



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127342

DfES Number:

### INSPECTION DETAILS

Inspection Date 16/05/2003  
Inspector Name Christine Robinson

### SETTING DETAILS

Setting Name Little Scholars Nursery And Busy Bees Club  
Setting Address Church Hill  
Ashford  
Kent  
TN26 3JB

### REGISTERED PROVIDER DETAILS

Name Tracy Finniss

### ORGANISATION DETAILS

Name  
Address

## 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

Little Scholars Nursery has been registered since 1993. It is registered to provide full day care and out of school care for 40 children; of these, 29 can be aged between two and five years. It does not provide overnight care. The nursery is one of a group of three nurseries which are organised as a registered charity and run by a committee. The committee employs two full time managers to manage the nursery. The nursery occupies its own premises which consists of two mobiles which have been joined together. It comprises one large area, divided into two smaller areas by a curtain, an office, kitchen and cloakroom facilities. It is set in the grounds of the village primary school in High Halden, a village between Ashford and Tenterden, and has its own small paved outside area plus use of the school playing field. The nursery is open throughout the year. The nursery is open from 9:00-3:30 in term-time and from 8:30-4:00 in the school holidays. Children attend on a full or part time basis. There are 42 children on the roll. This includes six funded three year olds and fourteen funded four year olds. The nursery accepts children with special educational needs and supports one child with English as an additional language. Apart from the two qualified nursery managers, there are seven nursery and out of school staff and six staff who only work with the holiday club; some are full time and some part time. Of the staff working with the nursery children, only one is qualified but two are due to complete a qualification and three are due to start training. In addition, there are five lunch time staff, three of whom are voluntary. The nursery has just started to receive support from an Early Years Advisory teacher.

### How good is the Day Care?

Little Scholars Nursery offers satisfactory care for children. The managers of the nursery are qualified and experienced and work well together to organise a team of staff. Only one member of staff is qualified but two others are completing training. Children have plenty of space to play within a bright and well equipped mobile building which is made welcoming with colourful displays. Most of the time, children remain with their own age group which means that they are given appropriate activities but can also lack opportunities to learn from each other. The paperwork and the policies and prospectus are currently being re-written. Staff have a generally

satisfactory awareness of health, safety and hygiene issues although there are no formal risk assessment procedures. Staff are willing to cater for children with special dietary needs and a range of snacks and drinks are provided. There is an awareness of meeting children's individual needs including those who have special educational needs and appropriate contact is made with parents and therapists. The nursery has a wide range of toys and resources to stimulate all areas of development and learning through a variety of interesting activities. Staff act as good role models for behaviour and effective strategies are used to manage children's behaviour. Parents are kept informed of children's progress in a variety of informal and formal ways. Staff see parents as partners in children's learning.

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

Three actions were identified at the last inspection. The first concerned the appointment of a committee and nominated person and the keeping of staff details including proof of vetting. A committee is appointed and staff details are kept although some police checks are still outstanding. The second action related to the production of a medication policy which has been done. The third action related to the number of qualified staff and the operational plan. There is only one qualified member of staff but two more are completing training and the operational plan is not yet complete but in the process of being done. This last point is picked up as a recommendation to Standard 14.

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

Staff set challenges for all children including those with special educational needs. There is an effective system in place including liaison with other professionals to provide good support to children and parents. (Standard 10) Staff have high expectations of children's behaviour and children understand routines and know what is expected of them. Staff encourage children to care for others and to consider the results of their actions. (Standard 11) Staff work in partnership with parents and parents are able to affect decision making through the management committee. Staff share observations about children's learning through conversation, formal records and contact books. (Standard 12)

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

the implementation of formal risk assessment procedures; (Standard 6) the provision of written consent from parents for children to receive emergency medical treatment; (Standard 7) the maintenance of required records for at least two years; (Standard 14) the writing or updating of policies/ prospectus especially complaints, child protection and lost and uncollected child procedures. (Standards 2, 13 and 14)

#### **Outcome of the inspection**

Satisfactory

## WHAT NEEDS TO BE DONE NEXT?

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
2	write a procedure for lost and uncollected children.	30/06/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
6	ensure planned risk assessment includes the effectiveness of systems to ensure the safe arrival and collection of children;
7	obtain written consent from parents for children to receive emergency medical consent;
14	ensure that the required records are kept for at least two years;
14	update the nursery's policies to ensure that they relate to current legislation and reflect individual practice.
13	update the child protection policy to include the procedures where there are allegations against staff or others;

