



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 322390

DfES Number: 522536

INSPECTION DETAILS

Inspection Date 31/10/2003
Inspector Name Michele Anne Villiers

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sefton Park Nursery
Setting Address 2 Bagot Street
 Wavertree
 Liverpool
 Merseyside
 L15 0HT

REGISTERED PROVIDER DETAILS

Name Patricia Cassidy

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

Sefton Park Nursery is a private day nursery which first opened over 12 years ago. It has been under the present management since 1996. It is a purpose built, single storey building providing three rooms for childcare and an outside play area. The nursery is situated in a multi-cultural, residential area at the south end of the Liverpool city centre. It is close to numerous shops and a main bus route into the city centre.

There are currently 35 children from 0 to 5 years on roll. This includes four funded three year-olds. The nursery is open 51 weeks a year, Monday to Friday, from 08.00 until 17.30. The setting supports children with special needs, although there are none currently attending.

The staffing structure is made up of one manager, one deputy, one third-in-charge, 8 nursery staff, three assistants, three students and one cook. Some staff work part-time. Most of the staff have early years qualifications. The nursery receives support from a teacher advisor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Sefton Park Nursery provides satisfactory care for children aged under five years.

The manager has a positive approach to improving the care and welfare of the children. There is a welcoming environment for children and parents, with children's artwork displayed throughout and information for the parents at the entrance.

Staff have an awareness of health and safety. Fire drills are practised and recorded and staff ensure the safe arrival and departure of children. Children learn about personal hygiene through planned activities and washing their hands regularly. However, some care needs to be taken in ensuring that the toys and equipment are in good repair and clean. A cook provides healthy, nutritional meals; these are varied and include different cultural dishes. Children's special dietary needs are also met.

A wide range of toys and activities are available. Many resources reflect positive images of culture, race and gender. However, more consideration needs to be given in displaying a wider range of these resources and images in the toddler and baby room. A wider variety of activities also need to be made available to the children aged two to three years to provide them with choices.

Staff have a positive approach and manage the children's behaviour well. Staff are qualified in childcare and receive on in-house training and access numerous courses through the Early Years Partnership. A staff key worker system with the children would enhance their knowledge and understanding of the children, ensuring consistency and continuity of care.

Partnership with the parents is good. Parents are kept informed about the nursery, its routine and activities on a daily basis and through regular newsletters. There is an open door policy and parental involvement is encouraged. Thank you cards are displayed throughout the nursery, evidencing parental satisfaction.

What has improved since the last inspection?

There were no actions to address since the last inspection. Staff have continued to receive in-house training and the deputy is attending a Management Training course.

What is being done well?

- The manager's commitment and staff's enthusiasm creates a positive and welcoming environment for children and parents. Parents are greeted at the door and written information is shared on the notice board for easy access. The children's artwork is displayed throughout, with their names and captions.
- Staff manage the children's behaviour well. Children are valued as individuals and good behaviour is rewarded with praise and encouragement.
- Healthy, nutritional meals are provided, with fresh fruit and vegetables offered daily.

What needs to be improved?

- a staff key-worker system to be introduced, where a staff member is allocated to a key group of children, to co-ordinate information and share with the parents, maintaining consistency and continuity of care
- the operational plan to be used as a working document and to include how staff are deployed, the key worker system, staff training and future development, activity topics and activities to be provided
- a range of toys and activities to be provided for the younger children to choose from and the resources to reflect positive images of race, culture, gender and disability

- the toys, equipment and furnishings to be kept clean and in good repair.

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Devise a more effective operational plan and use as a working document.
2	Devise a staff key worker system, where a member of staff is allocated to a key group of children.
5	Ensure all toys, equipment and furnishings are clean and in good repair.
5	Ensure the younger children have access to a broad range of toys and activities, to learn to make choices and use their initiative.
9	Display a wider range of positive images that reflect race, culture, gender and disability in the baby and toddler rooms.

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

How effective is the nursery education?

Children in Sefton Park Nursery are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development and knowledge and understanding of the world. Through valuable activities and opportunities the children are making generally good progress in communication, language and literacy and mathematical development.

