



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY246621

DfES Number: 533855

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Ann Winifred Harrison

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Headstart
Setting Address The School House, Brook Lane
 Walsall Wood
 Walsall
 West Midlands
 WS9 9NA

REGISTERED PROVIDER DETAILS

Name Mrs Sandra Anne Masters

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

Headstart Nursery opened in 2002. It operates from a house within the premises of St John's Primary School in Walsall Wood. The group serves the local area.

There are currently 41 children from 2 to 5 years on roll in the nursery. This includes one funded three-year-old. There are currently 28 children from 3 to 11 years on roll in the out of school club. Children attend for a variety of sessions. The group supports children with special needs and children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00. The out of school club opens five days a week during school term time. Sessions are from 07:30 until 09:00 and 15:00 until 18:00. The holiday play scheme opens five days a week during school holidays, sessions are from 07:30 until 18:00.

Six staff work with the children. Two staff have early years qualifications to NVQ level 3, and three staff are working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Headstart Nursery and Out of School club provides satisfactory care for children. Staff provide a warm and welcoming environment. Staff have good understanding of the National Standards and spend the majority of their time working with the children. However, staff are not always deployed effectively to maintain ratios. Activities and resources are not always organised to meet the needs of the children and encourage independence. There are effective procedures in place for the induction of staff and volunteers. Some policies and procedures are in place, however some lack the necessary detail and Ofsted has not been informed of some changes in staff.

Positive steps are taken to ensure children are safe, all staff are aware of the fire

safety procedures. Risk assessments are in place and are regularly reviewed. Children are well cared for and a good standard of hygiene is maintained. Suitable records are kept for the reporting of accidents, however the medication procedure lacks detail. All staff hold a current first aid certificate. Staff have limited knowledge of the Code of Practice and the child protection policy lacks necessary detail.

Staff plan and provide a range of activities to promote all round development. They complete observations and assessments of the children which are used to inform plans, however they do not show the next steps in children's learning and play. Staff build good relationships with the children and staff/child interaction is very good. Staff are consistent in managing children's behaviour and children behave well. There is a range of resources that reflects equality of opportunity however there are few positive images in the environment.

Relationships with parents are good. A range of methods is used to ensure that parents are kept informed about their child's progress. Staff share information on a daily basis and all assessments are given to parents when children leave. Policies and procedures are not always shared with parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff build positive relationships with children, staff/child interaction is very good, and they spend majority of their time working with the children.
- Staff use effective strategies and are consistent in managing children's behaviour, children behave well.
- Children are safe and well cared for, all staff are aware of health and hygiene procedures.
- Staff provide a variety of activities connected to various themes and topics.
- Relationships with parents are good and information is shared regularly.

What needs to be improved?

- procedure to inform Ofsted of all changes in staff
- operational plan to include organisation of space, resources and activities to maintain staff ratios, to develop children's independence and provide an environment where children are able to self select resources and initiate their own play
- the key worker system to ensure children are allocated to a key person who is mainly responsible for their care
- observations and assessment to help plan for next steps in children's learning and play

- staffs knowledge of the Code of Practice for the Identification of Special Educational Needs
- child protection procedures to comply with local Area Child Protection Committee (ACPC) procedures including procedures for allegations made against staff
- the organisation and maintenance of all documents; the lost and uncollected children's policy, complaints procedure to include detail of the regulator; sick children's policy, permission to gain emergency medical treatment, medication consent procedure to include signature of parent
- accessibility of policies to ensure they are easily accessible to staff and parents and always available for inspection by the early years childcare inspector
- the provision of positive images in the environment to promote equality of opportunity and anti-discriminatory practice.

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
13	Ensure that the child protection procedure for the group complies with local Area child protection Committee(ACPC) procedures and includes procedures to be followed in the event of an allegation made against a member of staff or volunteer.	12/12/2004
1	Ensure Ofsted are informed of all changes in staff.	12/11/2004
2	Develop the operational plan to include the organisation of staff, space, resources and activities to ensure that adult child ratios are maintained at all times, to develop children's independence and ensure that there is opportunity for children to self	12/12/2004

	select resources and initiate their own play.	
2	Develop a key worker system to ensure that all children are allocated to a key person who is mainly responsible for their care on a daily basis and ensures that information is exchanged with parents.	12/12/2004
14	Ensure all policies and procedures are in place, review them to ensure they promote the welfare, care and learning of children, and ensure they are easily accessible to parents and the early years inspector.	12/12/2004
10	Increase staffs knowledge of the Code of Practice for Identification and Assessment of Special Educational Needs.	12/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Ensure observations and assessments are used to help plan next steps in children's learning.
5	Ensure that there are positive images in the environment to promote equality of opportunity and anti-discriminatory practice.

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

How effective is the nursery education?

Headstart Nursery offers good quality provision overall which helps children make generally good progress towards the early learning goals. Provision for their physical development is very good.

