



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 503654

DfES Number: 536693

INSPECTION DETAILS

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| Inspection Date | 17/11/2003 |
| Inspector Name | Sandra Jean Russell |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Fieldside Day Nursery |
| Setting Address | Main Street Great Heck Goole North Yorkshire DN14 0BQ |

REGISTERED PROVIDER DETAILS

| | |
|------|----------------------|
| Name | Mrs Gail Louise Hope |
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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

Fieldside Day Nursery opened in the summer of 2001. It is a purpose built property set in 4.5 acres, in the quiet rural village of Great Heck. It is within easy reach of the A 645, A19 and M62 and is accessible from surrounding villages.

The owner of Fieldside is Mrs Gail Hope. She is a qualified nurse and employs a team of qualified and experienced staff. The nursery operates for 51 weeks of the year and is open from 7.30 to 18.30 - Monday to Friday.

The nursery is a two storey building, with children under two on the first floor and the over twos on the ground floor. The outdoor play area offers lots of open space and use is made of the surrounding countryside. Whilst primarily care offered is for children up to the age of five years, there are limited places for school age children, in order to offer continuity of care.

Educational funding is available for children who have reached the age of three. There are currently six funded four year olds and seven funded three year olds attending the nursery.

Procedures are in place to identify and support children with special educational needs, at the present time there are two children receiving this support. Although there are no children attending the nursery for whom English is an additional language, satisfactory arrangements are in place to provide the care required, if they should do so.

How good is the Day Care?

Fieldside Day Nursery provides good quality care for children. The premises are safe, clean and welcoming. Clear routines help children feel secure and staff ensure that individual needs are addressed. Dietary needs are attended to well. There are, however, minor documentation issues to be addressed.

A good range of toys and equipment ensures that the children's interests are

fostered and developed. The activities provided help children progress and play imaginatively. Staff working with babies are sympathetic to their needs and provide them with the care and attention they require. Behaviour is managed very well. Staff present as good role models, encouraging the children to use good manners, share and help each other.

Partnership with parents is very good. The parents are provided with good quality information about the setting and ongoing communication ensures that they are updated about their children's progress. A warm, welcoming atmosphere ensures that families are comfortable and at ease in the setting.

What has improved since the last inspection?

At the last inspection the nursery was asked to introduce a more effective system for staff records and to nominate a key worker for the out of school children. Both these issues have been addressed. An individual file system is in place for staff records. Mrs Gail Hope is now the key worker for the out of school children, providing them with a supportive role.

What is being done well?

- The nursery plans and provides a good range of activities for children of all ages, both inside and outside the setting. The children are encouraged to play imaginatively, thereby developing their curiosity and interest.
- A warm, welcoming atmosphere provided by the displays and information available, along with the friendly nature of the staff, ensures that parents and children feel at ease and comfortable in the setting.
- Health and safety are addressed well. Care is taken to ensure that the children are protected from all hazards. They are encouraged to be aware of hygiene procedures through everyday activities such as brushing their teeth.
- Children's individual needs are addressed well. Children with special needs are supported by staff, who ensure that they are included in everyday activities. The nursery works alongside other professionals to ensure that the care and education provided is appropriate to the individual child.
- Behaviour is managed very well. Staff praise the children for their achievements, which is in turn shared with the other children. The children are encouraged to share their activities and help around the setting, for example by setting the lunch tables. Manners and politeness are fostered by the examples set by the staff.
- Parents are provided with good quality information about the setting. Policies and procedures are made available and ongoing information is provided on the well placed notice board and in termly newsletters. Staff take time to listen to and communicate with parents at all times.

An aspect of outstanding practice:

The outdoor area has been developed to provide children with exciting opportunities to plant, grow and harvest their own vegetables. They are then encouraged to

prepare, cook and eat their produce. This provides the children with a wealth of imaginative learning opportunities. Animals and birds provide added interest. The nursery's rabbits, gerbils, guinea pigs, parakeets and chickens, along with nearby sheep and horses, enable the children to learn about and appreciate the natural world. The children can also explore the physical challenges that are provided by the outdoor equipment and toys.

What needs to be improved?

- Documentation, medication records require parents signatures.

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 |
|-----|--|
| 7 | Ensure forms relating to the administration of medication are signed by parents. |

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

How effective is the nursery education?