Teaching is generally good, with positive effects on the children's behaviour. The staff's enthusiastic approach motivates the children's concentration and learning skills. Staff create a positive atmosphere where the children's achievements are praised and their self-esteem fostered well. Children confidently initiate conversations and they are learning to form good relationships with staff and other children. Activities are organised through written plans. However, the children's assessment sheets need to be further developed in order to link to planning. Staff provide valuable opportunities for children to learn about their own culture and other cultures. The nursery have set up a sponsorship for a child in Ghana and the children exchange letters and photographs.

Leadership and management is good. The manager works hard to develop an effective staff team and is committed to improving the care and education for all children. Staff access further training when possible in order to support the children's learning. The nursery would benefit from a staff key-worker system to further enhance continuity of care and co-ordination of information.

Partnership with the parents is good. Parents are kept informed about the provision through informal daily chats and regular letters. Staff share information regarding the children's development and parents have access to all written policies, procedures and previous inspection reports.

What is being done well?

- children's progress in personal, social and emotional development is very good. Children are learning to confidently form good relationships with adults and peers. Staff manage the children's behaviour well, fostering their self-confidence and self-esteem.
- children's knowledge and understanding of the world is very good. Children are developing a strong sense of place and awareness of the world they live in through planned activities and local outings. They are also learning about other cultures and beliefs through valuable activities that include links with other children around the world.
- partnership with the parents is good. Parents are welcome into the nursery to talk to the staff about their child's progress, forming good communications and the sharing of information.

What needs to be improved?

- the opportunity for older, more able children to consistently develop their learning of calculation and problem solving during every day activities
- the labelling of toys and equipment to be written in a consistent manner
- staff to continue to develop the children's assessment sheets and to link them to the stepping-stones, in order to ensure they are making good progress towards the early learning goals
- staff knowledge and understanding of curriculum planning for the Foundation Stage.

What has improved since the last inspection?

The nursery is making generally good progress since the last inspection. Activities are planned by staff working with the funded children and they now have support from a teacher advisor. Children have access to a range of free-play toys as well as adult-directed, planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children's progress in this area is very good. Children sit and concentrate during story time and they are well behaved and considerate to others. Children are learning to take turns and share during organised activities. They are learning to form good relationships with adults and other children, in a positive atmosphere where achievement is valued. Children tidy away and attend to their personal hygiene, demonstrating reasonable levels of independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. Children confidently initiate conversations and the staff encourage them to use language for communication during story time and discussion time. They are learning to recognise their names through printed name cards, and that print carries meaning, with labelled wall displays and storage boxes. However there is not always consistency amongst staff, with some words written in the upper case and others in the lower case.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They are learning to count reliably to 10 and more, and to recognise numerals. Staff use mathematical language and related language during practical and planned activities. During baking activities children learn about weight, measure and mixing. However, there are missed opportunities for children to consistently develop their learning of calculation and problem solving during the daily routine, such as at snack time and lining up.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children's progress in this area is very good. Children are learning about their own culture and other cultures, through planned activities and everyday situations. They celebrate different festivals and exchange information, letters and photographs through the sponsorship of a child in Ghana. Frequent outings enable children to learn about their environment, providing them with a sense of place. Children are developing their ICT skills with daily use of the computer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Children are learning good control and co-ordination during activities involving moving around cones, over hoops and along a rope. They are learning about health and bodily awareness through planned activities such as 'How we keep ourselves clean', and during baking, when staff encourage the children to think about the muscles used to stir the mixture. Children are developing good manipulative skills with threading and construction.

CREATIVE DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children explore through a range of media and materials and learn about texture and shape through collage, play dough, sand and water play. Role-play is used to help children develop their imagination and staff create well-organised activities such as the dentist, hairdressers and café. Children enjoy art and drawing. However, sometimes resources provided are limited, inhibiting the children's choice to extend their creativity.

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

- staff to continue to develop the children's assessment record sheets in order to address planning.
- staff to further develop their knowledge and understanding of curriculum planning for the Foundation Stage.

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.