



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY284617

DfES Number: 542802

INSPECTION DETAILS

Inspection Date 11/10/2004
Inspector Name Patricia Mary Champion

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cockleshell Neighbourhood Nursery
Setting Address Southend Adult Community College
Ambleside Drive
Southend-on-Sea
Essex
SS1 2UP

REGISTERED PROVIDER DETAILS

Name Pre-School Learning Alliance 4539003 1096526

ORGANISATION DETAILS

Name Pre-School Learning Alliance
Address Eastern Regional Centre
Century House, 4 Market Street,
Swavesey
Cambridgeshire
CB4 5QG

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

Cockleshell Neighbourhood Nursery opened in 2004. There was an established nursery operating from within Southend Adult Community College up until 2004. The nursery operates from a new purpose built two storey building sited to the rear of the college, within walking distance of schools, shops and Southend East Railway Station. The nursery serves students and staff of the college, the local community and surrounding areas.

There are currently 97 children from 6 weeks to 5 years on roll. This includes 6 funded 3 year olds. Children attend for a variety of sessions or flexible full day care. The setting supports a number of children who have special needs or who have English as an additional language.

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

Thirteen staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from Southend Sure Start and the Pre School Learning Alliance (PSLA).

How good is the Day Care?

Cockleshell Neighbourhood Nursery provides satisfactory care for children.

The organisation of this new nursery is developing well. The staff team are working hard to learn and adapt to new responsibilities. Due to the high adult to child support the youngest children feel secure and settle quickly into the nursery routine. The premises are clean and bright, creating a child orientated and comfortable environment. Toys, equipment and materials are used to provide a balanced range of activities that promote learning. A comprehensive operational plan has been developed to link directly with the National Standards. Other documentation is

mostly in good order.

Children's welfare and safety is a paramount consideration and staff undertake comprehensive risk assessment inside the premises and in the outdoor area. Staff sensitively promote good hygiene procedures, however the nappy changing facilities and hygiene practices are not consistent throughout the nursery. Children are supervised by adults who are caring and respond to their individual needs. Staff provide meals and snacks with regard given to children with allergies or special diets. There are appropriate systems in place to deal with child protection issues.

Children and babies follow a planned programme of worthwhile and fun activities designed to help them make progress in their development and learning. They can confidently choose their toys and initiate their own play. The staff promote language development by asking questions, reading stories and singing songs. Children respond generally well to the staff's expectations for behaviour and play co-operatively with each other. The policies regarding equality of opportunity and special needs cover all aspects of the nursery's work.

There is a friendly partnership with parents; information is shared through visual displays, newsletters and verbal feedback is given. Parents speak positively about the nursery.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Considerable time and effort has been spent in developing the comprehensive operational plan. This covers contingency arrangements and ensures that good use is made of staff, space and resources so that children are well cared for.
- A key worker system is in place and the staff are working hard to get to know the children. They spent time observing and evaluating the children's progress and the activities. Staff have started using the Birth to Three Framework when supporting children's learning and development.
- The purpose built building provides an extremely welcoming environment for children and parents. Extremely good quality play equipment and furniture is provided for all ages. Effective storage allows children to access and choose their toys easily.
- The safety of children is paramount with an excellent security system preventing unwanted visitors as well as ensuring that children remain safe while on the premises.
- The staff actively promote equality of opportunity and anti-discriminatory practice. All children are included; their differences acknowledged and valued. Children and families who speak English as an additional language are particularly well supported. The manager spends time with each parent

prior to the children starting to gather comprehensive information to ensure that individual needs are met. Resources throughout the nursery reflect positive images of culture, ethnicity, gender and disability.

- Staff are building good working relationships with parents and carers to provide a co-ordinated approach to the care of children. Parents are well informed through newsletters and informal contacts with staff. The nursery makes good use of home contact books to share information with parents and carers about their child's day.

What needs to be improved?

- the arrangements for nappy changing
- documentation; policies, procedures and the prospectus to meet the revised National Standards.

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

Std	Recommendation
7	Review the arrangements and facilities for nappy changing in order that good hygiene practices are maintained.
14	Review and update policies, procedures and the prospectus to meet the revised National Standards and include a procedure in the event of a child being lost.

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 Cockleshell Neighbourhood Nursery is good. It enables children to make generally good progress in all areas of learning.

