



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 250132

DfES Number: 510749

INSPECTION DETAILS

Inspection Date 18/05/2004

Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Tender Years Day Nursery

Setting Address 46 Castle Lane
Solihull
West Midlands
B92 8DD

REGISTERED PROVIDER DETAILS

Name Tender Years Day Nursery Ltd

ORGANISATION DETAILS

Name Tender Years Day Nursery Ltd

Address 46 Castle Lane
Olton
Solihull
West Midlands
B92 8DD

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

Tender Years Day Nursery opened in 1990. It operates from two converted shop premises in Olton, Solihull. The ground and first floor are used for childcare purposes and the second floor provides office and staff facilities.

The baby unit, located on the ground floor comprises of a playroom with kitchen facilities and a sleep room. The unit has its own enclosed outside area with a safety surface and a gazebo to provide protection during inclement weather.

The tweenies unit, located on the ground floor comprises of two rooms divided into five separate areas. This allows staff to create separate space for children of different abilities.

The toddler unit, located on the ground floor has three rooms which includes an art and craft area, quiet room and main playroom.

There are separate toilet and nappy changing facilities available in both tweenie and toddler units.

The pre-school unit is situated on the first floor, together with toilet facilities and the main kitchen.

There are two large, fully enclosed gardens that provide access to both grass and safety surfaces.

There are currently 84 children on roll. This includes 18 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery is open five days a week for 51 weeks of the year. Sessions are from 08:00 until 17:45 from Monday to Friday.

There are 21 members of staff, who work with the children on a flexible shift pattern. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting

receives support from a teacher mentor from the Early years Development and Childcare Partnership.

How good is the Day Care?

Tender Years Day Nursery provides good quality care for children. The environment is warm and welcoming for children and their parents. Routines are effectively organised to cater for the differing needs of children. There is a wide selection of toys, resources and equipment that provide children with a good range of activities and play opportunities which meet their overall developmental needs. All required paperwork is in place and stored securely.

Staff take positive steps to promote safety. The premises are checked daily and staff carry out regular risk assessments, take necessary action to minimise hazards, however staff need to ensure the front door is monitored effectively during busy times of the day. Staff actively encourage children to learn good hygiene practices through daily routines. Children's meals are provided by outside caterers and a weekly menu is displayed. Children's individual dietary requirements are taken into account, however staff should review how these are recorded.

Children have access to a wide range of toys and equipment for both indoor and outdoor play which promotes their learning effectively. Staff have a good relationship with the children and know the children well. Children are treated with equal concern and resources available reflect positive images of diversity. Good behaviour is valued and children are encouraged to share and take turns. Staff offer children praise and encouragement to behave well. Staff are aware of their child protection responsibilities but aspects of the procedures need to be reviewed.

Partnership with parents is very good. Parents receive good quality information about the setting and are encouraged to take an active part in their children's care and learning. Staff make time available for parents and information is shared through daily verbal contact and written daily diary sheets. Parent questionnaires reflected positive comments from the parents.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff provide a welcoming, child friendly environment where space and resources are organised to support children's play.
- There is a good variety of toys and resources which enable children to develop in all areas of learning. Opportunities are provided through a wide range of planned and free play activities.
- Good use is made of the outside play areas. Children have regular opportunities for outside play which helps develop their physical skills.

- Staff have a clear understanding of their roles and responsibilities and work well together to meet the need of children in their care.
- Open and friendly partnership with parents are well established. Parents are actively encouraged to be involved in their children's learning and are kept well informed via regular newsletters and the notice boards.

What needs to be improved?

- the monitoring of the front door
- the records of children's individual dietary requirements
- aspects of the child protection policy.

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	Extend the procedures in place to ensure the front door is monitored at busy times of the day.
8	Ensure records of children's individual dietary needs are kept confidential.
13	Ensure all aspects of the child protection policy is reviewed and updated.

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

How effective is the nursery education?

