



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127245

DfES Number: 543365

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Joanne Wade Barnett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hickory House Children's Day Nursery
Setting Address Brickfield Farm, Main Road
Longfield
Dartford
Kent
DA3 7PJ

REGISTERED PROVIDER DETAILS

Name Mrs Sandra Elizabeth Walford

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

Hickory House Children's Day Nursery opened in October 2002. The nursery is located in Longfield and is purpose built and within easy reach by most modes of transport.

It operates from a single story building. There is a baby room and sleep area with a baby changing bay. There are three other rooms with children's toilets and disabled toilet. The kitchen is situated next to the staff room. The office is located by the main entrance. There is a fully enclosed garden available for outdoor play

The group opens Monday to Friday from 07:30 to 18:30 all year round. The facilities it provides include full and sectional care for children in the specified age range.

All majority of staff are first aid trained and all staff have early years qualifications with some members of staff on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The nursery is purpose built and has a open aspect with a large outdoor area.

How good is the Day Care?

Hickory House Children's Day Nursery provides good quality care to children.

The nursery operates under a very flexible but structured routine. All procedures are implemented on a daily basis with regard to meeting each child's individual needs.

Staff are creative with the use of space and resources, ensuring all children have adequate space and activities available to them.

All documentation is available and produced professionally, however some small detail needs to be amended. The staff show excellent practice towards the safety of the children, throughout the day. All aspects of health and hygiene are met, with relevant documentation completed sufficiently. Freshly prepared meals are cooked daily for the children by the designated cook.

Staff have a satisfactory knowledge and understanding of the National Standards. Children have access to an adequate range of activities both inside and outdoors.

Activities provided are selected in accordance with the child's age and stage of development, as well as their preference. Staff gauge the level of activity using the knowledge of each child's level of development and understanding.

There is a good partnership with parents and staff. They know what is going on in the nursery through regular newsletters and informal contact with key workers. Daily information on the children's care is recorded to allow parents to view their child's progress of the day.

What has improved since the last inspection?

not applicable

What is being done well?

- The standard of care for children under two is very good. Staff give excellent attention to meeting babies' individual needs.
- Children in the pre-school room are provided with well-planned activities which build on their curiosity and promote their learning.
- The policies and procedures for the setting are clear and staff implement these well.
- The nursery have a varied range of toys and play materials to promote play opportunities for children. The selection of books in particular are stimulating.
- The children benefit from a large secure garden where they can play with a number of activities.

What needs to be improved?

- the temperature in the baby room.
- the recording of medication and accidents.
- the storage of equipment.

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	ensure that the baby room is maintained at an adequate and comfortable temperature.
4	ensure that there is sufficient, accessible and safe storage of toys and equipment
7	ensure all accidents and medication recorded are kept confidential

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

How effective is the nursery education?

The provision at Hickory House Children's Day Nursery is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good in most areas of learning. There is a good range of resources to support children's progress. Staff encourage and support children's behaviour. Children are confident, show consideration for others and are generally well behaved. The staff take responsibility for the long term planning. However this does not always relate to the six areas of learning and the related aspects, consequently it is difficult to ensure all six areas are given equal emphasis. Planning for daily activities is in place and effective with useful information to develop individual children's progress.

The system for assessment of children's progress is developing. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and there are appropriate monitoring systems in place, however the Individual action plans are not yet linked to the stepping-stones.

Leadership and management is generally good. The management, supervisors and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They are beginning to develop their role in monitoring the effectiveness of the nursery practice through observations and appraisal systems. Systems for evaluating and reviewing the service are fully developed.

The partnership with parents is generally good. Staff provide information about the setting and it's provision and greet parents warmly. Parents receive regular newsletters and are welcomed into the group. Opportunities are developing for parents to learn about their children's attainments and progress within the curriculum, for example planned consultation meetings with key-workers.

What is being done well?

- Children receive regular opportunities to count and recognise numbers and shape as part of the daily session.
- Children receive regular opportunities to recognise and write their names as part of the daily session.
- Staff provide an environment that reflects the importance of language through notices and labels. Children speak clearly and confidently as they engage both adults and their friends in conversation.
- Children receive good opportunities to find out about features of the local and wider world.

- Staff provide worthwhile and interesting activities that promote children's creativity through exploring materials with their senses.
- Staff encourage four year olds to use information and communication technology and make regular use of the computer.

What needs to be improved?

- the book corner and the home corner in both pre-school rooms to be defined.
- more practical mathematical activities in the 'free-play' session covering all the aspects.
- the attention to allowing children to self-select at meal times to help with independency.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Many positive relationships are made in the nursery. Children are able to work in groups and learn to take turns and share. Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem, helping them to make good progress towards the early learning goals. Children are happy, settled, concentrate for appropriate times and generally well behaved. Staff miss some opportunities to develop children's independence for example snack time and self-selection.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are in an environment that reflects the importance of language through notices and labels. Children speak confidently as they engage both adults and their friends in conversation. Opportunities for writing and recognising letters are available. Staff do not consistently encourage children to transfer these skills in a variety of play situations. The positioning of the book area and home corner results in children not making full use of these resources.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children receive opportunities to count during the session and numbers are displayed. They practise naming shapes and numerals as part of the daily routine. A good range of mathematical equipment is available, staff do not consistently use 'mathematical' language to help children learn. There are opportunities to encourage children to solve simple problems during practical activities and opportunities for children to learn about addition and subtraction in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children can relate to past and present events, using characters from familiar settings and family within role play situations. They show a keen curiosity towards construction fixing and mending and working together in groups to solve practical problems. There are sufficient opportunities for children to look closely at similarities, differences and change and excellent opportunity are provided for children to use information technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's fine manipulative skills are developing well as they display good skills when threading, cutting, painting, drawing and constructing. Regular opportunities to use large equipment ensure that children move around safely, displaying a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through discussion, displays, topics and regular hand washing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children freely express themselves through prepared creative activities. They are able to demonstrate and describe what they have made. They use colour to relate to everyday objects. Staff offer effective use of music and movement to enable the children to understand the link between rhymes and sound and movement. However staff do not offer much opportunities for children to initiate songs and music and the use of instruments.

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

- Improve the use of resources to promote children's role-play.
- Develop staff's knowledge and practical use of questioning, to expand children's inquisitiveness and understanding, in particularly in the area of Mathematical development.
- Enhance the use of resources to encourage children's independence, particularly at meal times and with self selection.

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.