



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205167

DfES Number: 516640

### INSPECTION DETAILS

Inspection Date 16/03/2004  
Inspector Name Ann Doreen Burford

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Princess Christian Nursery  
Setting Address 19 Stoke Road  
Bromsgrove  
Worcestershire  
B60 3EQ

### REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries Ltd.

### ORGANISATION DETAILS

Name Princess Christian Nurseries Ltd.  
Address Anglia House  
Clarendon Court, Carrs Road  
Cheadle  
Cheshire  
SK8 2LA

## 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

Princess Christian Nursery at Penny Cottage opened in 2000. It is part of a large chain of nurseries. It operates from four play rooms on the ground floor and three first floor play areas for children. This nursery is located in the Aston Fields district of Bromsgrove near local shops and Bromsgrove train station. The group serves the local and surrounding area.

There are currently 114 children from 3 months to 5 years on roll. This includes 16 funded 3-year-olds and 11 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports children with special needs and has procedures in place to support those who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

Twenty two staff work with the children on a rota basis. Half of the staff have an early years qualification to NVQ level 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Princess Christian Nursery at Penny Cottage provides good care for children. The management structure is clear and effective. It includes staff's qualifications, roles and responsibilities. Clear procedures and processes are in place to protect children from unvetted persons. The rooms are organised to meet the needs of the children, providing them with plenty of play space both indoors and outdoors, however some areas of the nursery are worn especially the carpets. All children have access to a varied range of toys and equipment to support their needs. All of the required documentation is in place.

There is a member of staff with responsibility for risk assessments and a procedure in place to keep the management informed of identified hazards, although more

action could be taken to reduce some of the risks. Staff maintain accurate medication and accident records including the signatures of parents. Some hygiene procedures in the main kitchen need to improve. There is a good weaning procedure in place for babies that fully involves the parents. Meals for older children could be more balanced. There is a designated trained member of staff in place with responsibility for child protection issues.

Staff and children have a good relationship in all age groups. Children appear confident and actively take part in the range of age-appropriate activities. They are valued and respected. They are treated with equal concern and equality of opportunity is promoted for all children. Play is planned to be inclusive for all children and any identified needs met. There is good behaviour management in place for all children.

The management and staff build a strong relationship with parents.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The nursery is well organised. The operational plan is cohesive, accurate and is used effectively. The children have good supervision in all of the well organised rooms of the nursery. The in depth induction process helps new staff to become familiar with the policies and procedures and quickly settle as part of the staff team.
- Care of children under two years is supported by the comprehensive range of equipment. There is a wide range of age appropriate resources available in all rooms to support the development of the children. Resources and activities that promote equal opportunities are readily available.
- Staff have high expectations of good behaviour and consistently encourage good manners and social skills with all of the children throughout the nursery. Staff make good use of age-appropriate strategies to encourage good behaviour. Children are mostly well behaved, motivated and self-disciplined.
- Parents are kept well informed about the care and development of their child. Their wishes are given priority at all times. Parents of babies receive a daily written record of the care received. All parents are invited to a meeting with their child's key worker twice a year.
- Documentation is detailed and accurate. It is well organised and kept secure. The recording of information in such a thorough manner ensures that the care of the children and the wishes of the parents remains a priority at all times, and that the group provides a professional service.

#### **What needs to be improved?**

- the maintenance of the building and carpets
- the safety of the nappy changing areas
- the hygiene in the kitchen including preventing contamination of food and safe storage of food at the correct temperature
- menus that provide a well balanced choice and clear recording of food allergies.

### 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
4	Maintain the decoration and carpets to a satisfactory standard.
6	Ensure all of the changing areas for nappies meet health and safety requirements.
7	Ensure the kitchen meets all the EHO recommendations.

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

### How effective is the nursery education?

Princess Christian Nursery at Penny Cottage provides generally good nursery education. Children make generally good progress towards the early learning goals, with children's language, mathematics and personal and social skills being particular strengths.

