



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107979

DfES Number: 537234

INSPECTION DETAILS

Inspection Date 16/09/2004
Inspector Name Glenda Pownall

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care
Setting Name Cannons Day Nursery & Creche
Setting Address Wexham Street
Stoke Poges
Slough
Berkshire
SL3 6NB

REGISTERED PROVIDER DETAILS

Name Cannons Health & Fitness Ltd 2849324

ORGANISATION DETAILS

Name Cannons Health & Fitness Ltd
Address Cannons House
40 - 44 Coombe Road
New Malden
Surrey
KT3 4QF

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

Cannons Day Nursery and Cannons Health Club Crèche are situated in Stoke Poges. They are part of a chain of day care provision owned by Cannons Health and Fitness Limited.

The day nursery opened in 2000. It operates from four ground floor rooms in a self-contained building on the health club site. The nursery serves the local community and surrounding areas.

There are currently 53 children from birth to five years on roll. This includes 14 three-year-olds and 1 four-year-old who are in receipt of nursery education funding. Children attend for a variety of sessions. Currently no children who have special needs attend the setting. The setting supports five children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are 10 full time staff working with the children. Over half the staff have early years qualifications to level 2 or 3. There is one staff member currently working towards a recognised early years qualification.

The Crèche opened in 1996. It operates from two ground floor rooms in the health club.

Children who attend must have parents/carers who are members and are using the club facilities. Children do not attend for more than two hours.

The crèche is open Monday to Sunday from 9.30 until 16.30.

There are a total of six staff working with the children. Half the staff have early years qualifications to level 2 or 3. There is one staff member currently working towards a recognised early years qualification.

The setting receives support from the Local Authority.

How good is the Day Care?

Cannons Day Nursery and Crèche provides satisfactory care for children. On this occasion the inspection was carried out on the day nursery. The environment is warm and welcoming to parents and children. There is a satisfactory range of resources covering all areas of development. Effective vetting procedures ensure most staff hold a relevant childcare qualification. Not all documentation contains required detail.

Staff have a satisfactory understanding of how to provide a safe environment for children. They carry out a daily written risk assessment and know the emergency evacuation procedure to follow. One fire extinguisher is not in a serviceable condition and a fire door is kept propped open. Most staff encourage children to follow good hygiene routines. Some staff do not wash their hands after changing nappies and taking children to the toilet. Not all accidents are recorded and signed by parents. Staff know the procedures to follow if concerned a child is being abused.

Children are provided with a variety of developmentally appropriate activities covering all areas of learning such as singing songs, listening to stories and water play. Generally all children are included and have equal access to all available toys and resources. Some staff do not always effectively interact with the children. Most staff act as good role models to children. The children behave well.

Parents of children aged under three years are able to exchange information with staff through the use of a daily diary. Parents are kept informed of the daily routine of the setting through verbal exchange of information with staff, newsletters and the notice board. Development records are not kept up to date or shared with parents. Parents state they are happy with the care their children receive.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Most staff act as good role models to children. They are calm and patient and show respect to each other, parents, visitors and children. They offer praise and encouragement to the children. The children behave well.
- The environment is warm and welcoming to children and parents. For example, children's work is displayed on the walls and the notice board and newsletters provide information about the setting.
- Communication between staff and parents of children aged under three years is good. A daily diary provides parents with information about their child's daily routine in the nursery. Parents are able to record information about their child to share with staff.

What needs to be improved?

- health, to ensure that all accidents are recorded and signed by parents and good hygiene practices are in place regarding hand washing
- organisation, to ensure ratios enable staff to interact appropriately with all children and the register records children's actual hours of attendance
- safety, to ensure fire appliances are maintained in working order and fire doors are kept shut
- documentation, to ensure developmental records are kept up to date and shared with parents.

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
7	Ensure a record is maintained, signed by the parent, of all accidents involving children.	16/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure children's actual times of attendance are recorded.
2	Ensure staffing ratios are appropriately maintained to give staff sufficient time to support and interact appropriately with children.
6	Ensure all fire appliances are maintained in working order and all required fire doors are kept shut.
12	Record children's development and provide opportunities for parents to receive regular information on their children's progress.

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

How effective is the nursery education?

The provision for nursery education at Cannons Day Nursery is acceptable, but children's progress towards the early learning goals is limited by some significant weaknesses. Provision for personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world are generally good. There are significant weaknesses in all other areas of learning.

Teaching has significant weaknesses. Most staff have a limited understanding of the early learning goals. Some staff use their initiative during activities, encouraging children to think for themselves. Planning covers all areas of learning. Some aspects of learning are not adequately provided for. The learning intention of activities, and how they will be adapted for more able children, is not recorded. Staff miss opportunities to extend children's learning. Some observations are recorded and an assessment system is in place. It is not used to record children's progress. Staff's behaviour management is very good. The children behave well.

