



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316735

DfES Number: 511268

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Jane Pamela Berry

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bank House Day Nursery
Setting Address 127 Blackburn Street
Radcliffe
Manchester
M26 3WQ

REGISTERED PROVIDER DETAILS

Name F & J Rivers Quality Childcare Ltd 03824414

ORGANISATION DETAILS

Name F & J Rivers Quality Childcare Ltd
Address 1 Meadowside Close
Radcliffe
Manchester
Lancashire
M26 4JR

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

Bank House Private Day Nursery has been registered since 1992. The Nursery is situated in a large renovated and extended house in the Radcliffe area of Bury. There are many local amenities nearby including the town centre within a short walking distance from the nursery. A public car park is also situated within close proximity to the premises.

There are five playrooms in all. The children are divided into babies, tweenies toddlers and pre-schoolers. There is also an out of school facility on the premises, accommodating children of mainstream school age up to the age of 11 years. There is a secure outdoor play area to the rear of the property.

The facility is registered for 76 children, of whom 58 children may be under five years of age. There are currently 93 children on roll of whom 16 are funded three year old children and four are funded four year olds. The hours of opening are from 07.30 to 18:00 and the facility closes for Bank Holidays. Full and part-time places are offered to meet the differing needs of families, including places for eligible funded three and four year old children. The nursery has close links with the Early Years Team and receives input from the advisory teacher.

How good is the Day Care?

Bank House Nursery offers good quality care for children. The provision is well organised and curriculum planning for children of all ages is good. A stimulating environment is created and children's free expression and creativity is encouraged. Children enjoy the varied range of activities and younger children benefit from sensory and exploratory play. They receive personal attention and continuity of care is promoted through a key worker system. Staff are interested in children's achievements and support their learning appropriately. Children are caring towards other children and their self-help skills are promoted, however children's independent access to resources could be further developed.

Children's safety and welfare is considered, with risk assessments for most eventualities in place, a minor improvement to include a risk assessment for the outdoor area was identified. The provider has also made some minor changes to the policies that have been reviewed in order to reflect the current guidance.

Children for whom English is an additional language currently attend the provision and are doing well. There are children with additional needs attending the provision, inclusion is actively promoted and these children are supported appropriately, ensuring successful outcomes for all children. The formal systems could be further developed to record the work undertaken with children in the early stages under the Code of Practice.

Information is shared verbally with parents, however the provider hopes to develop more formal arrangements, for example meeting with parents to discuss children's progress. Staff monitor children's progress to ensure children reach their maximum potential. Records of children's achievements are shared with parents on request. Parents have access to comprehensive policies and procedures and have made positive comments regarding the services they receive.

What has improved since the last inspection?

The provider was asked to provide policy with regard to uncollected children and to provide risk assessments for the transportation of children and the transportation of food. This has now been completed and is satisfactorily in place.

What is being done well?

- Staff are qualified, access regular training and have experience working with young children, resulting in children being happy, settled and familiar with their surroundings.
- Documentation is well maintained for all children. There are risk assessments in place and fire procedures are satisfactory. Accident and medication policies are adhered to and good personal hygiene is promoted reducing the risks of cross infection.
- A range of activities that stimulate children's learning are available. Children are having fun and are making good progress. Children have very good relationships with adults and their peers.
- Behaviour is managed positively by staff, enabling children to behave well and often resolve their own differences. Children's self-help skills are promoted. Staff understand that the child's welfare is paramount and would act in the child's best interests, should any concern's arise.
- Parents are informed verbally of children's developmental progress.

What needs to be improved?

- risk assessment for outdoor area and medication records.

- records for the early identification of children experiencing problems and the consultation with parents could be further improved.
- children's access to quality books.
- healthy eating.

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
5	Improve children's access to quality books.
8	Develop the menu's to ensure healthy eating is promoted.
12	Develop the systems already in place to involve parents more in the developmental assessments on children, and in the early identification of children experiencing difficulties under the Code of Practice for Special Educational Needs. (Standards 10 & 12)

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

How effective is the nursery education?

Bank House Nursery offers generally good education overall. Children are making generally good progress in all areas of their learning, minor areas for improvement were also identified across the curriculum.

Teaching is delivered well, and is also generally good with some minor weaknesses. An environment is provided where children feel secure and their interest in learning is fostered appropriately. Children are making relationships with adults and their peers and they enjoy an interesting and varied range of activities. The provision could offer more independent choices for children and greater access to materials for artwork and writing materials. This would increase the range of experiences and opportunities for children to practice and consolidate their skills. It would also provide greater challenges for the more able children in the group.

