



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254021

DfES Number: 500301

INSPECTION DETAILS

Inspection Date 24/03/2004
Inspector Name Valerie Billington

SETTING DETAILS

Day Care Type Creche Day Care, Out of School Day Care, Full Day Care
Setting Name City College Nursery
Setting Address Norwich City College
Ipswich Road
NORWICH
Norfolk
NR2 2LJ

REGISTERED PROVIDER DETAILS

Name Norwich City College

ORGANISATION DETAILS

Name Norwich City College
Address Ipswich Road
Norwich
Norfolk
NR2 2LJ

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

City College Nursery and Cartwheel Out of School Club opened in 1989. The provision operates from purpose built premises sited within the college campus in Norwich and provides a service to the local community, college students and staff.

There are currently 95 children on roll. This includes 14 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting welcomes children with special needs, but currently have none on roll.

The provision is open all year round, Monday to Friday, from 8:30 until 17:30.

There are 28 members of staff. Over half the staff have early years qualifications to NVQ Level 2 or 3, and all staff are suitably experienced. The setting receives support from a teacher linked to the Early Years Development and Childcare Partnership.

How good is the Day Care?

City College Nursery and After School Cartwheel Club provides good quality care.

Space, resources and staffing are organised well so that children of all ages feel secure and settled in their environment. Children are able to play indoors and outdoors, sleep undisturbed and eat in comfort. They have easy access to a good range of resources, which reflects equality and starts to develop children's understanding of others. Most documentation is well maintained, however some procedures are out of date.

Staff show a good awareness of children's safety. They assess possible danger well, to ensure children play with minimum risk both indoors and outside. An informed approach to hygiene and a nutritious diet supports children's well being and growth. Protection of children is considered, however all staff are not secure in their knowledge of procedures to follow if they have concerns.

Children experience warm and caring relationships with staff and are very settled. A

stimulating environment is available to all the children, which maintains their interest and supports their general learning. Details of children's care requirements are discussed with parents before children start to attend, ensuring their individual needs are met. Behaviour is good. Children are praised often and the older children have developed their own club rules, which supports their understanding of right and wrong.

Partnership with parents is very good. Staff and parents exchange information daily about children's routines and activities to ensure children's needs are met.

What has improved since the last inspection?

At the transitional inspection the nursery were asked to ensure statutory checks were completed on all staff and develop an action plan detailing training and support for the crèche co-ordinator.

Relevant updated checks have been completed to ensure there are sufficient staff cleared to operate the service. There are some checks outstanding and these are being pursued by the senior team. The crèche is no longer open.

What is being done well?

- Children enjoy good relationships with the staff. All adults make time to listen and talk with the children ensuring they are confident in their surroundings. A flexible routine for children under three years gives them time to explore through their play and gain confidence with new skills such as language.
- A welcoming environment ensures children settle quickly. The premises are child centred with attractive furnishings and displays of children's art. Child sized furniture and low level storage shelves where children choose their own toys fosters their independence.
- Children's individual needs are given good consideration. Staff are respectful of parents wishes regarding their children's care. Babies' feeding and sleeping patterns are adopted from home.
- Staff work very well with parents to support the children's well being. An information booklet is given to parents before they start and an initial meeting with parents gives them the opportunity to share their knowledge around the children's needs. Regular opportunities are taken to meet with parents to discuss children's progress and update their records regarding their care.

What needs to be improved?

- staff's full awareness of current child protection procedures
- documentation, particularly policies and procedures for the lost child, special needs and complaints.

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
13	Ensure all staff have a full awareness of child protection procedures and are able to implement them in the absence of the designated staff member.
14	Ensure documentation held fully complies with the National Standards, particularly regarding the procedures and policies for a lost child , special needs and complaints.

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

How effective is the nursery education?

The provision of nursery education at City College Nursery is good. It enables children to make very good progress in their personal, social and emotional development and generally good progress in all other areas of learning.

Teaching is generally good. Staff provide good role models, use very good strategies to support children's behaviour leading to learning taking place in a calm and positive environment. Staff involve themselves in the children's learning, extending the children's vocabulary and helping them to persist with tasks. Planning is linked to the early learning goals and they include the learning that occurs in everyday activities and routines. However this planning is not always being put into practice consistently. Some activities are not being supported effectively by some staff and the learning from these activities is limited.

