



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 131599**

**DfES Number: 518674**

### **INSPECTION DETAILS**

Inspection Date      24/11/2004  
Inspector Name      Helen Mary Ball

### **SETTING DETAILS**

Day Care Type      Out of School Day Care, Full Day Care  
Setting Name      Learningland Day Nursery, After School Club and Holiday Care  
Scheme.  
Setting Address      51 Wimpson Lane  
Southampton  
Hampshire  
SO16 4QF

### **REGISTERED PROVIDER DETAILS**

Name                  Miss Rachel Cunningham

## 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

Learningland Day Nursery and Out of School Care opened in 1996. The nursery operates from four main rooms within a house and the after school club operates from a hall in the adjacent building. The setting provides care for children from both the local and the wider community.

There are currently 63 children aged nought to four years on roll within the nursery. This includes 13 funded 3 year olds and 3 funded 4 year olds. There are 37 children aged 4 to 8 years old on roll at the out of school club. Children attend for a variety of sessions. The setting does not currently support children with special needs and there are no children attending who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07.30 until 18.30 in the nursery, and from 15.00 until 18.30 in the after school club. The setting also offers holiday care for school aged children from 07.30 until 18.30.

Seven part time and nine full time staff work with children. All staff have early years qualifications to NVQ 2, nine of these staff also have either NVQ 3 or NNEB qualifications. Three staff are currently working towards NVQ 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The day nursery, after school club and holiday care scheme provides satisfactory care for children.

All staff have a relevant childcare qualification and there are sufficient staff to offer appropriate support to the children. The nursery is bright and welcoming in most areas and the key worker system enables children to settle quickly. There is an adequate range of toys and equipment throughout the nursery, although some of these are not accessible to children, thereby restricting their ability to make choices. Most relevant paperwork is in place, although some areas require minor

amendments.

The nursery is generally safe and secure. Children are offered morning snacks, cooked lunches and afternoon tea in accordance with parent's wishes. Staff promote good hygiene routines. Staff know children well and endeavour to meet their individual needs. The manager has a basic knowledge of child protection issues.

A range of activities are provided for the children within the nursery. These do tend to be selected by staff and adult led, restricting children under three freedom of expression. There are limited opportunities for children's physical development and staff are aware of the need to take the children out on a daily basis. Children are generally well behaved. Staff do, however, have unrealistic expectations of children under three which are not developmentally appropriate and this could impact on behaviour. Children do respond, however, to the positive behaviour management techniques used by some staff.

The nursery has good relationships with parents and information is exchanged on a daily basis.

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

No actions were raised at the previous inspection.

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

- Staff have relevant childcare qualifications and enjoy working with children. There is excellent interaction between staff in the baby room, they know the babies well and there is a happy atmosphere. After school club children have a range of creative activities provided and the children are well cared for. Staff generally know the children well and are therefore able to respond appropriately to their individual needs. The nursery has a positive attitude to children with special needs.
- The nursery is generally safe and secure. Displays of children's work make a child-friendly and stimulating environment. Children are offered all meals in accordance with parent's wishes and staff promote good hygiene routines. Appropriate child protection procedures are in place.
- Toys in the baby room are bright and stimulating, offering a variety of sensory experiences to develop their learning. There is sufficient equipment to allow nursery staff to take the babies out on a daily basis.
- Some staff use positive behaviour management techniques, using praise and encouragement to help children to understand right from wrong. Children do respond appropriately to this approach.
- The nursery has effective relationships with parents and exchange information, in writing, on a daily basis.

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

- uncollected child policy
- maintenance of daily register
- range of accessible activities and creative opportunities to develop children's creative and physical development, allowing children to make independent choices
- maintenance of children's toilets
- maintenance of accident and medication records
- staff expectations is appropriate to children's individual stages of development

### 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 must take the following actions by the date shown

Std	Action	Date
2	Produce and implement an uncollected child policy.	31/12/2003

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that nursery staff record children's times of arrival and departure.
3	Plan a range of accessible activities and play opportunities for children's creative and physical development, allowing children to make independent choices.
4	Restore toilet seats to enable children to feel more comfortable and confident when carrying out self-care routines.
7	Ensure that accident and medication records are countersigned by parents at the end of each day.
11	Ensure that staff have realistic expectations of children which are appropriate to their stage of development.

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

### How effective is the nursery education?

Learningland nursery provision is acceptable but has some significant areas for improvement.

Children are making generally good progress towards the early learning goals in personal, social and emotional development and communication, language and literacy. However children's progress is hindered by significant weaknesses in the other four areas.

