



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY216246

DfES Number: 537578

INSPECTION DETAILS

Inspection Date	20/10/2003
Inspector Name	Karen Turton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fairy Tales Day Nursery
Setting Address	36 Chesterfield Road Barlborough Chesterfield Derbyshire S43 4TT

REGISTERED PROVIDER DETAILS

Name	The partnership of Fairy Tales Day Nursery
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ORGANISATION DETAILS

Name	Fairy Tales Day Nursery
Address	36 Chesterfield Road Barlborough Chesterfield Derbyshire S43 4TT

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

Fairy Tales Day Nursery opened in 2001. It operates from a refurbished terraced house in Barlborough, Derbyshire. The day nursery serves the local community and is used by families travelling from other towns and cities.

There are currently 81 children from 3 months to 5 years on the register. This includes 24 funded 3-year olds and 4 funded 4-year- olds. Children attend a variety of sessions. The setting supports children who have special needs. The setting opens five days a week, all year round. Sessions are varied according each families individual circumstances. There are 12 staff who work with the children, of these 11 have early years qualifications and 1 is on a training programme. The setting receives support from Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Fairy Tales Day Nursery provides good quality care for children. The environment is bright and welcoming, with each area providing a good range of stimulating, age appropriate play opportunities. There is also an enclosed outdoor area which is used throught the year, weather permitting. The younger children do not frequently use the outdoor area during the winter months and there are not frequent opportunities for outings or walks for them. The children are interested in the play and are happy and settled with the day nursery environment.

The staff have a good knowledge of each child's stage of development and are responsive to children's individual needs. They have developed caring relationships with the children, maintain high levels of supervision and enthusiastically support and encourage children in their play. The staff carry out risk assessments on the premises and resources to ensure the environment is safe and in good repair. They also have developed good hygiene routines.

Staff are committed to their professional development and have the opportunity to undertake training to enhance this.

The setting has a comprehensive range of policies and procedures which underpin all aspects of the children's care. Staff are familiar with these procedures. Staff ensure parents have access to policies and procedures and provide good quality information to parents regarding the setting.

Staff have developed effective partnerships with parents, staff ensure they are available at the beginning and end of each session to share information verbally. Additionally information is also recorded for parents e.g. daily record sheets, newsletters etc. Staff are keen to obtain parents views and wishes and take these into account when developing the provision and caring for the children. Parents commented that staff are friendly, caring and interested in their views.

What has improved since the last inspection?

The setting was required to devise and implement an action plan to ensure sufficient staff work directly with children. Staff have previously been required to undertake some cleaning and cooking duties. A cook and cleaner have now been employed resulting in staff being able to work directly with the children.

Additionally the setting was required to record details of the times children arrive and depart. Each room now have their own record of the time each child arrives and departs, which is effectively maintained.

What is being done well?

- Children are happy and settled, there is a good range of stimulating, accessible, age appropriate play opportunities.
- Staff have developed caring relationships with the children and have a good knowledge of children's individual needs.
- Children are closely supervised and staff encourage and support them to explore their environment.
- Staff have developed effective partnerships with parents, parents wishes and views are sort and reflected in the care the children receive.

What needs to be improved?

- opportunities for the children under two years to engage in outdoor play, walks or outings.

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
3	Increase the opportunities for children under two years to be active indoors and out.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The teaching overall is generally good with some very good aspects. The staff have a good knowledge of the early learning goals and have worked hard to develop a new planning, observation and assessment system. The planning does not currently set specific targets for individual children or include evaluations. The staff are deployed to work directly with the children, which they do with enthusiasm. They have developed caring relationships with the children who are continually encouraged and praised. Staff are very receptive to the children's ideas and children are encouraged at some activities to select and use their own resources. However, appropriate challenges are not always provided and successful teaching strategies are not always evaluated and shared with other staff.

There is clear leadership within the setting, staff generally work effectively as a team. They are committed to enhancing the care and education of all children. There are opportunities for staff to share information and evaluate practice, for example at team meetings. However, the evaluations of the curriculum do not identify what children have learnt and how this has been achieved. Staff are encouraged to access a range of training opportunities to enhance their professional development, they are very motivated and committed to the ongoing development of the service. A staff member has taken on the role of special educational needs co-ordinator. She works closely with parents, other professionals and individual children to support children's progress towards the early learning goals.

Partnership with parents is very good. Parents are given good quality information about the setting. Equally staff share children's developmental progress with parents. Parents are invited to incorporate their own observations of their child into progress reports.

What is being done well?

- Staff provide good quality information about the setting for parents. They are well informed about their child's developmental progress and are able to contribute to their child's developmental assessments.
- Children have formed caring relationships with staff and their peers. They confidently initiate conversation, they listen to and take account of what others say.
- A good range of mathematical activities and competent teaching ensures children are all making very good progress in their mathematical development.
- Children have good independence skills, they confidently select and use resources to develop their own ideas.

- Staff use the planned curriculum and spontaneous situations to gain children's interest and enthusiasm and use this to extend children's learning.

What needs to be improved?

- children's ability to access large and small physical play equipment which is sufficiently challenging for all children
- children's ability to access a wider range of story and information books and their skills in using books as a resources to retrieve information
- staffs ability to plan the curriculum to ensure that children are set individual targets to support their progress towards the early learning goals
- staffs ability to evaluate the curriculum, identifying how the learning outcomes have been achieved.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and eager to learn. They play at activities for extended periods and have formed caring relationships with both staff and peers. Children are developing independence skills. Staff encourage children to choose and select their own resources, which they do with confidence. Children's behaviour is very good, they are beginning to understand the set boundaries which they adhere to. They are beginning to understand and respect that people have different beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Older children confidently initiate conversation with adults and their peers, they ask questions and listen with interest to what others say. They use new vocabulary in their own conversations. Children are aware that print carries meaning and that books are read from left to right. Whilst some books are accessible to children there is not an extensive variety available.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing an understanding of different mathematical concepts and language through a range of activities. They can say numbers in a familiar context and most older children can count 1-10 and recognise numerals 1-9. Older children are beginning to understand simple addition and subtraction of two numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore objects and materials, they investigate how and why changes occur. Children visit and find out about their local community, they explore the features within it. They have access to everyday technology but not all children utilise or are confident in using this resource. Children build and design using a range of construction toys and select resources according to their own plans.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Older children move safely, they negotiate obstacles and understand the need for space when engaging in physical play. Children are beginning to understand what constitutes being healthy and are beginning to understand why they need to look after their bodies. Older children have access to large and small equipment but this does not challenge their physical potential. Children have access to and use a range of tools.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children confidently explore colour, they mix paints and choose a particular colour for a purpose. Older children do not always have opportunity to experiment with combining different media both individually and as part of a group activity. Children use musical instruments. They are becoming familiar with the different sounds and can copy simple sound patterns. Older children introduce stories into their imaginative play.	

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

- incorporate into the planning specific targets for individual children to support their progress towards the early learning goals
- evaluation of the curriculum to identify the learning outcomes for children and the teaching strategies used to achieve these.

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.