The quality of teaching is generally good overall although there are some weaknesses. The activities are presented in a meaningful way and provide children with a good range of practical situations to develop in their learning. There is a new staff team delivering the Foundation Stage. Although there is a broad curriculum with strong links to the early learning goals and stepping stones, some staff have not had recent experience of working with three and four year olds. They have not yet had input into the planning and are still getting to know the children. The planning cycle is to be developed further. Staff are also focussing on care routines such as setting up tables for snack. The children's needs are well supported in small group and one to one activities. The children's learning is not maximised during larger group activities. A system is in place to support children with special needs.

The leadership and management are generally good with some very good aspects. The manager and deputy are responsible for the day to day running of the nursery. The setting is owned and governed by the PSLA. The nursery is strongly committed to the improvement for care and education for all children. A system for monitoring and evaluating the provision for nursery education has been set up. The key personnel know what needs improving. Staff are keen to attend training and regular appraisals are held.

Partnership with parents is generally good. The parents are given very good information about the provision through newsletters and visual displays. They are regularly informed of the current theme. The key worker system provides a named person for the parents to share observations or concerns and to find out about their progress. This is supported extremely well by the home liaison books.

What is being done well?

- Staff provide a stimulating learning environment and well planned resources which create a good atmosphere for learning. The children are happy, confident and involved in the activities.
- Good channels of communication are created with the parents and carers, which help ensure the children are progressing well.
- Children's imagination is nurtured and fostered both through the variety of role-play opportunities and when making up their own puppet shows.
- The success of the transition into the new nursery is due to the commitment of the nursery management and the room leaders. They have worked extremely hard to induct the new staff team prior to this inspection. Great

care has been put into staff recruitment. The manager and deputy are forward thinking and have developed a sound base for good quality nursery education.

What needs to be improved?

- the staff's confidence in using the Curriculum for the Foundation Stage
- the planning and assessment cycle
- the management and organisation of larger group activities within the everyday routine.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are building relationships with the staff and each other. They choose between activities and select resources for themselves. They are starting to concentrate on their tasks and are proud of their achievements. Children new to the nursery express themselves with developing confidence and share ideas. They know when they have to listen and mostly behave well by resisting distractions. The range of resources allows children to learn about customs, foods, clothes and festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use speech and language for a wide variety of purposes. They talk animatedly about their experiences and ideas. Children are building up a vocabulary that reflects the topics and themes. There are plenty of labels and daily access to books where children choose to read for enjoyment. Children recognise their name and record ideas during planned activities. However, there are missed opportunities for children to experience mark making and practice writing skills through role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numerals, count to ten and beyond and use number names in everyday contexts as they learn through play. They use calculation skills as they count, sort and group objects and sing number rhymes. Mathematical language such as longer, smaller, heavier or lighter is explored through purposeful activities such as weighing, water play and measuring with a ruler. Children talk about and recognise simple shapes, patterns and explore symmetry.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children notice what happens as they pump water or sieve sand. They have developing confidence in using the computer and carefully use construction toys, fitting pieces together to reach the desired end result. Children discuss days of the week and observe the weather at circle time. They learn about the natural world by planting beans and watching them grow; they are occasionally taken to the park or the beach. Children learn about the wider world by celebrating festivals and traditions.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show a good awareness of space as they move around inside or outdoors. They ride scooters and bikes with expertise, manoeuvring to avoid obstacles. Children confidently balance and climb on apparatus and enjoy rolling hoops and pushing trolleys. They handle and manipulate play dough by patting, squeezing and rolling. Children use scissors safely and spread glue with precision. Health, bodily awareness and hygiene procedures are covered through topics and the everyday routine.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children show great interest in what they see, hear, touch and feel. They recognise colours and a range of materials are used to allow children to explore texture. Resources such as the puppet theatre are effective in developing imagination when the children take on different roles and characters. They also enjoy using their imagination through dressing up and role-play. Children enjoy learning new songs and they sing enthusiastically. They explore the sounds made by musical instruments.

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 staff confidence in using the Curriculum for the Foundation Stage so that they maximise children's learning in all areas. Consider how the staff delivering the curriculum can have more input into the planning
- continue to develop the planning and assessment cycle to include differentiation and the next steps in learning
- review how the daily routine is organised particularly with regard to managing larger group activities such as snack time, outdoor play and the use of the break out room.

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.