



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 227183

DfES Number: 533570

INSPECTION DETAILS

Inspection Date	24/01/2005
Inspector Name	Samantha Jayne Taylor

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	David Gretton Day Nursery Priority Area Playgroup
Setting Address	117 Pershore Road Edgbaston Birmingham West Midlands B5 7NX

REGISTERED PROVIDER DETAILS

Name	Ms. Celia Howell Jones
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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

David Gretton Day Nursery is run by Priority Area Playgroups, which is a children's charity. A committee oversees the running of the playgroup.

The nursery has been registered since 1989. They currently provide care for 40 children from birth to 5 years of whom 14 children may be under 2 years of age.

The nursery is based on a busy main road, close to the city centre. The baby room is on the ground floor, older children have use of 2 rooms on first floor and 3 playrooms on ground floor. There is an office, kitchen, toilet facilities and an outdoor play area. Priority Area Playgroups administration workers use part of the first floor as offices.

There are nine members of staff who work with the children. All are appropriately qualified.

The nursery work closely with the Early Years Development Childcare Partnership (EYDCP).

How good is the Day Care?

David Gretton provides good quality provision for children. The nursery has good leadership and management with the nursery organised on three floors. There are different areas created for play with equipment and resources mostly accessible to children. Staff development is encouraged through induction and supervision. Documentation is maintained and accurate but it is incomplete including the format for registration of children and the medication format.

Staff promote health and hygiene with regular risk assessments undertaken however, the detail provided is not always sufficient. The ground floor bathroom area does not promote privacy for older children and the changing area for infants requires attention in order to meet environmental health regulations. Staff consult with parents to meet children's individual dietary requirements, with nutritious home cooked meals prepared on site. The nursery accesses information from the

community and has a variety of positive imagery resources to extend children's learning. Staff welcome children with special needs are keen to learn and develop their knowledge. Current written information is available to and shared with parents regarding child protection procedures.

Staff plan a range of fun activities which aim to meet children's interest's both indoors and outdoors, including a visiting music and dance teacher. Children behave well throughout the nursery with staff praising and encouraging achievements. Staff know children well and develop positive relationships with the family unit.

Partnership with parents is very good. Parents express confidence in the provision and the care offered. Parents readily express positive views on the care and education offered. Children are enthusiastic in attending nursery.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Excellent partnership with parents and the family unit with smooth communication being a key element.
- Children behave well throughout the nursery with staff being positive role models.
- A range of innovative, fun activities are provided. These activities are both planned and spontaneous and provide good opportunities for enjoyment.
- Children look forward to attending nursery and have positive relationships with both staff and their peers.

What needs to be improved?

- documentation including the format for recording children's attendance and medication records
- bathroom arrangements to ensure privacy for older children and to meet environmental health standards for facilities for changing children.
- risk assessments to include identified areas of risk.

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	Update written risk assessment records to include detail of outdoor area and action taken to minimise risks to children.
7	Improve privacy and dignity for pre-school children; ensure changing facilities meet environmental and health regulations.
6	Update the written risk assessment to include full details in order to minimise risks to children.
14	Revise documentation including attendance records and medication to ensure sufficient detail is recorded.

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

How effective is the nursery education?

David Gretton Day Nursery Priority Area Playgroup provides generally good quality nursery education for children. Staff have a clear understanding of the Foundation Stage Curriculum. Children are making generally good progress in creative learning and very good progress towards all other areas of the Early Learning Goals.

The quality of teaching is generally good. The nursery is well resourced, organised within one room, with three further areas available for use. However due to the arrangement of the main room children's opportunities to self-select accessible resources are limited. Good behaviour is encouraged by staff who employ positive strategies and who act as good role models. Children develop confidence and positive self-esteem. Staff support individual children, skilfully develop children's language through activities, discussion and extending conversations. Staff have a clear understanding of the Foundation Stage. Planning and assessment is detailed, clear and informs assessment.

The leadership and management of the day nursery are generally good. The registered body and manager work well together and share a clear vision of the aims of the nursery and the standards required. Regular staff meetings are held and staff are encouraged to attend courses relating to the Foundation Stage. Staff are supervised with the manager working closely with staff, children and parents but there is no staff appraisal system yet in place.

The partnership with parents is very good. Staff have good relationships with parents and show knowledge of children's home and family circumstances. Parents are well informed about the nursery's activities and themes.

What is being done well?

- Children show care and concern for their peers and are given time to clearly express their ideas and needs.
- A wide range of resources, fun activities both indoors and outdoors which children talk enthusiastically about; language development is encouraged through discussion, questioning and extending conversations.
- Staff know children well, are enthusiastic in their work and are good role models.
- Partnership with parents is actively encouraged with parents readily expressing positive comments regarding the care and education offered.

What needs to be improved?

- the staff appraisal system

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| <ul style="list-style-type: none">● accessibility of resources in order that children can self-select for the different areas of learning. |
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What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good social skills by having regard for other children as they play. They are confident, work well independently and behave very well. Children readily make connections between activities in nursery and home, with a genuine interest in their different home experiences. Concern is shown to peers with older children spontaneously assisting younger children in dressing and undressing for outdoor play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently communicate their ideas and needs. Story sessions are enjoyed and some are able to retell stories during 'circle time' and predict. Children are learning to write their own names and practise emergent writing. Some children spontaneously form the letters of their name's and link sounds to letters as they 'write letters' to both staff and children. They enjoy making lists during role play for the doctor's prescription.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting and recognising numerals. Children enjoy and join in number rhymes and songs. They are using and developing mathematical ideas and methods to solve practical problems. Children learn about size, shape and capacity through a range of activities such as dressing dolls where they decide which item would best fit a doll. They learn to recognise numerals on their house door and match items to the number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given time to investigate a range of experiences including the natural world, children stop and watch the trees move in the wind as they play outdoors. They are familiar with technological equipment including the use of typewriters and computers. Children relate information to their own experiences for example when discussing outings to the park and nature centre, some describe how to get there. They join materials using a variety of tools.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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A variety of activities are provided as children learn how to handle a range of tools, equipment and malleable materials. Children learn how to thread, use scissors and refine their skills as they play. They move confidently indoors and outdoors demonstrating an awareness of space and others. Opportunities to learn how to balance, throw bean bags, lift hoops over their bodies and follow obstacle courses are enjoyed as a group game and consolidates learning as they practice and refine skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children paint, draw and make constructions that reflect their own ideas. They play co-operatively and express their ideas through a range of mediums including music. Children learn about feelings, recalling past events during daily 'circle time' and showing consideration for their peers. They apply imaginative skills to change games during role play but opportunities for children to self-select accessible resources could be developed further.

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

- develop the learning environment to provide further opportunities for children to self-select a range of accessible resources
- develop a system for staff appraisal.

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.