



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 257937

DfES Number: 500441

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Christine Ann London

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Heathers Nursery
Setting Address Bracken Avenue
Norwich
Norfolk
NR6 6LS

REGISTERED PROVIDER DETAILS

Name The Committee of The Heathers Nursery 1029589

ORGANISATION DETAILS

Name The Heathers Nursery
Address Bracken Avenue
Norwich
Norfolk
NR6 6LS

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

The Heathers Nursery opened in October 1996. It operates in a purpose built unit, situated in the grounds of Heather Avenue School in Hellesdon, Norwich. The nursery serves the local community.

The nursery opens for 10 sessions a week, running two sessions each day 9:00-11:30 and 12:20-14:50 during term times only. There are currently 60 children from 2 to 5 years on roll. This includes 30 funded 3-year-olds and 17 funded 4-year-olds. The setting has experience of supporting children with special needs and currently has three children on roll. No children attending speak English as a second language.

The nursery is committee run and employs at least four staff per session. At least half the staff have training to NVQ level three and all staff have an active commitment to on going training.

Support is received from their Advisory Teacher, the Early Years Network Advisor and a development worker from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Heathers Nursery provides good quality care for children aged two to five years.

A warm friendly environment is created in which the children are happy and relaxed. Staff work extremely well as a team and the key worker system ensures children receive constant attention, are secure and confident. A very good range of furniture and equipment is provided to maintain children's interest and enable them to sit play or eat in comfort. All necessary documentation is in place to ensure the safety of the children while at the facility.

Staff display good standards of hygiene practice and this is passed to the children. Children are developing an awareness of health and hygiene issues, washing their

hands before eating and following toileting and messy play. Children are encouraged to have healthy eating habits as they are served a choice of fresh fruits and vegetables provided by the parents. The majority of staff hold first aid awareness training and clear systems are in place to deal with accidents and medication administration.

Staff are committed to training and they attend workshops to update and renew their training. Designated members of staff have responsibilities for child protection, equal opportunities, behaviour management and for special educational needs, all staff are aware of their responsibilities in these areas.

Children have access to an excellent range of good quality toys and resources and can all self select from the shelves and storage units. Clear boundaries are set for the children and their behaviour is good, they interact well with each other and the staff.

The parents are invited to attend an evening meeting prior to their child commencing and letters are sent to the child and parents informing them of their child's key worker. The children receive a printed photograph of their key worker to help identification. Parental involvement is essential to the group and valued by them.

What has improved since the last inspection?

Since the last inspection, the behaviour management policy has been developed to include procedures for managing bullying and for recording any significant behavioural management incidents.

A named member of staff has been designated responsibility for child protection issues and the policy has been developed to include procedures for allegations of abuse being made against a staff member. These actions ensure standards are maintained and that staff and parental awareness have been raised.

What is being done well?

- The group provide an excellent range of interesting and fun activities for the children both inside the building and outside in the play area. The children show interest, enjoyment and high levels of concentration in their play. They are able to talk with confidence about on going activities, for example, the counting of the bone biscuits being given to the dogs and telling me how, " they are only pretend bones and the dogs are only pretending to eat them."
- Staff have set clear boundaries for behaviour and are consistent in their approach. They act as good role models and make good use of praise and encouragement to help children to play together, share and take turns and support children in being caring towards each other.
- An intake evening gives parents and children the opportunity to meet staff and for parents to discuss issues with them.
- Children's creative work and colourful posters are displayed on the walls, areas for quiet play are sectioned off enabling children to chose where they

will play.

- The well organised environment ensures children feel secure and confident, they quickly settle to join in activities when parents leave. Space inside is used to a maximum and is extended to include the outside enclosed play area. Table top activities as well as the conventional outside play resources are used well by the children. Resources are imaginatively set out to enable children to select from the open storage, encouraging children to make choices and explore in their own time. Staff and parent helpers are deployed from a rota which details where all adults should be throughout the session.

What needs to be improved?

- planning, to evidence how the future needs of children and staff will be met through the operation of the nursery.

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 | extend the operational plan to show how the future needs of children and staff will be met. |

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

How effective is the nursery education?

The Heathers Nursery provides high quality nursery education overall which enables the children to make very good progress towards the early learning goals.

