



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314055

DfES Number: 512112

INSPECTION DETAILS

Inspection Date 07/11/2003
Inspector Name Noreen Elizabeth Appleby

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bishop Auckland College Nursery
Setting Address Woodhouse Lane
Bishop Auckland
County Durham
DL14 6JZ

REGISTERED PROVIDER DETAILS

Name The Committee of Bishop Auckland College Nursery Committee

ORGANISATION DETAILS

Name Bishop Auckland College Nursery Committee
Address Woodhouse Lane
Bishop Auckland
County Durham
DL14 6JZ

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

Bishop Auckland College Nursery opened in 1995. It operates from single-storey premises on the outskirts of Bishop Auckland town centre. The group mainly serves the needs of college students, staff and families from the local geographical area.

There are currently 202 children aged from birth to under five years on roll, including 38 funded three-year-olds and nine funded four-year-olds. Children usually attend regular sessions. The setting does not currently support any children with special needs or children who speak English as an additional language.

The group opens Monday to Friday, throughout the year, excluding public holidays. It provides Full Day Care sessions from 08:30 to 17:30 and Sessional Day Care sessions from 08:30 to 13:00 and from 13:00 to 17:30.

Eighteen full time and 18 part time staff work with the children. All have early years qualifications and some are currently on further training programmes. An administrator, linked to the college, and two part-time cooks also work in the facility. The setting receives support from a link-teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bishop Auckland College Nursery provides good quality care for children. Management use good recruitment and vetting procedures to ensure staff are suitable for their individual roles. Comprehensive documentation systems have been set up. Records are maintained in line with the requirements of the 'National Standards for Under Eights Day Care and Childminding' and, although some need to be updated, policy statements have been drafted and are used effectively in daily routines.

Premises are warm and welcoming. Areas are very well set out to provide an attractive, inviting, child-friendly environment. Operational procedures are briefly outlined in the introductory booklet given to parents, confirming that there are regular

routines in place. Good use is made of staff, space and resources to ensure children are well cared for.

Consideration is given to health, safety and hygiene throughout the nursery. Formal risk assessments are completed and staff take steps to keep children safe indoors, out of doors and on outings. Most issues are very well addressed. Good practice is promoted with children e.g. tidying up, hand washing and personal hygiene. Children receive regular drinks and a good variety of nutritious meals and snacks suited to their dietary needs. Food handling issues are competently practised.

Staff provide a wide variety of play and learning resources, suitable for children's ages and stages of development. All child-care areas are effectively set out to promote 'free choice' and independence. Activities are planned to ensure interesting opportunities across all areas of learning, as well as providing for quiet activities and rests. Staff interact positively with the children providing advice, encouragement and praise.

Partnership with parents is very good. Information is regularly shared to ensure that children's individual needs are well met. Positive comments have been received from parents.

What has improved since the last inspection?

At the last inspection the group agreed:

- to ensure heaters in the new mobile unit were safe - all electrical and gas appliances are checked annually and maintained in a safe condition;
- that the manager would attend child protection training - two designated members of staff have completed this training and cascaded the information to the rest of the team;
- to forward a copy of the environmental health report to Ofsted - staff state the last inspection report for April 2003 was forwarded;
- to develop the incident record - this has been updated to ensure relevant information is recorded;
- to name a member of staff as the behaviour management co-ordinator - Nursery Manager is now the named person;
- to develop the operational plan - staff are presently in the process of drafting a formal 'Operational Plan' policy statement to ensure comprehensive information is available;
- to update the child protection policy statement to include procedures for allegations against staff - this has been updated as agreed.

What is being done well?

- Excellent staff recruitment procedures are in place. A structured Performance Management programme has been developed, incorporating formal induction and appraisal systems to ensure staff are well supported and to identify future needs.
- Staff commitment to training and development is very good. All have formal qualifications and they attend relevant training workshops to further develop their practice e.g. Birth to Three Matters, Literacy and Numeracy, First Aid, Music Workshop etc. Staff use team meetings and in-house development sessions to share information and update their knowledge.
- The nursery provides a very warm, welcoming environment for children and their families. Good use is made of notice boards and displays to recognise and value children's work and to share information with parents.
- All childcare rooms are very well-equipped and space, resources and staff are effectively deployed. Children are eager to learn and derive a great deal of enjoyment from exploring and choosing from the wide variety of accessible play and learning opportunities available.
- Health and safety procedures have been improved by the introduction of formal risk assessments. Staff record issues and work with the college health and safety officer and other agencies to ensure equipment is safe and premises are maintained to a high standard.
- Staff work in close partnership with parents and carers. Information is exchanged formally, through written contracts and agreements and through informal daily discussion, in order that children's individual needs are well met. Many positive comments have been received from parents praising staff for the commitment, professionalism and caring service they provide.