Tender Years Day Nursery provides very good quality nursery education and children are making very good progress towards the early learning goals. Well organised activities and play opportunities ensure children make very good progress in all six areas of learning.

The quality of teaching is very good. Staff manage the children very well and have good relationships with them. They plan a variety of practical activities and play opportunities that enable children to learn effectively in different sized groups. Resources and accommodation are arranged well to promote children's overall development. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what children should do next. They keep appropriate records which provide a clear picture of children's progress to share with parents.

Leadership and management is very good. Staff are positively encouraged and supported to undertake further training. Staff meet regularly to plan and discuss work issues. Planning is linked effectively to the early learning curriculum. The setting works closely with the Early Years Development and Childcare Partnership and is committed to improving the early years programme.

Partnership with parents is very good. A strong and effective partnership exists, there are good systems in place to ensure parents are kept well informed about their individual child's progress. Observations and assessments are made available to parents who take an active part in their children's learning. Parents receive an annual report and are invited to attend a parents evening to discuss their children's progress.

What is being done well?

- Personal social and emotional development is very good. Children are confident, happy and show great interest in the activities provided for them. Staff plan interesting and stimulating activities for children to make progress and build on their knowledge and skills.
- Displays of children's work is well presented and children's self esteem is carefully fostered. Staff use praise and encouragement to reward both effort and achievement and children respond well.
- In planned and daily activities children are able to develop their understanding of numbers in everyday routines and learn about addition and subtraction through adult lead activities.
- Children enjoy practicing their writing skills and demonstrate an awareness of writing for a purpose. The older three and four year olds can write their name and younger children are eager to learn how to form letters.

- Partnership with parents is open and friendly. Good lines of communication ensure they are kept well informed about their children's progress.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to the following;
- the continued development of staff's knowledge and understanding of the foundation stage.

What has improved since the last inspection?

At the last inspection there were no key issues for action. A point for consideration required the setting to consider its use and value of worksheets.

The nursery have reviewed it's use of worksheets and as evidenced by their planning now rely much more on kinesthetic learning techniques. The plans demonstrate opportunity created for children to see, hear and touch to support their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy coming to nursery and separate well from their parents. They are interested in their play and eager to learn. Children respond positively to staff and form good relationships. They are confident and well behaved. They can concentrate and listen attentively during adult lead activities and are able to make individual choices about their play. Their personal care skills are actively encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Many children are confident and fluent speakers and engage easily in conversation with others. They use a good range of words to express ideas and most children can listen attentively and give responses which show an awareness of the conversation. Many children recognise their first names and those of other children and can write their own names without support. Children know a range of letter sounds and names and are able to suggest words that begin or rhyme with a given letter.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children learn and use number in everyday activities and show that they understand size and shape through practical activities. Children can count up to 10 competently and are beginning to understand the concept of addition and subtraction through adult lead activities, for example when making spider cakes. They enjoy creating patterns and can recognise and name simple shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many opportunities to explore and investigate, they ask questions about why things change, for example looking for spiders in the garden, watching how tadpoles and caterpillars change. Children can build and construct using a variety of resources and handle tools with increasing control. Children have regular access to a computer to support their learning needs and resources are clearly linked to the topics. Children learn about their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in all aspects of physical play. They move confidently as they play using a wide variety of resources and equipment that develops co-ordination, throwing and catching skills, balancing and climbing. The outside play area is used effectively and children learn about turn taking and follow simple instructions. Children use a range of tools, objects and construction safely and with increasing control. Children's self help skills are actively encouraged.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy a variety of craft activities where they can explore texture, colours and their senses. For example children enjoy cooking spider cakes and making spiders. Displays and photographs reflect the variety of children's craft work which develops their self esteem. Children freely express themselves using their imagination and by joining in singing and games with enthusiasm. There are regular opportunities to explore music and children have weekly music sessions provided.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following
- Continue to develop staff's knowledge and understanding of the foundation stage to ensure challenges for children are maintained effectively.

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.