



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY101357

DfES Number: 545222

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Christine Powlesland

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Coombe Valley Nursery (Launceston College)
Setting Address	Hurdon Road Launceston Cornwall PL15 9JR

REGISTERED PROVIDER DETAILS

Name	Charles and Susan Ranson
------	--------------------------

ORGANISATION DETAILS

Name	Charles and Susan Ranson
Address	Hurdon Road Launceston Cornwall PL15 9JR

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

Coombe Valley Nursery at Launceston College opened in February 2000 and is part of a national group of day nurseries. It operates from premises within the grounds of Launceston College. The children have access to a baby room, playroom and toilets. There is also a staff toilet and a kitchen. There is an enclosed, grassed outdoor play area and the nursery can also use the basket ball court in front of the premises, when it is not in use by the school. The nursery serves the town of Launceston and surrounding villages.

There are currently 65 children on roll, this includes 20 funded three year olds. Children attend for a variety of sessions, with a minimum stay of two hours. The nursery currently supports children with special needs and three children who speak English as an additional language.

The nursery opens for five days a week throughout the year, closing at Christmas and for Bank Holidays. Sessions are 08:00 to 18:00. Six staff work with the children, all have an early years qualification. The setting receives support from a teacher/mentor from the Early Years Development And Childcare Partnership (EYDCP).

How good is the Day Care?

Coombe Valley Nursery (Launceston College) provides good care for children. All staff are appropriately qualified and adults not checked are not left alone with children. Staffing is flexible to meet the needs of the children. Training is ongoing both for individuals and as a staff team. Careful documentation and high staffing ratios ensure trips off the premises are conducted safely. Children are independent and their work is displayed. Routines, such as nappy changing, have written procedures, closely followed by staff. Staff rotate toys to provide variety for the children but there is limited access to equipment for climbing, swinging and sliding on a regular basis.

Staff are very aware of safety issues and supervise children closely. The premises

are secure and sleeping children are checked regularly. Children are encouraged to learn about personal hygiene and documentation for medication, accidents and incidents are used correctly and stored securely. Staff and children sit together for meals, which are a social occasion. Babies are fed following their individual routines. Drinks are available for children to access but morning snacks provided are not always healthy and nutritious as they are usually a sweet biscuit. Children are well known as individuals and are all included, with lots of physical contact and cuddles for younger children and babies. Individual education plans are provided for children who need these.

Children are confident and play well together. They are particularly engrossed in group story time when they listen attentively. Younger children follow the same programme as funded children but on a more simple level, and their play is child initiated with staff participating to engage in and extend their play.

Parents are happy with the provision and feel the staff are friendly. There are good systems for exchanging information and parents feel they are well informed of what their child does at the setting.

What has improved since the last inspection?

At the last inspection the nursery was to ensure that uneven paving slabs in the outside area near the fire exit are not hazardous. The paving slabs have been re-laid and are now even which has improved the safety for the children.

What is being done well?

- Staff are aware of safety issues. They supervise the children closely and ensure the play rooms are safe. A risk assessment is conducted each month or updated as required. The security of the building is given high priority with staff answering the bell to admit adults to the nursery.
- Provision for babies under two is very good. Staff are excellent in ensuring individual needs for eating and sleeping are met and that information is exchanged daily with parents. They provide activities to give the babies interesting and sensory experiences.
- Parents are very happy with the provision. They feel the staff are friendly and they are well informed of what their child does at the setting.

What needs to be improved?

- the provision of opportunities for children to climb, swing and slide on a regular basis
- the provision of healthy and nutritious food at snack time

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
5	Provide opportunities for children to climb, swing and slide on a regular basis.
8	Ensure snacks provided are healthy and nutritious.

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

How effective is the nursery education?

Coombe Valley Nursery (Launceston College) offers generally good quality provision which helps children to make very good progress towards four of the early learning goals and generally good progress towards two early learning goals.

