



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 127202**

**DfES Number: 510072**

### **INSPECTION DETAILS**

Inspection Date      22/09/2003  
Inspector Name      Joanne Wade Barnett

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Glebe House Nursery  
Setting Address      226 New Hythe Lane  
                            Larkfield  
                            Aylesford  
                            Kent  
                            ME20 6PT

### **REGISTERED PROVIDER DETAILS**

Name                      Ann Dean

## 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

Glebe House Nursery opened in 1995. It operates from the ground floor of a large house on the main road within easy access of the motorway and local facilities. The nursery group has access to five rooms and an enclosed outdoor area. Children attending come from the wider community.

The nursery is registered to take 45 children under five years, this includes funded three and four-year-olds. Children attend a variety of sessions each week.

The nursery opens five days a week during the year from 8.00am to 6.00pm.

Twelve full and part time staff work with the children. The majority have early years qualifications or are currently attending training. The setting receives support from a qualified teacher.

### How good is the Day Care?

Glebe Day Nursery provides satisfactory care overall for children aged 0-5 years.

Staff provide a secure, caring and welcoming environment for the children, however cleaning procedures of the building inside and equipment outdoors are not effective. The premises are secure and staff are fully aware of their role for the safe arrival and collection of children. There are a range of informative policies and procedures in place and available for parents.

The children are supervised to a high standard with positive interaction from a professional and friendly staff team. The staff encourage children to learn about personal hygiene through the daily routine. Staff are informed and aware of the importance of good hygiene practice to prevent the spread of infection. Children are encouraged to be independent when visiting the toilet, however during meal times there were less opportunities.

The staff offer a full range of activities to stimulate and interest all children. Activities are adapted to allow participation and access for all the children. Staff are aware of

individual children's development and plan activities for each child's ability. Children confidently join in activities and will ask for further equipment if needed, however the toddler room was less industrious and would benefit from soft furnishing to encourage children to use the excellent selection of books. Babies benefit from mixing with the older children over the lunch time period. Children clearly enjoy their daily outdoor play and spend as much time in this area weather permitting.

The nursery has an effective relationships with parents, offering a wide range of information for parents within the nursery and to take home, however this should be streamlined to help parents focus on key information available. Parents are encouraged to participate where necessary and the nursery have introduced a suggestion box.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- Staff provide a safe, caring and welcoming environment for children. Children arrive happily and generally settle quickly;
- The premises are secure and staff provide an effective system for the safe arrival and collection of children;
- The policies and procedures for the setting are clear and staff implement these well;
- The nursery have a varied range of toys and play materials to promote play opportunities for children. The selection of books in particular are stimulating;
- The children benefit from a large secure garden where they can play with a number of activities.

#### **What needs to be improved?**

- cleaning procedures;
- organisation of the book area;
- information displayed for parents;
- organisation of sleeping children;
- knowledge and understanding of equal opportunities issues.

#### **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
3	provide suitable equipment to encourage children to use the book area
3	ensure dressing up clothes are available on a regular basis
6	ensure that children are equipped with appropriate furniture and bedding while sleeping
9	further develop staff's knowledge and understanding of equal opportunities issues
12	ensure information for parents is clearly displayed

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

### How effective is the nursery education?

Children are making acceptable progress at Glebe House Nursery, however, there are significant weaknesses in the provision.

There is a stable staff team, committed to ensuring children benefit from a wide range of learning experiences. A variety of play opportunities enable children to make progress, but this is limited by a lack of effective planning and utilising the opportunities offered in everyday activities.

The quality of teaching is generally good in areas of personal, social and emotional and physical development. There are some significant weaknesses in other areas of the curriculum, although training and support in implementing the highscope use of planning and reviewing children's experience and progress is providing staff with a good understanding of assessment and the use of the early learning goals to plan their development.

Children have a variety of play opportunities to progress their development but staff do not make enough use of everyday routines and events, such as group activities, free play and snack times, to develop and reinforce learning. Opportunities for conversation and learning during these times are not always instigated by staff, and opportunities to extend children's understanding are lost. Staff plan and deliver a variety of activities during organised play but do not always take spontaneous opportunities to extend children's learning.

There are no children with special educational needs at the nursery, but the proprietor has trained to co-ordinate and support children with special needs.

Leadership and management are satisfactory: there is a commitment to develop staff skills but there are some weaknesses in the monitoring and evaluation of the curriculum.