The staff know children well through their key worker system and adapt activities to meet the needs of individuals. Children's assessments are beginning to be used to inform planning.

Leadership and management of the setting is generally good. The staff and managers are committed to improving the care and education of the children. Staff are beginning to work together to develop their practice and this is being monitored informally by the management. Robust systems are not yet in place to monitor and evaluate the provision and ensure staff progression.

The partnership with the parents and carers is very good. They are given good quality information about the provision and the Foundation Stage. The setting use a variety of strategies to encourage parents to become involved in their children's learning and to share what they know about their children. Staff have regular meetings with parents to share the children's assessments.

What is being done well?

- Children are having many opportunities to express their thoughts, experiences and ideas in an environment that encourages the children to use extended vocabulary to express themselves. They are well supported by staff who value their ideas and thoughts. Children's interest in books and other reference materials such as fictional and information books, instructions and diagrams is supported by opportunities within the sessions and resources to do so.
- Children are confident within the setting and are developing their perseverance and self-esteem that is helping them to become confident learners.
- Staff use appropriate techniques to develop the children's concept of right

and wrong and to become aware of their needs and that of others by providing appropriate role models for the children. The atmosphere within the setting is calm. Staff involve themselves in the children's learning, they extend the children's thoughts by listening to their answers and building on them.

- Staff work with the parents and carers using a variety of ways to involve them in the children's learning. Parents and carers are given information about their children's learning through newsletters, informal discussions and through more formal meetings.

What needs to be improved?

- the consistent use of the planning, to provide effective learning for children in focused activities and through routines and activities
- the extension of activities for the older or more able children particularly in problem solving in mathematics and the linking of sounds and letters in communication, language and literacy.

What has improved since the last inspection?

Generally good progress has been made with the key issues from the last inspection. Assessments are now being used regularly to inform parents about the children's learning and there is some use of assessment to inform planning but this needs further development. Planning now shows what learning is intended and there is some adaptation for the differing needs of the children. Mostly there is a balance across the areas of learning and assessment opportunities are planned into some activities. Focused activities show some evaluation and are beginning to be used for children's assessment. Generally good progress has been made in physical development. There is more use of the outside area and small equipment but further work is needed to focus on specific skills to be developed. Finally children are now being encouraged to think about why things happen but opportunities are not always being taken by some staff to develop children's problem solving skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and eager to learn. They share experiences with staff and each other, take turns and play well together, including all children in their games. Children enjoy the activities and take pride in their achievements. They are learning about their feelings and that of others. They learn about their own lives and that of others through relationships within their families and relationships within the nursery. Children are able to self select some resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to competently express thoughts and ideas. Children enjoy books for pleasure and are beginning to use words to find information in a variety of ways. Children's vocabulary and grammar are developing well and they make marks to convey information in role play situations. However, children are not always linking sounds to letters or being encouraged to recognise the initial sounds in their names. Older or more able children do not regularly attempt to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to count to ten with confidence and are becoming aware of numbers beyond ten, for example, through looking at the date. Children learn about measures in relation to themselves recording height pictorially and exploring volume and capacity through sand and water play. Children use their skills of matching and sorting to support the development of mathematical language. Children are not always encouraged to solve simple problems in everyday routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use their senses to explore and investigate their surroundings, looking at similarities and differences in cookery, the weather and living things. They design and build with a range of resources, experimenting with different ways of joining. Children use technology with confidence and learn about time through their routines and their lives. Topics help children to learn about cultures but they have less opportunities to look at features in the local environment or how things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence indoors and outside using large and small equipment. Children ride bikes with increasing aptitude and use climbing equipment with increasing skill. However there are missed opportunities to target specific skills in free play situations. Children show a good sense of space for themselves and others, using this awareness when using equipment or sitting for stories or circle time. Children use a good range of equipment with increasing safety and control in activities.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their senses to respond to a range of activities such as cooking. They use their paintings and models to explore texture, colour and form. Children express their ideas through their art, their designs and their role-play. They have opportunities to use art to record their experiences and show pride in the displayed outcome. Children have fewer opportunities to express themselves through music or to explore sound.

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 the effective use of planning to ensure that children consistently learn through both focused activities and everyday routines and activities
- ensure all opportunities are taken to extend problem solving in mathematics and the linking of sounds to letters in communication, language and literacy particularly for the older or more able children.

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.