Teaching is generally good with staff working together to promote children's learning. However, they do not always use resources to full effect or extend children's learning during creative and imaginative play. Staff are attentive, set high expectations for behaviour, and praise and encourage children to develop good personal values, confidence and self esteem. There are suitable systems in place to support children with special educational needs and staff use an effective keyworker system to help them get to know children well and help them meet the individual needs of all children in the group.

Planning of the educational programme is well thought out, with many creative topics used to provide stimulating and purposeful activities that encourage children to enjoy their learning. Assessments of children's learning, however, are not carried out or understood by all staff working with the children and do not include sufficient detail to clearly show the stepping stones for children's progress.

Leadership and management is generally good. The group is well resourced and organised, with space used effectively. The nursery relies on close relationships with parents to monitor the effectiveness of the setting, while staff use informal discussion and observation to evaluate the educational programme.

The nursery provides generally good information for parents, with good opportunities provided for parents to talk to staff informally about their child's progress and their own observations of what their child can do.

### What is being done well?

- Four year-olds express their emotions, thoughts, feelings and experiences exceptionally well and are very self-assured and confident.
- Children are confident speakers who use well developed vocabulary to explain what they are doing and to develop their ideas. Older children are particularly expressive during story times where they predict what might happen next and question why characters in the book do or say things.
- Children learn to compare, estimate and solve number problems through practical activities such as working out how many more ladder bricks they need to complete a circle.

**What needs to be improved?**

- facilities for children to print out their computer-generated creative work
- increased opportunities for children to creatively move to music
- resources and adult support for children's imaginative play
- assessments of children's learning to clearly show the stepping stones for progression
- staff's knowledge and involvement in the observation and assessment system.

**What has improved since the last inspection?**

Generally good progress has been made since the last inspection. Staff have developed an assessment system to allow them to record children's individual learning and achievements and use this to inform the future planning of the education programme. This information is shared with parents. Unfortunately, the assessment recording system does not link to the Foundation Stage curriculum, does not show children's stepping stones of progression and is not fully understood or used by all staff working directly with three and four year-olds.

Children's climbing skills and use of technology have been enhanced through daily opportunities to access both activities. Children now practise and consolidate their climbing skills daily in the nursery garden where they climb over, under and through a large climbing frame. They frequently extend their learning through use of a computer and use it confidently to paint computer generated pictures or choose which simple computer games they wish to play. Children do not, however, have the facility to print off and keep the pictures they have created on screen.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and motivated learners who are confident to try new activities and respond with pride and delight when asked to help, such as at snack time. They learn to share, take turns and co-operate at activities and work well in both small and large groups. Behaviour is very good and they respond well to the high expectations and good role models set by staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers who talk freely and expressively. They share their news, give their opinions and join in with discussions eagerly. Older children develop a very good vocabulary and predict what might happen next during stories or when experimenting. They learn to link sounds and letters through a letter of the week and share books and stories with interest and enjoyment. They practise mark making regularly such as forming letters in chalk or jotting notes during role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident mathematicians who regularly practise their counting skills and show a good understanding of numbers. They learn a new number every week and to compare, estimate and solve number problems through practical activities. They recognise and copy patterns very well and use good mathematical and positional language in their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest and curiosity when looking at things brought in from home for show and tell time or when, unexpectedly, finding a large spider. They build, construct and practise their design making skills through a variety of interesting and stimulating resources and use computers creatively to paint pictures, although they do not have the opportunity to print out their work. Children's awareness of culture is developed through effective topics and resources.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children learn to use their muscles and develop good co-ordination through use of an effective range of large and small equipment. They show increasing control when climbing over the nursery's adventure playground or peddling sit and ride toys. They learn to link health with their bodies through talking extensively at snack time about what they like to eat and what is good for them.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children know their colours well and have good opportunities to explore paint and texture and to enjoy a wide range of stimulating craft activities. They have good opportunities to use their imagination in role play, however, staff do not always support this sufficiently to help children develop and extend their learning and creativity. Opportunities for children to initiate and create movement to music are infrequent, however children regularly enjoy singing and making music.

**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**

- Develop assessments to clearly show the stepping stones for progression and ensure these are understood by all staff.
- Use resources more effectively to support and extend children's creative play, particularly in the areas of music and imaginative play.

*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.*