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

### How effective is the nursery education?

Little Scholars Nursery offers generally good quality education where children enjoy learning through a range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in gaining number and language and literacy skills. Teaching is generally good and staff set challenges for all children. Staff have a clear understanding of the areas of learning and plan activities to sustain children's interest. Children are kept mostly in the same age groups which can mean they lack opportunities to learn from each other. Staff use a range of resources to promote learning and work well as a team. They have high expectations of behaviour and encourage children to be independent. The system to record the assessment of learning has recently been changed. It matches the stepping stones and informs planning but there is insufficient evidence yet that the system is being used effectively to record progress. The curriculum is planned in detail but little written evidence of topic planning or the evaluation of activities is kept. Leadership and management is generally good. The committee devolve responsibility to the two managers. They have a good relationship and support staff to provide an environment within which children can learn. Efforts have been made to increase the number of qualified staff and plans include the provision of written staff appraisals, the revision of policies and the consolidation of new recording systems. Partnership with parents is very good; parents are made welcome and are encouraged to become involved in their children's learning.

### What is being done well?

Parents are kept well informed about their children's progress through informal verbal contact, reports and contact books. They are encouraged to share what they know about their child during the settling in process and are involved in their children's learning through, for example, a 'fun bag' scheme. Staff have a clear understanding of the six areas of learning and activities are well planned to engage and sustain children's interest and learning especially with reference to language and number skills.. Staff set challenges for all children. Children with special needs receive additional staff support to help them take part in everyday activities. The managers and staff work well together as a team to provide a secure and welcoming environment. As a result, children show good powers of concentration and behave well.

### What needs to be improved?

the further development and refinement of the newly planned assessment system to evaluate activities and help plan the curriculum; written appraisals for staff; opportunities for three and four year olds to have more choices and to learn from each other through, for example, extended role play.

<b>What has improved since the last inspection?</b>
Since the last inspection in 1999, the setting has made generally good progress in the two key issues: 1) to improve the assessment by monitoring children's progress in all six areas of learning; 2) to enhance children's physical development by investigating ways of using climbing apparatus. Children's progress is now monitored in all six areas of learning through detailed written observations. The results of the observations now inform weekly curriculum planning. Children continue to have a limited range of climbing opportunities although the nursery are now able to occasionally use the apparatus in the school hall. However, the development of physical skills is well established in all other areas. A recent balancing equipment set is now used.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress and are interested in the activities provided and show good concentration. Older children especially talk confidently to adults and children form secure relationships with each other. All children are encouraged to be independent and to care for themselves. They learn to share and become a part of small and large groups. Children spend most of the time in the same groups which can mean they lack opportunities to learn from each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress and converse well with adults and other children. They are fluent speakers and can use language for a variety of purposes including to express their feelings. Children are able to practise early reading and writing skills and the ablest children are beginning to read and form letters. They are familiar with books and stories and listen with enjoyment and interest.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress is very good. Children can say and recognise numbers from one to ten and some can go beyond ten. Children learn about size, shape, position and concepts of addition and subtraction through formal activities such as work sheets and flash cards and through play based activities such as action rhymes, dough and water.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress is generally good. The nursery is situated in a village and children develop a sense of community through planned walks, through project work and through visitors to the group. Children are able to explore and investigate the natural world through a variety of activities including water and simple experiments with magnets. Children gain experience of the wider world through books, posters, cooking and the celebration of a variety of festivals.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Despite the limited space, children's progress is generally good. They move confidently with control and practise inside and outside by using a range of physical play equipment and through musical activities such as marching. Children develop hand/eye co-ordination through a good range of toys including puzzles and construction and through the use of scissors, brushes and pencils for craft work and early writing activities.

### CREATIVE DEVELOPMENT

Judgement:	Generally Good
Children make generally good progress and learn about sound, rhythm and rhyme through a range of musical activities and about colour and shape through activities such as junk modelling and painting. The structure of the nursery routine limits the chances for children to extend imaginative play, especially role play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y



<b>OUTCOME OF THE INSPECTION</b>
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.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
develop and refine the assessment system and evaluate activities to inform the planning of the curriculum; devise a system of written appraisal for all staff; review the nursery routine to provide opportunities for three and four year old children to have more choices and learn from each other through, for example, extended role play.

## **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.*