Partnership with parents is good, with a variety of information available to parents: on notice boards, newsletters, policies and consultations. Parents are encouraged to share information with staff who have positive relationships with them.

### What is being done well?

- Children's personal, social and emotional development is good. There are effective strategies to manage behaviour and children are able to sit and concentrate for quite lengthy periods. Staff have good relationships with the children.
- The environment is very attractive and there are regular outdoor play sessions with a good variety of outdoor play available.

- The plan, do, review sequence adopted from Highscope training has benefited the children who are able to think about and take responsibility for their own play and learning, encouraged by the staff.

#### **What needs to be improved?**

- the opportunities children have to use writing and numbers in their everyday activities, particularly in free play and during everyday routines.
- the opportunities children have to investigate, explore and experiment with natural objects, as well as to discuss textures, shapes and their senses.

#### **What has improved since the last inspection?**

At the last inspection the nursery were required to develop opportunities for children to: Experience writing and the sounds that letters make. The staff have introduced opportunities during each session registration times to learn about letters through the use of names and labels. This has enabled children to understand the basic ideas of written language but there are still too few play activities and routines which build on this knowledge and understanding.

Provide more opportunities for children to choose their own resources and initiate learning: The highscope methodology adopted recently has increased opportunities to assess and plan for children's progress.

Develop plans for children's learning, using information from assessments to regularly update all six areas of the curriculum, concentrating on Communication, Language and Literacy and Mathematical Development: the planning references all six areas of the curriculum and there are resource lists to support this. However, opportunities are frequently missed when activities could progress learning: during free and structured play there is little use of writing and at snack times there is little conversation about the numbers of cups, biscuits or simple addition and subtraction.

Develop short term planning to ensure all aspects of the six areas are given appropriate emphasis. State what a child is expected to learn from activities: There is good play provision with a variety of toys and equipment outlined in the daily planning. There is not always sufficient challenge or opportunity to extend children's progress as many of the sessions in the daily routine are not included in the planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are making good progress in this area. They have adopted highscope methodology; using planning and review times to encourage children to think about choices, and be able to initiate their own learning. Children's behaviour is good, they communicate well and confidently and play co-operatively. Children are secure and confident, play and talk together well, and are able to sit and concentrate well. They are independent and are encouraged to make their own choices.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are making limited progress; they enjoy the plan, do, review sequence play; staff record children's plans, comments and observations on their play. Opportunities to write during play and activities are limited by lack of examples available and few challenges planned by staff. Children often had names written for them by staff, though several three and four year olds are beginning to write. Children choose from a variety of appropriate books and use these well.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are making limited progress in this area; they are able to count small numbers of items and describe mathematical processes, such as the sand wheel being made to go round by pouring sand fast or slowly but many spontaneous and everyday opportunities to demonstrate the meaning of numbers or mathematical ideas are missed: for example, during break there was no discussion about the shape or size of biscuits, counting of beakers or simple demonstrations of addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children progress in this area but there are some weaknesses. There is a limited variety of resources and staff celebrate only two multicultural festivals: Diwali and Chinese New Year. Children have excellent opportunities to experience the natural world but staff do not consistently stimulate or extend their learning during activities outside where there is a rich variety of natural objects to explore. There is a limited programme of visitors to the nursery or visits made by the children.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are making good progress in this area: they have access to an attractive and spacious outdoor play area and a variety of toys and apparatus which enables them to develop a good sense of space, move confidently and skilfully. Staff provide support and instructions to enable children to progress in their development. Children do not always have access to sufficient equipment in order to make choices and to fully participate.

## **CREATIVE DEVELOPMENT**

Judgement: Significant Weaknesses

Children are making limited progress in this area. They are offered choices and supported well during structured activities but they experience little challenge during free play or imaginative play. Sand is frequently available, but the tools are limited and do not offer good opportunities for learning. Lack of planning of this activity and limited suggestions or guidance from the staff for the children did not enable them to progress in their learning.

**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 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**

- increase staff knowledge of how to use everyday activities and routines to help children develop their understanding of writing and of simple number operations;
- increase the opportunities that children have to experience knowledge and understanding of the world: through multi cultural play, celebrations and through visits and visitors;
- develop children's play plans by describing the next steps in their learning;
- ensure that plans for learning include free play and everyday routines.

*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.*