



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 131607

DfES Number: 584984

INSPECTION DETAILS

Inspection Date	16/10/2003
Inspector Name	Judith Margaret Reed

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rosegarth Day Nursery
Setting Address	82 Weston Lane Southampton Hampshire SO19 9HG

REGISTERED PROVIDER DETAILS

Name	Ms Kerina Horn
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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

Rosegarth Day Nursery opened in 1997. It operates from four rooms within an extended house in Weston, Southampton. The nursery serves the local area.

There are currently thirty children from one to five years on roll. This includes fourteen funded three year olds, and five funded four year olds. Children attend for a variety of sessions. No children have special needs, and there are no children who speak English as an additional language.

The group opens five days a week, all year around. Sessions are from 8:00 m to 18:00.

Four full time members of staff work with the children. Three have early years qualifications and one is currently on a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rosegarth Day Nursery provides satisfactory quality full day care for children.

Rosegarth Day Nursery trained staff organise the safe, well maintained environment to meet the needs of the children, although all toys and equipment are not always used to their full potential for the benefit of the children.

The staff are deployed effectively, and value all the children's individual needs. Staff maintain thorough recording procedures and easily accessible records.

The staff are involved with the children in their care, although all staff should endeavour to be good role models at all times, and ensure children are interested in all activities offered. A range of resources which reflect cultural diversity are provided for the children.

Rosegarth Day Nursery has a range of policies and procedures available for parents, but some need to be reviewed.

What has improved since the last inspection?

The registration system now includes time of arrival and departure.

What is being done well?

- Rosegarth Day Nursery has a warm and welcoming environment, where the experienced and trained staff provide a wide range of toys and equipment for children.
- The nursery deploys staff appropriately. They provide suitable snacks and meals for children. They record accidents and medication satisfactorily, and they ensure that the individual needs of the children are met.
- Most staff praise and encourage the children. They also providing a range of resources which reflect positive images of diversity.
- Rosegarth Day Nursery welcomes parents into the premises, and makes the range of policies and procedures available to them.

What needs to be improved?

- procedures for appointing new staff and their induction
- attitude of some staff towards the children and choice of activities
- offered by them
- fire evacuation procedures, in particular the registration arrangements
- policies and procedures, in particular relating to medication permission, and child protection policy.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown		
Std	Action	Date
1	Ensure that a procedure is available stating procedures for appointing new staff and their induction.	01/01/2004
13	Ensure that a child protection policy is maintained which is up to date and accurate.	01/01/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Ensure all staff are good role models to children at all times, and that staff provide activities in which the children are interested.
6	Ensure that the register is taken during any fire evacuation procedure.
7	Ensure that a medication policy is updated according to national standards;

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

How effective is the nursery education?

Rosegarth Day Nursery is a welcoming nursery. Provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. Most children are confident and talk easily to adults and each other. They concentrate well and enjoy their physical and imaginative play. The children take part in a range of activities which support their learning.

The quality of teaching has some significant weaknesses. Staff know the children well. However, the organisation of resources, daily routines and plans need to ensure that children are receiving the appropriate challenge and learning opportunities in all areas of learning. Children need to have more opportunity to enjoy and handle books and to increase their use of language and mathematical vocabulary.

There are no funded children with special educational needs or for whom English is an additional language.

Leadership and management is generally good. Staff are committed to training and have accepted support from the Early Years and Childcare Partnership. However, educational provision needs to be monitored and evaluated to ensure that children are progressing appropriately.

The partnership with parents is generally good. Parents are provided with a verbal feedback about their child's day and information regarding the areas of learning are provided in the prospectus. However, current plans and a written report of children's educational progress is not provided at present.

What is being done well?

- Children's personal, social and emotional development is generally good. Children concentrate well and show perseverance when learning new skills.
- Children have plenty of opportunities for practising their emergent writing skills. They use these skills during role play and during creative activities.
- Children enjoy exploring and investigating with a variety of materials. They use a range of tools with increasing control.
- Children talk about their families and events in their lives. They are beginning to gain an awareness of the cultures and beliefs of others.
- Staff have good relationships with parents.

What needs to be improved?

- the organisation and availability of resources to allow children access to a broader and more varied learning environment, particularly for sharing books, extending children's use of language and mathematical vocabulary
- the use of everyday activities and routines to encourage children's independence and provide increased opportunities for counting and using mathematical language
- the opportunities for children to choose and self-select resources and materials
- the planning and assessment system to ensure that all areas of learning are included and that children are correctly challenged in their learning opportunities to enable them to fulfil their potential, particularly in communication, language and literacy and maths
- the system for monitoring and evaluating the educational provision.

What has improved since the last inspection?
Limited progress has been made since the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Some children are confident. They talk to adults and each other. Children concentrate well, for example, when cutting paper, threading and doing puzzles. They know right from wrong and say please, thank you and sorry. However, there are limited opportunities for independence to be encouraged at snack and lunch time. Children have little choice of activity and are unable to self-select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children have plenty of opportunities to practice their emergent writing and make marks, such as when using the chalk board, making lists in the office area and when painting. They enjoy listening to stories. However, they cannot access books in the pre-school room and are not sufficiently challenged to increase their knowledge of the sounds of letters. Staff do not extend the children's language.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children count confidently to nine. They learn about patterns and sorting through play activities for example when threading and using the compare bears. There are missed opportunities during everyday activities and routines to develop an understanding of adding and subtracting or to use mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children talk about their families and events in their lives. They are beginning to gain an awareness of the cultures and beliefs of others. They enjoy exploring and investigating with the materials available for example sand, water, lego, and paint. However, children are insufficiently challenged in their exploration. They are given little choice of materials and are unable to self-select tools and resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and with increasing co-ordination, both indoors and out. They use a range of tools and materials with increasing control for example paint, scissors, play dough. However, plans do not show clear learning outcomes for activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imaginations well in role play, when listening to stories and when painting. They explore colour, texture and shape using a range of resources. However, plans do not show clear learning outcomes or expectations of the activities.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- re-organise and improve the availability of resources to allow children to choose and self-select activities in a more varied learning environment with particular emphasis on the sharing of books, use of language and mathematical vocabulary
- use everyday activities and routines to encourage children's independence and increase the opportunities for them to count and use mathematical language
- ensure that the planning and assessment system includes all areas of learning and that children are correctly challenged in their learning opportunities, particularly in communication, language and literacy and maths
- use a monitoring system to evaluate the provision for funded Nursery Education.

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.