premises. They demonstrate good body control, co-ordination and spatial awareness. They have opportunities to use a range of large equipment in the outdoor area, can successfully negotiate a pathway when running and chasing each other and show good control when using wheeled toys. Their fine motor skills are developing very well. They use a range equipment including, pencils, pens, small construction resources and cutlery confidently and effectively.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have access to a range of media and materials which they use during planned activities in a variety of ways, for example when creating a seaside scene. They draw freely in the mark making area, confidently depicting their experiences and show a very keen interest in singing, joining in enthusiastically with a range of familiar songs. There are however insufficient opportunities for them to develop their independent creativity and they do not readily use the role play area.

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

- actively encourage the children to make choices and independently access the resources that are available in the areas of learning
- plan and provide opportunities for the children to regularly access and use the nursery computer, use mark making to support their play in other areas and use a wider range of techniques and resources to join materials
- improve the presentation of the role play area so children are motivated to use this area to develop their imaginative and creative skills
- develop a system to enable the parents to contribute their observations to their child's records of progress.

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.