



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY226050

DfES Number: 539932

INSPECTION DETAILS

Inspection Date 07/01/2004
Inspector Name Carolyn Thompson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Stretton Day Nursery
Setting Address Tanglewood, Derby Road
Stretton
Burton-on-Trent
Staffordshire
DE13 0DF

REGISTERED PROVIDER DETAILS

Name Mrs Helen Louise Eaton

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

Stretton Day Nursery opened in 2002. It operates from a bungalow situated on a major link road leading into Burton-on-Trent. The nursery serves the local area.

There are currently 42 children from nought to eight years of age. Children attend for a variety of sessions. The nursery supports children with special needs.

The group opens five days a week all year round. Sessions are from 07:30 to 19:00.

Nine full time and six part time staff work with the children. Over half of the staff have early years qualification to NVQ level 2 or 3. The remaining staff are currently working towards a recognised early years qualification. The nursery receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Stretton Day Nursery provides good care for children. They provide a warm, friendly, welcoming environment for children and their parents.

Detailed policies and procedures are available in the operational plan. A comprehensive recruitment and induction policy is in place for the employment of new staff. All staff have a good awareness of the need for confidentiality, however there is no written policy. There is good use of space and effective deployment of staff to ensure that the needs of children are met. There are a wide range of resources available to the children. Resources that reflect equal opportunities and positive images available to the children are limited.

Appropriate steps are taken by the staff to ensure that children are cared for in a safe, clean environment. Children's individual needs are recognised and responded to appropriately by staff, including those children with special needs. Staff are aware of children's individual dietary needs. The children enjoy eating a range of healthy meals and snacks.

Staff have a good understanding of child protection procedures.

A wide range of activities are planned, which ensures that all children are able to participate at their appropriate age and stage of development. Activities cover all areas of learning. Detailed records are kept of children's learning and development. Staff effectively use positive reinforcement to promote children's good behaviour.

Partnership with parents is good. A comprehensive information pack is available for new parents, and regular newsletters and an informative notice board ensures that they are fully informed about the nursery. Parents have access to children's written development records and are encouraged to talk to staff when they bring or collect their child. The nursery holds open evenings for parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staffs recognition and response to children's individual needs, including those children with special needs.
- Staff work effectively together to ensure that children and their parents are provided with a warm, friendly, welcoming environment.
- Partnership with parents is good. They are provided with a comprehensive range of information to ensure that they are fully aware of their child's care and development and about the provision offered by the nursery.

What needs to be improved?

- range of toys and equipment which reflect equal opportunities and positive images
- policy with regard to the protection of children's and parents confidentiality.

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	Increase range of toys and equipment available to children which reflect equal opportunities and positive images.
14	Provide a policy which reflects the nursery's commitment to children's and parents confidentiality.

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

How effective is the nursery education?

Stretton Day Nursery provides good quality provision overall which helps children to make generally good progress towards the early learning goals. The children enjoy and participate in a range of activities covering the six areas of learning. There are some weaknesses in the area of knowledge and understanding of the world. The curriculum planning does not identify the stepping stones as defined in the Foundation Stage of the curriculum.

Teaching is generally good. Children's progress is recorded by their keyworker following observation and assessment. Children's assessment records do not record children's development against the Foundation Stage of the curriculum. Staff are aware of children's next steps for development but these are not identified on children's developmental records. Staff work effectively to ensure that they include all children. Staff have undertaken training to enable them to support children with special needs. They work closely with children's parents and other professionals to meet children's individual needs.

Leadership and management is very good. The nursery owner and the person-in-charge support staff well providing them with effective leadership and management. Staff attend relevant training with regard to the foundation stage. There is a strong commitment to training and professional development. Staff work well together as a team to ensure that children's care, learning and developmental needs are met.

Partnership with parents is very good. Staff ensure that parents are kept well informed about their child's progress and the next stage of development. A detailed information pack is available for new parents. An informative notice board is situated in the main entrance. The nursery's operational plan with policies and procedures is available to parents. Parents and children are encouraged to bring items from home to complement planned activities and themes.

What is being done well?

- Mathematical development is very good. Children are learning to count confidently up to 10 and beyond. They learn about numbers through a range of planned and spontaneous activities.
- Partnership with parents is very good. The nursery ensures that parents are fully informed about the provision offered. Staff work closely with parents to meet children's individual needs.
- Children's independence, confidence and self esteem are appropriately developed and encouraged by staff.
- Teamwork is good with staff working effectively together to meet children's individual care, learning and developmental needs.

What needs to be improved?

- children's experience and understanding of other cultures.
- resources in the areas of equality of opportunity, diversity and technology
- role play opportunities which enable children to engage in imaginative play based on their own first hand experiences.
- curriculum planning so that it identifies the appropriate stepping stones as outlined in the Foundation Stage of the curriculum.
- children's assessment records so that they identify children's development against the Foundation Stage of the curriculum and children's next steps for development

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show a keen interest in activities and are developing concentration and independence skills. They enjoy activities which help them to learn about themselves and their family. Children have limited experience of other cultures. Children share and take turns. Children's behaviour is good. Children, through planned and spontaneous activities, are developing confidence and self esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to and enjoy stories. They confidently sing familiar rhymes. They use familiar language during imaginative play. Children enjoy looking at books and they handle these correctly. Children's vocabulary is extended by the introduction of new words. They are learning to link sounds to letters. Children are beginning to recognise their own names and some were, with help, beginning to write it. Children using a range of tools to enable them to develop writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count during planned and spontaneous activities. Some children are able to count confidently up to 10 and beyond, others achieve this with help. They are beginning to recognise numbers in a written format. Children are becoming familiar with number rhymes and explore in a practical way the concepts of addition, subtraction, more than and less than. Children are learning about shape They enjoy making cakes, weighing out and measuring the ingredients.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children use the nursery garden to grow vegetables, learn about nature and to go on bug hunts. They use construction and recyclable materials to create models. Children have limited opportunities to operate simple technology. Children discuss past, present and future events. Children are able to learn about their own culture but have limited experience of other cultures. They have limited access to resources which reflect positive images and equal opportunities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently negotiate space both in and out of doors. They enjoy creating and combining a range of movements when following a music and movement tape. They move freely with pleasure and confidence. Children are able to experience a range of large physical play equipment. They practise throwing and catching a ball. They use a range of tools, including scissors to enable them to develop fine manipulative skills. Children are learning about health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to explore colour, texture and music. They are able to use a range of materials to create models. Children confidently recite simple songs either in a group situation or individually. Children's experience of role play is limited. They enjoy using a range of small world equipment. They act out familiar stories and nursery rhymes. Children are developing an appreciation of music and are able to experience the sounds made by a number of 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

- Plan a range of activities to encourage children to develop an understanding of other cultures.
- Improve available resources in the areas of equality of opportunity, diversity and technology.
- Increase the opportunities for role play so that children can engage in imaginative play based on their own first hand experiences.
- Ensure that curriculum planning identifies the appropriate stepping stone as identified in the Foundation Stage of the curriculum.
- Ensure children's assessment records show children's learning against the Foundation Stage of the curriculum and children's next steps for development are identified.

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.