What needs to be improved?

- procedures for communicating the operational plan to parents
- outdoor safety, by ensuring rough areas on the fence do not pose a risk to children
- the positive behaviour management statement, by making reference to the procedure regarding bullying.

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
2	Improve communication systems by drafting the operational plan into a written policy statement and sharing with parents.
6	Ensure rough surface on outdoor fence does not pose a risk to children.
11	Improve the positive behaviour management statement by making reference to the procedure regarding bullying.

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

How effective is the nursery education?

Bishop Auckland College Day Nursery offers a warm and happy environment where nursery education is of high quality. Children enjoy learning through a wide range of interesting and fun activities. Effective teaching helps children make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. The caring and friendly interactions with the children support their personal, social and emotional development well. Staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of activities which provide good challenge for the three and four year olds. Staff provide a good balance of child initiated and adult directed activities. They value children's contributions and encourage them to express their ideas. Although there are currently no children with special educational needs, there is an effective system in place to provide good support. Staff regularly observe and assess children and use their information to inform future plans. The assessment system would benefit from clearly reflecting progress towards the early learning goals. The nursery is well resourced overall, however there is limited provision for science and technology.

Leadership and management are very good. The manager and deputy value the individual skills and strengths of the staff. The annual appraisals, regular meetings and observations on good practice are effective in monitoring the educational provision. The manager promotes continuous professional development and this reflects in the high quality of the educational programme.

The partnership with parents and carers is very good. Parents are well informed about the provision and children's learning and progress through the nursery brochure, excellent displays and termly parents evenings. Parents would further benefit from clear information about children's progress in relation to the early learning goals.

What is being done well?

- Children's personal, social and emotional development is a strength of the nursery. Children are confident, sociable and have caring relationships with each other and staff.
- Staff work very well as a team to provide an interesting range of activities, good role models and a happy and caring environment.
- Children's speaking and listening skills are well developed as a result of the staff's consistent interest and engagement in their play and conversations.
- The very good leadership ensures continual improvement through a commitment to staff development.
- Children's mathematical development is encouraged in fun and meaningful

ways.

What needs to be improved?

- the assessment system and information for parents in relation to the early learning goals.
- the resources for science and information and communication technology.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children clearly enjoy coming to the nursery and quickly settle to task. They are eager to learn and show good skills as they concentrate and persevere. They have developed good relationships with staff and show a caring attitude towards each other as they share and take turns. Children's behaviour is very good. They respond positively to the careful explanations and requests of the staff and their interest and involvement in activities underpins their positive attitude to learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show very good skills in speaking and listening as they engage confidently in conversation. They receive regular opportunities to practise their writing skills through planned and role play situations. Many four year olds and some three year olds confidently form letters correctly and some can write their name. They develop their reading skills as they enjoy whole group stories, share books with friends and see familiar words around the room.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about numbers in real and meaningful ways. They practise counting every day during purposeful activities, for example as they count everyone in their group. Three and four year olds are able to sort objects and use their knowledge to solve simple number problems. Fun activities extend children's ability to add and subtract. They learn about shape, size and mathematical concepts, such as biggest and smallest as they play and create pictures and models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children receive an interesting range of activities and ongoing experiments, such as growing seeds and bulbs, which help them develop their skills and find out why and how things happen. They learn about the natural world and features of their environment during walks around the college grounds and visits from 'people who help us'. They frequently talk about events in their own lives. There are limited resources to support aspects of science and technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience a wide range of adult-directed activities which help to develop skills, such as throwing, catching, balancing and climbing. They regularly use tools which help develop hand eye coordination and show skill as they use equipment and practise techniques. They show a good awareness of each others space, for example as they dance and exercise to music. They are developing an awareness of the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The excellent displays of children's work reflects the rich environment they receive. They have ample opportunity to explore colour, sound, texture and form using all their senses. They are developing a good sense of rhythm and regularly sing and use percussion instruments. They make and move to music in fun ways and use their imagination well in role play situations. They create two and three dimensional work using a wide range of materials. Children also enjoy making things to eat.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key Issues following this inspection but the following points should be considered.
- Develop the assessment system so that it clearly shows children's progress in relation to the early learning goals. Use this information to further inform parents about their child's progress.
- Extend the resources for science and information and communication technology so that children receive ongoing challenge in these aspects of learning.

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.