Fieldside Day Nursery provides a stimulating environment where children make generally good progress towards the early learning goals. Progress made in personal social and emotional, creative and physical development, and knowledge and understanding of the world is very good. Generally good progress is made in mathematical development and communication language and literacy.

The quality of teaching is generally good. The environment is bright, with children's work being attractively displayed, and resources easily accessible to children. Staff plan a good balance of child and adult initiated activities and manage children's behaviour very well. Staff have developed very good relationships with children, they are cheerful and welcoming and give children good support as they play and learn. Some minor weakness in the knowledge of the foundation stage curriculum over the staff group results in some missed learning opportunities in mathematics and communication language and literacy and the progress made in these areas. Planning is clearly organised, is linked to the stepping stones and ensures coverage over all areas of learning. Staff have a good knowledge of the progress made by children and use this to plan the next step of children's learning.

The leadership and management of the nursery is generally good. There are clear well organised systems in place and staff are well supported through the management structure. Very good team work is apparent. A strong commitment has been made to the on-going improvement of the nursery, including an action plan to ensure all staff training needs are addressed, although this has not yet been implemented.

The partnership with parents is very good. Good information about the curriculum is available. Parents are very well informed about their child's progress through weekly profiles and discussions with staff. They are very happy with all aspects of the nursery, including the progress being made by their children.

What is being done well?

- Staff give a high priority to nurturing children's personal, social and emotional development. Children approach staff with confidence and their independence is encouraged through appropriate activities, for example, setting the table at lunchtime and helping to tidy away.
- Very good use is made of the stimulating outdoor environment. Children are given many relevant first hand experiences, for example caring for animals and are able to experience the natural world around the nursery as a large part of their everyday routine.
- Staff have high expectations of children's behaviour and children behave very well.

- A high priority is given to the partnership with parents. Parents are very happy with all aspects of the nursery. They find staff approachable and are very well informed about their child's progress.
- Children's creative development is very well fostered. Children show good imagination in play and have many first hand experiences to stimulate them to use and respond to their senses.
- The nursery environment is very bright, interesting and welcoming. Children's work is valued and attractively displayed.

What needs to be improved?

- the knowledge of staff of the foundation stage curriculum and the stepping stones leading to the early learning goals
- the opportunities for children to ascribe meanings to marks in meaningful situations
- the challenge offered to children when solving simple practical number problems

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children show a very positive attitude to learning and are very interested in the activities available. Children are confident and secure in their relationships with staff, they readily approach them to make requests, or talk about what they are doing. The pride shown in their achievements, when, for example, completing a shape picture or matching words, is reinforced by positive encouragement from staff. Children are becoming increasingly independent and behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Many children speak clearly and with confidence. They listen with interest and enjoyment to stories and handle books well. They are introduced to new vocabulary which is used appropriately when playing with vehicles. Children can match letters and words and some children link letters to sounds. Many recognise their names in a variety of situations. Although some mark making opportunities are available, children are not sufficiently encouraged to ascribe meanings to marks.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children show an interest in numbers. They count well by rote to ten and beyond as a group with Percy Parrot or when completing the calendar, and some count up to five objects accurately. They enjoy playing with shapes and use them appropriately, fitting them together when making patterns and completing puzzles. Children enjoy singing number rhymes, however they are not sufficiently challenged when solving simple practical number problems due to missed learning opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children explore and investigate the natural environment around the nursery with interest and enjoyment. They notice and talk about changes in the weather when going to visit sheep in the nursery grounds. They have very good opportunities to plant seeds and experience changes when growing vegetables to make into soup. They build well with construction materials and with a range of materials that are self selected. Information, communication technology equipment is used with increasing skill.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move with confidence and enjoyment both indoors and outdoors. They learn about healthy eating and good hygiene through their daily routines, when brushing their teeth and eating healthy snacks. They have opportunities to express themselves appropriately through movement sessions with a specialist teacher. Children use tools correctly and explore malleable materials with increasing skill.

| CREATIVE DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| Children explore colour, texture, shape and form with interest and enjoyment through painting, collage, drawing and modelling. They show good imagination when playing with vehicles in the soil tray, with the train track and in the hairdressers. They have opportunities to explore sound through a range of experiences including using suspended pans outdoors. They use their senses with interest, for example, when outdoors feeling the cold weather and when playing with clay. | |

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

- Key Issues.
- ensure staff have a good knowledge of the foundation stage curriculum and the stepping stones leading to the early learning goals
- provide more challenge to children when solving simple practical number problems.

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.