Leadership and management is good. The staff are supported very well by the management team who are committed to further improvement. Management meet on a frequent basis to evaluate the progress made on any areas identified for improvement and to ensure the curriculum is effective.

Provision for children with special needs is satisfactory, minor weaknesses having been identified in the early identification and monitoring of children experiencing problems, under the Code of Practice. Staff are working to develop the systems in place in order to offer additional support to children with special educational needs and the children are making generally good progress.

Partnership with parents is generally good, this is promoted through effective verbal communication, notice boards and newsletters. The nursery have identified that this is an area for further development and are in the process of setting up parents evenings in order to consult with parents and to provide them with information on the child's developmental progress.

What is being done well?

- Children enjoy learning and are having fun as they participate in planned activities that are of interest to them. They are learning right from wrong in meaningful play situations and are learning to socialise and be part of a group. They are making friendships and are caring towards others.
- Children are learning mathematical skills in everyday activities and they are beginning to recognise numbers and letters. They are interested and motivated to learn and embrace new ideas confidently. Children enjoy number rhymes and participate enthusiastically.
- Children describe their likes and dislikes and what is happening around them. They are able to talk about the past and present and predict what will happen

in a given situation. Children exercise their large muscles and move around confidently.

- Children enjoy physical exercise both indoors and outside. They use the large equipment well, climbing and negotiating objects with dexterity and control. They enjoy singing and dancing to music and attending swimming lessons.
- Children enjoy painting and are able to draw competently from observations of living things. They make up their own representations in artwork and participate well in role-plays, co-operating well together.

What needs to be improved?

- Opportunities could be extended for children to exercise choice, to access materials independently and to follow their interests and direct their own play, for example greater use could be made of children's natural creative abilities.
- Opportunities are limited to practice skills in mark making and for children to practice reading, writing and number operations throughout the daily routine.
- The more able children could be stretched further to include more complex ideas and greater challenges, for example access to programmable toys could be improved.
- The curriculum could be monitored more effectively in order to ensure the needs of all children are accommodated.

What has improved since the last inspection?

At the last inspection the provider was asked to develop the work on planning, focusing more on the learning objectives and indicating how the children will be grouped and how staff will be deployed in order to gain the maximum benefit for each child. The provider has made generally good progress with this key issue and this is now working well.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy friendships and being part of a group. They are confident and settled and are developing positive attitudes. Children behave very well. They are learning to care for themselves for example, brushing their teeth. Children are polite and respond well to praise and encouragement. Children are becoming independent, however this could be developed further increasing the personal autonomy and independent choices available to the more able children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and adults. They discuss what they are doing during play, and recall past events. They enjoy books and stories and make up their own role-plays, for example the Three Billy Goats Gruff. Children learn about letters and sounds through meaningful activities. There are however limited opportunities for children to write for a variety of purposes and practice their emerging skills in mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children identify numbers and count to ten during activities, such as counting wooden blocks at group time, and when singing number songs and rhymes. During the weekly 'number day' they count and use their knowledge of number to solve simple problems during play, but they do not do this routinely at other times. They develop a good understanding of shape, space and measure through planned activities and good questioning from staff during free play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe changes and why things happen through interesting activities, for example baking cakes. They use technology such as the computer with confidence and skill. They develop an understanding of time through discussion about routines and days of the week. They learn about the world around them through first hand experiences. Opportunities to operate equipment could be improved, for example extending the range of programmable toys.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently negotiating space well. They use the many planned opportunities, for example the swimming lessons to use their large muscles. The outdoor area is utilised well for obstacle courses, climbing and balancing, and ball skills. They use a range of equipment and tools, for example paint brushes, scissors, and activities such as water play to practice and refine their fine motor skills and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children use their imagination as they play enthusiastically in the role-play area pretending to be grown ups. They use a range of resources such as paint and collage materials to experiment and express their ideas, for example painting real flowers at the easel. The children enjoy singing familiar songs, using percussion instruments to explore sounds, and listening and dancing to music.

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

- Improve the use of resources to encourage children to make independent choices, select materials and practice their emerging skills in writing, cutting and joining materials.
- Make greater use of number operations, and opportunities for reading and writing for different purposes as children play.
- Introduce a system to monitor the effectiveness of the quality of teaching.

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.