The quality of teaching is generally good. Staff have good knowledge of the foundation stage and provide well organised activities and routines to encourage children's learning in all areas. Staff interaction with children is very good, they ask open ended questions to extend children's learning. Children's developmental progress is recorded and is used to inform future plans. However, assessments do not show progression through the stepping stones. Staff spend the majority of their time working with the children and they work hard to develop children's self esteem by giving praise and encouragement. They have high expectations of children's behaviour and children behave well. There are currently no children with special educational needs, or with English as an additional language attending, however there is an effective system in place to offer appropriate support.

Leadership and management are generally good. Staff are aware of their roles and responsibilities and are encouraged to work as part of a team. Professional development is supported and staff are encouraged to develop their skills and knowledge through attendance at childcare training courses. Limited systems are in place to monitor the quality of the setting and the educational provision. The setting is working with Early Years Development and Childcare Partnership to improve practice.

Partnership with parents is generally good. They are kept informed about the provision although some policies are not shared with parents. Parents talk to staff on a regular basis and are kept informed about their child's development progress through regular meetings. Parents are encouraged to be involved in their children's learning

What is being done well?

- Staff develop children's self esteem by giving praise and encouragement. They have high expectations of children's behaviour and children behave well.
- Staff interaction with children is very good. They listen and talk to the children and engage in their play. They ask open ended questions and extend children's learning.
- Staff provide activities and routines to encourage children's learning.
- The provision for physical play is very good and children have good opportunities to develop their skills.

- Children are interested and motivated to learn, they interact with each other and staff. They talk confidently in group situations about their lives.
- Staff provide good opportunities for children to learn about numbers in everyday situations.
- Children are able to use simple programmes on the computer competently.

What needs to be improved?

- opportunities for children to develop their independence
- opportunities for children develop their understanding of addition and subtraction in everyday situations
- opportunities for children to develop their design and making skills
- organisation of story time to ensure that children's interest is maintained
- opportunities for children to use musical instruments
- children's assessments records to show children's learning against the Foundation Stage of the curriculum and identify their next steps in learning
- systems to monitor and evaluate the quality of the educational provision.
- partnerships with parents by ensuring all policies and procedures are shared

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting has introduced a number of measures to address key issues raised at the previous inspection.

The key issues related to: providing more practical activities in which children learn through play to solve problems, record numbers and begin to have an awareness of such number operations as adding and taking away; providing more opportunities and writing materials for the children to write or make marks meaningfully in their own way to develop language and literacy skills.

Some improvement has been made with regard to providing mathematical activities in which children learn through play; plans show a range of activities including measuring, weighing, playing number games, singing number rhymes. However, the opportunities for children to learn about addition and subtraction in practical activities is still a key issue from this inspection.

Improvement has been made with regard to opportunities for children to write and make marks. Opportunities to write are available at all times including a writing area, writing materials in role play situations, staff encourage children to label their own work and plan a variety of activities to encourage children's writing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and involved in their play. Children separate from main carer and know the nursery routine. Children are building good relationships with staff and peers and their behaviour is good. They are able to work as part of a group, taking turns and sharing fairly. Children are developing an understanding of their own and other cultures. Opportunities to encourage children's independence are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact with others and initiate and continue conversations. Children are beginning to understand that print carries meaning and there are good opportunities for children to handle books and to see words within everyday situations. Children are encouraged to write their own names and they are beginning to link sound and letters. However, story time at large group time does not always maintain children's interest or extend children's learning.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count reliably up to 10 and beyond. There are good opportunities for children to recognise numerals in the environment and to learn about numbers in everyday situations. Children are learning about shape and size through practical activities. They are learning about patterns and sequencing but opportunities are limited to encourage children's understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are knowledgeable and interested in their environment. They are developing investigation skills and exploring how things work. They are using ICT equipment with confidence and can complete simple programmes with adult support. Children talk confidently about significant experiences in their lives. Children are beginning to learn about cultures through a variety of planned activities. There are limited opportunities for children to develop their design and making skills.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to show an awareness of space. Children use malleable materials and handle a range of tools and small equipment competently. There are good opportunities for children to take part in physical activities and to develop their physical skills through balancing and climbing. Children are beginning to learn about the importance of staying healthy and that changes happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore texture in sand, water, play dough and cooking activities. They have good opportunities to explore colour and shape through planned art and craft activities. Children respond well to music and are able to move to sounds and sing familiar songs. However, the opportunities for children to use musical instruments are limited. Children play imaginatively in a variety of role-play settings and are able to talk about their feelings.

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

- make greater use of everyday routines and planned activities to encourage children to take initiative and become increasingly self sufficient
- increase opportunities for children to develop their understanding of addition and subtraction in everyday situations and increase opportunities for children to develop their design and making skills
- promote the effective organisation of story time to capture and maintain children's interest and provide children with planned and spontaneous use of musical instruments
- improve systems to monitor and evaluate the quality of the setting and the educational provision and develop assessment records to show children's learning against the Foundation Stage of the curriculum and identify children's next steps in 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.