Teaching is generally good with some very good aspects. Staff have a clear knowledge of the Foundation Stage and effectively plan interesting and appropriate activities. There is a clear and effective system in place to support children with special educational needs. There is a good balance between child initiated and adult planned activities throughout the day. Children relate well to the staff who use conversation to challenge the children to think and answer questions. Children behave well and any problems are dealt with swiftly in an appropriate manner. There is clear assessment and recording of the progress children make towards the early learning goals but planning does not show how activities will be adapted to meet the needs of all children. Nursery routines such as snack time do not always encourage learning in practical ways.

Leadership and management is very good. There is a well structured management system with a shared understanding of good early years practice. There is commitment to staff development with appraisals held yearly and staff completing an assessment form as a basis for discussion. Regular staff meetings are held to consider improvements to the provision.

The partnership with parents and carers is very good. Parents are well informed about the Foundation Stage with written information provided each half-term on themes and activities. They are encouraged to take part in their child's learning and feel they are actively involved in this.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, have formed friendships and play well together. They are well behaved and speak clearly about their families.
- Parents are well informed of activities provided. They are happy with the nursery and feel actively involved in their child's learning.
- Children's progress in communication, language and literacy is very good. Speaking skills are developing well and children join in group story time linking their home life to the story. They manipulate paint brushes and pencils with control and some are able to copy their names onto completed pictures.
- Staff work well as a team and have a good relationship with the children. They plan activities to interest and stimulate them and keep regular assessments of all children.

What needs to be improved?
<ul style="list-style-type: none"> • Children to have opportunities to have a complete understanding of numbers, that when a group of objects is split different ways the number is the same. • Children to have opportunities to access large physical equipment allowing them to climb, swing and slide on a regular basis.

What has improved since the last inspection?
Not applicable, this is the first nursery education inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Provision for personal, social and emotional development is very good. Children are confident and have formed friendships. They play well together in small self-chosen groups. They manage personal tasks with confidence such as toileting and washing up after snack time. They are well behaved, polite and are learning to take turns and to share, waiting for a space to join an activity and sharing cutters in the play dough.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication, language and literacy is very good. Children enjoy painting and drawing, manipulating brushes and pencils with control and concentration. They contribute to the letters of the week, helping think of other words with the same sound. Some older children can copy their names onto their pictures. Children are engrossed during group story time and can link the story to their home lives. They talk freely about displays of photographs of themselves in the play room.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Provision for mathematics is generally good. Children can recognise numbers to five and show the correct number of fingers. Some children correctly count to five and others higher but they do not have a complete understanding of numbers, that when a group of objects is split different ways the number is the same. Children talk about shapes and link these with well known items, a half circle reminding one child of the moon.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The programme for knowledge and understanding of the world is very good. It is based on themes to give children a variety of experiences such as nature walks and celebrating festivals. Records are kept of these in scrap books containing photographs and children's work. Children experiment in the water tray, enjoy the computer, work together to operate simple programmes with confidence. They are competent at construction and use a range of objects to build and construct.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Provision for physical development is generally good but there is limited access to large equipment for climbing, swinging and sliding. Children enjoy ring games and are learning to hop and skip and to use small outdoor equipment successfully. They use tools correctly and are careful when using cutters and knives with the play dough. They are aware of their own needs, visit the toilet and wash their hands independently, but do not discuss the affect of activity on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The programme for creative development is very good with a range of media provided for children to explore and express themselves. They feel the texture and taste flour, salt and oil before mixing play dough. Children enjoy singing in a group and use musical instruments to make loud or soft noises. Children use their imaginations in role-play, using post-it stickers on their tummies to represent the teletubbies, and in small world provision using different voices when playing different roles.</p>	

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

- increase opportunities for children to access large physical equipment allowing them to climb, swing and slide on a regular basis;
- provide opportunities for children to have a complete understanding of numbers and understand that when a group of objects is split different ways the number is the same.

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.