Children are introduced to many worthwhile activities that are designed to stimulate and motivate them to enjoy learning. Consequently the children are making very good progress in all areas of their learning.

The quality of teaching is very good. The staff have a very good knowledge of the early learning goals and combine their experience of child development, training and the well structured curriculum to create a happy environment in which children are able to have fun and learn. The structure for planning and assessments is extremely effective and is used to identify progressive learning in all six areas of the curriculum. Importance is placed on being able to respond to spontaneous opportunities that arise and through this the staff are able to plan a curriculum that is not only well balanced, but is also meaningful to children as individuals.

The leadership and management is very good. The committee and staff all demonstrate a commitment to improve the education of the children and effectively support each other as part of their team. Regular staff meetings, informal discussions, with other members of staff, and identified training reviews take place to monitor and evaluate the effectiveness of the nursery provision.

Partnership with parents is very good. The staff has established good relationships with parents and carers. They hold parents meetings where staff are able to discuss the children's progress with their carer and end of year reports are written to evidence the stage of the child's learning and development.

What is being done well?

- Teaching is extremely efficient. This has a direct impact on the children's ability to become interested in activities and make individual progress in their learning in all areas of the curriculum.
- The programmes for language, literacy and mathematics are prioritised and as a consequence the older children are beginning to read and communicate extremely well. The four-year-olds have begun to write numbers and use simple calculation successfully in every day situations. The promotion of these skills enables the children to make the most of the outstanding opportunities presented to them in all the other areas of the curriculum.
- Resources are excellent, good quality and well used to support children's learning. In particular the frequent access to outdoor play areas and high staff child ratios, effectively supports children to develop their confidence and independence as they play.

- The consistent monitoring and evaluation of the day-to-day running of the provision is efficient and positively impacts on the quality of nursery education that is offered.
- The supportive relationship with parents and carers is very good. The group encourages parents to make positive contributions towards their child's learning, they are welcomed and encouraged to spend time in the group to assist and observe their child learning through play.

What needs to be improved?

- The new system for assessment, so that staff and parents are provided with continued clear information about the progress of individual children.

What has improved since the last inspection?

Since the last inspection the pre-school has made very good progress with both previous points for consideration.

They have developed a key worker system and have made parents aware of their availability. They complete observations of the individual children at least half termly and update parents accordingly.

They have developed their play plans in the short term planning. The learning story assessment format has been introduced and written end of year reports are given to the parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate confidently from their carers and settle into play activities quickly. The play areas are organised to enable the children to be independent and confident in choosing their own activities and maintaining an interest in them once chosen. They have developed sound relationships with the staff and each other and are able to accept the needs of other children. Children display pleasure when engaged in creative activities, all child led, such as the streamer shakers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate extremely well with adults and their peers. They all sit well, listen and take part in stories and rhymes, joining in where appropriate. They know how to handle books turning pages carefully. Children recognise their names and will try to write them on their work, staff support the less able children enabling them to attempt this. Most four year olds are able to write recognisable letters. They respond positively to simple instructions and will help each other.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The four year old children are able to count confidently to ten and can recognise written numbers. The younger children are encouraged and supported by the staff to join in when counting. Children have opportunities to explore shape, size and number through planned activities and resources available. Early addition and subtraction skills are being used, for example with the role play dog and biscuit game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Worthwhile opportunities are provided for children to explore their natural environment through themes of bugs, growing things etc. The staff enable the children to do this first hand in their own garden area. Technological skills are promoted on the computer, the more able children demonstrate sound use of the mouse and different programmes. Through celebrating festivals and focused topics children gain an understanding of their own and other cultural beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular stimulating opportunities are provided for outside play, including table top activities. Co-ordination is very well developed when children move around the furniture and each other. All children have developed excellent fine motor control and manipulation skills when using construction toys, pencils, paint brushes and other small items. They show a clear awareness of space for themselves and others within activities such as movement to music, large apparatus and parachute games.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The children draw freely and use paint in different ways, their work is bright and colourful. They are confident in discussing the use of materials. The children enjoy singing and dancing by exploring the musical tapes and using the outstanding range of instruments. They explore a range of textures through the provision of sand, clay, play dough, glitter and regular planned cookery sessions.

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 significant weaknesses to report, but consideration should be given to improving the following:
- the recently adapted assessment system to meet the same high standard as their previous assessment system.

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.