



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 145968

DfES Number: 522497

INSPECTION DETAILS

Inspection Date 04/07/2003
Inspector Name Catherine, Louise Sample

SETTING DETAILS

Day Care Type Full Day Care
Setting Name York House Nursery
Setting Address 31 New Street
 Salisbury
 Wiltshire
 SP1 2PH

REGISTERED PROVIDER DETAILS

Name York House Nursery

ORGANISATION DETAILS

Name York House Nursery
Address Bramleys Nurseries
 The Old School, School Road
 Ardington
 Oxon
 OX12 8PN

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

York House Nursery opened in 1993. It operates from the centre of Salisbury in a large period town house and serves a wide area.

York House Nursery is registered to provide full day care for 46 children up to the age of five years. There are currently 70 children on roll. This includes 3 funded three year olds and 21 funded four year olds. Children attend for a variety of sessions. The nursery supports children with special needs. None of the children speak English as an additional language.

York House Nursery is open between 08.00 and 18.00 every weekday, 51 weeks a year.

Twelve full time staff work with the children. Nine have early years qualifications and three are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The nursery provides satisfactory quality care for children. The majority of staff are qualified and the nursery has a commitment to professional development. The children are grouped appropriately and sufficient staff work directly with them. The premises provide a warm and welcoming environment. The nursery keeps all the records, policies and procedures required for the efficient running of the business.

The nursery provides a generally safe environment for children although there are outstanding safety issues in the garden. The nursery promotes good health and hygiene and provides nutritious snacks and meals that meet individual dietary needs. The nursery ensures that all children are included in activities and that the individual needs of all children are met. The staff are aware of child protection issues although the nursery does not have procedures to follow in the event of allegations of abuse or neglect against a member of staff.

The nursery plans a wide range of activities to help children make progress in all areas of their development. There is a large selection of resources for all age groups that includes natural materials. The staff encourage and praise the children and value good behaviour.

The nursery works in partnership with parents to meet the needs of the children. Key workers establish a friendly relationship with parents and daily diaries are kept for younger children. The policies and procedures of the nursery are not readily available to parents.

What has improved since the last inspection?

At the last inspection the provider was required to devise a system of registration that showed times of arrival and departure for the children and adults. It was also required to draw up procedures to follow in the event of a child becoming lost.

The provider has introduced a registration system that accurately reflects the number of children and adults on the premises at any given time and now has written procedures to follow in the event of a child becoming lost.

What is being done well?

- The nursery has a high number of qualified staff and is committed to professional development. (Standard 2)
- The nursery provides activities to help children's development. (Standard 3)
- The nursery uses unusual and natural resources. (Standard 5)
- The nursery promotes good hygiene. (Standard 7)
- The nursery provides nutritious snacks and meals that meet individual dietary needs. (Standard 8)
- The nursery keeps all the necessary policies, procedures and records. (Standard 14)

What needs to be improved?

- the children's safety in the outdoor play area; (Standard 6)
- the availability of policies and procedures to parents; (Standard 12)
- the procedures to follow in the event of an allegation of abuse or neglect against a member of staff. (Standard 13)

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
6	ensure children's safety in the outdoor play area
12	ensure parents have easy access to policies and procedures
13	ensure that procedures are drawn up to follow in the event of an allegation of abuse or neglect against a member of staff

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

How effective is the nursery education?

York House Nursery offers good quality provision which helps the children make generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects. Staff have a good understanding of the early learning goals. They plan and provide a range of interesting activities and resources to support the children's learning. However staff do not plan a structured programme to develop children's large-scale movements. They help children learn through practical activities and first hand experiences. Staff question children helping extend their thinking and learning. Staff maintain records of children's progress towards the early learning goals. Some records are not completed regularly to help staff identify the next stage in the child's learning and provide an appropriate level of challenge. Staff have good relationships with the children and manage their behaviour well.