The quality of teaching has some significant areas for improvement. Staff manage children's behaviour well, through consistent boundaries and the use of reward stickers. Staff are beginning to put into practice assessment records, which record how well the children are progressing towards the early learning goals. However the majority of staff working with three and four year olds are not able to put the foundation stage curriculum into their every day practice. There are inconsistencies in the learning curriculum for younger three year olds and the older children. Some role play resources are inadequate and the nursery does not make the best use of the space available to ensure that all children can access the curriculum. Planned activities and daily routines are not always put into practice.

The leadership and management of the nursery has significant weaknesses. The manager encourages staff to attend training, but there are no mechanisms in place, within the nursery, to guide/support the foundation stage staff, many of whom work part-time. The educational programme is not currently monitored or evaluated within the setting, although support is given by the Early Years Partnership.

Partnership with parents and carers is generally good. Staff are friendly and spend time communicating with parents regularly about the children. Good quality information is given to parents about the nursery's learning programme.

### What is being done well?

- Children are developing well in their personal, social and emotional development. They relate well to their peers and to adults, have good behaviour and share fairly.
- Children enjoy a good variety of songs and join in enthusiastically. Older three and four year olds are involved in good rhyming activities, and many can read their names and those of their friends.
- The nursery has a well resourced music area which older children can easily access. Children enjoy regular music sessions.
- Older children confidently use the computer and learn about other peoples cultures.

- Partnership with parents is good. Staff create 'a home from home' atmosphere and parents are kept well informed about their child's progress. An 'activities at home' sheet informs parents of current topics/songs, and encourages them to extend the learning at home. Parents attend regular open evenings.

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

- staff's understanding of the foundation stage curriculum and how to put it into their every-day practice. This relates particularly to developing children's language, role play and solving simple number problems
- organisation of space and resources available, to increase opportunities for younger three year olds to access a greater range of activities independently and regularly and which cover all areas of learning
- organisation of space to include a designated, well-resourced role play area
- planning of the educational programme and their implementation
- support within the setting for foundation stage staff and the monitoring of the educational curriculum.

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

The nursery have made generally good progress since the last inspection. The setting have introduced a system for assessing children's developmental progress which links to all the stepping stones in the six areas of learning.

There are increased opportunities for four year olds to link sounds and letters, to begin to recognise names and to develop writing. Some areas of mathematical development are now well supported, such as sorting, making patterns and comparing size. However, children still do not have opportunities to solve simple number problems.

At circle time children discuss past and present events and the environment in which they live. However, these areas of learning are not covered in the planned/topical activities.

Some staff are clearer about what the children will learn from activities, but there are still weaknesses in this area of teaching.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children relate well to their peers and to adults. They take turns and share fairly. Children know their boundaries and behave well. They are developing their confidence, are happy and interested in their play. Children are able to self care, and older children are able to self select from a range of activities and resources. Younger children have less chances to choose from a variety of activities/resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy a singing and join in enthusiastically. Older children are beginning to name and sound letters of the alphabet and many can read their name. Staff implement good rhyming activities for older children. All children enjoy story time. Some older three and four year olds can write their names and are beginning to form letters correctly. Children's language development is insufficiently extended and supported, and opportunities are not fully utilised.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have opportunities to count and recognise numbers. Many older three and four year olds can count to nine. Children look at patterns in planned activities and have opportunities to thread beads. Shapes and size are explored in planned activities and in small group games. Staff miss opportunities during the routine and planned practical play activities for children to understand simple number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are encouraged to discuss past and present events and their environment. However they are not included in planned activities. Children learn about their culture and those of other people through planned activities and the involvement of parents. Older three year olds are confident users of the computer and design and build with recycled materials. Younger three year olds have fewer opportunities than the older children to experiment with sand, water and every day technology.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Older three and four year olds confidently use scissors and wheeled toys. They have a good awareness off space and enjoy hopping, skipping and traditional games. However there is limited, regular opportunities children to use a variety of tools and malleable materials and for younger three year olds to access outdoor/ physical play.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Older three and four year olds explore a range of materials and take part in sensory activities. There is a well resourced music area which the older children can easily access. Younger three year olds have limited opportunities to use their imagination in art, music and explore a range of materials independently. Although role play does take place children are not able fully develop their imagination due to lack of organisation of space and limited resources.

**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**

- ensure staff have a clear understanding of the foundation stage curriculum and how to put it into their everyday practice. This relates particularly to developing children's language and solving simple number problems
- evaluate and organise the space/resources available, to increase opportunities for younger three year olds to access a greater range of activities independently and regularly, which cover all areas of learning.
- create a designated, well resourced role-play area which can be accessed by all children
- ensure plans are implemented and ensure that all areas of learning are addressed.
- ensure there is support within the setting for foundation stage staff and that monitoring of the educational curriculum takes place regularly.

*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.*