Leadership and management has significant weaknesses. Overall supervision of the sessions is generally good. Staff know their roles and sessions generally run smoothly. Insufficient time is dedicated to the provision of the education curriculum. The setting is in the main well resourced. There are few resources to develop knowledge of everyday technology. The current procedures to monitor the delivery of the education programme is not effective in ensuring that the needs of all children are met. A staff appraisal system has been introduced to enhance staff development.

Partnership with parents is generally good. Staff have good relationships with parents. Policies with details of the Foundation Stage are provided for parents in the entrance hall. Parents are informed of their child's general development through daily communication with staff. Parents are not kept informed of their child's progress along the stepping stones.

What is being done well?

- Staff management of children and their behaviour is very good. They use praise and encouragement to reinforce good behaviour. The children behave well.
- Children's interest in reading is promoted effectively through access to a good range of fiction and non-fiction books and staff making themselves available to read stories during the session. Children are able to choose books to take home and share with parents.
- Some staff use their own initiative during activities to reinforce children's recognition of the sounds letters make. They use good questioning

techniques to extend children's knowledge and understanding.

What needs to be improved?

- staff knowledge and understanding of the stepping stones leading towards the early learning goals
- the planning scheme to identify the main learning intentions of activities, detail how activities will provide sufficient challenge for all children and record children's interests, achievements and possible difficulties so that the next steps in learning and teaching can be planned
- the assessment system to record children's progress towards the early learning goals, identify their targeted next steps in learning and regularly inform all parents of their child's progress along the stepping stones
- the monitoring and evaluation of the quality of teaching and the organisation of the education programme
- the opportunities children have to make decisions for themselves, use everyday technology, practise writing for a variety of purposes, express their own creativity, develop imaginative play and make simple calculations as part of everyday activities
- the frequency and range of activities to develop children's large-muscle skills.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff are generally well deployed to support children's learning throughout the session. Most children readily leave their main carers and settle straight into the nursery routine. They form warm relationships with each other and adults. Children respond positively to the praise and encouragement offered by staff. They are well behaved, share resources and show concern for others. Children have limited opportunities to select resources and activities for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently in one to one and group situations. Staff take opportunities during activities to develop children's awareness of letters and the sounds they make. Children enjoy listening to stories and using books for pleasure. Staff miss chances for children to attempt to write their name during activities, such as on paintings and craftwork. The organisation of the session means children do not have regular opportunities to access the mark making activities provided.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children can count to 10 and beyond. Some are able to identify the numerals one to nine. Some staff use their initiative to extend children's understanding of shapes, for example, supporting children to identify that triangles have three sides. Many opportunities are missed to increase children's awareness of simple calculation throughout the session. Activities are not extended to provide sufficient challenge for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A satisfactory range of practical activities are provided to develop children's knowledge of the world. They are encouraged to find out, for example, why some objects stick to a magnet and what happens to vegetables when they are cooked. There is an adequate range of resources to enable children to design and build. They have regular access to a computer and can follow simple instructions to complete tasks. Children access few activities and resources to expand their knowledge of technology.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children show good spatial awareness, changing direction to avoid obstacles. Activities are not sufficiently planned and do not provide chances for children to develop further their large-scale movements. For example, some sit and ride toys are too small for children to use. Opportunities are missed to extend children's awareness of basic hygiene. Children show increasing control and dexterity through the use of small tools such as rolling pins, scissors and knives.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children access a wide variety of media for creative activities. They enjoy free painting on easels. Children respond positively to new experiences and are confident in communicating their thoughts, such as when smelling and feeling scented play dough. Some craft activities are adult led which does not allow children to experiment and be creative. Children have limited access to develop imaginary play experiences. Some music activities are poorly implemented.

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's 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

- improve staff knowledge and understanding of the stepping stones leading towards the early learning goals
- develop the planning scheme to identify the main learning intentions of activities, detail how activities will provide sufficient challenge for all children and record children's interests, achievements and possible difficulties so that the next steps in learning and teaching can be planned
- devise an assessment system to record children's progress towards the early learning goals, identifying their targeted next steps in learning and regularly inform all parents of their child's progress along the stepping stones
- introduce an effective method of monitoring and evaluating the quality of teaching and the organisation of the education programme
- provide regular opportunities for children to make decisions for themselves, use everyday technology, practise writing for a variety of purposes, express their own creativity, develop imaginative play and make simple calculations as part of everyday activities
- increase the frequency and range of activities to develop children's large-muscle skills.

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.