The partnership with parents is generally good. Parents are given information about the early learning goals. Staff produce regular newsletters with information about the topics and activities which will be provided for their children. Staff meet with parents twice a year to discuss children's progress. Parents and staff also take informal opportunities to share information. Staff use a board to give parents daily information about what activities the children have taken part in. Parents can contribute what they know about their child to a scrap book. However, currently these are not in place for all the oldest children.

The leadership and management is very good. The staff work cooperatively together and are aware of their roles and responsibilities. The sessions run smoothly. There are effective procedures in place for the recruitment of staff and to monitor their performance through appraisals. The manager and staff are committed to providing good quality care and education for children and take regular training.

What is being done well?

- Children's personal, social and emotional development is very good. They are happy, confident and work independently, showing sustained concentration. Children behave very well, sharing fairly and taking turns.
- Leadership and management is very good. Staff work cooperatively together and are aware of their roles and responsibilities. There are clear procedures for the induction and appraisal of staff.
- Staff plan and provide an interesting range of activities and outings to increase children's knowledge and understanding of the world.
- Children's progress in communication, language and literacy is very good. Children speak clearly and use language for thinking, discussing real and imagined ideas in role play and stories.

- Children's progress in creative development is very good. Children use their imaginations and explore ideas through role play. Staff support children's development by providing a range of interesting resources. They become involved with the role play to extend children's thinking and learning.

What needs to be improved?

- The use of assessment of children's progress to allow staff to identify the next stage in children's learning to ensure a suitable level of challenge is set for each child, particularly in mathematical and physical development.
- Planning for children's physical development to ensure children make good progress with developing large-scale movement and skills.
- Children's mathematical development by providing more opportunities for children to talk about and use shape.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection.

Points for consideration at the last inspection suggested continuing to develop the partnership between parents and staff , by providing further opportunities for parents to contribute their observations of their children to their assessment records.

The manager has introduced twice yearly formal meeting between parents and staff to encourage parents to share what they know about their children's development.

Staff have made scrap books of photographs and information about children's development. Staff have invited parents to make contributions to these. The books were introduced for the youngest children in the setting and are not available for all the oldest children at present.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotion development is very good. Children are happy, confident and motivated to learn. They show sustained concentration and work independently at self-chosen activities. Children behave well in response to staff's high expectations. They share fairly and take turns. Children form good relationships with staff and play cooperatively with other children. They are developing the confidence to express their views and ideas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children speak clearly, taking turns in conversations. Staff help children extend their vocabulary. Children use language for thinking, discussing and planning real and imagined ideas. Children are beginning to link sounds to letters. They are developing good pencil control and many can form recognisable letters and write their names. Children enjoy books and stories, contributing ideas and predicting outcomes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children are interested in number. Staff help children use numbers in context, for example prices in a shop, and in practical activities. Many children can reliably count 20 objects. Some children can say what number is one more than. Some children are not given sufficient challenges to extend their learning. Children look at and create patterns. Children have infrequent opportunities to talk about and use shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children develop a sense of place through outings and topic work. They can investigate objects and materials using their senses. They find out about change through watching seedlings and tadpoles. Children can use simple tools, such as scissors, skilfully. They are able to design and build with a range of materials. Children find out about the culture and beliefs of others through topic work and activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children move with confidence and control and in safety. They show an awareness of space of themselves and others. They can negotiate a suitable path with wheeled toys. Children use a range of small and large equipment and can handle small objects and malleable materials with increasing control. Staff rarely plan activities to support children's development of large-scale movements to ensure children have sufficient challenges.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's progress in creative development is very good. Children explore colour, texture and form in creative activities such as painting, drawing, collage and dough. Staff help younger children recognise colours. Children enjoy singing, joining in enthusiastically with words and actions, and selecting favourite songs. Children use their imaginations in role play activities. Staff provide a range of interesting resources and skilfully help children extend their thinking and learning.

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

- Ensure that staff use frequent assessments of children's progress to allow them to identify and plan the next stage of children's learning to provide suitable levels of challenge, particularly in mathematical and physical development.
- Develop planning of physical activities to ensure children make good progress with learning large-scale movements and skills.
- Provide further opportunities for children to talk about and use shape.

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.