



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY226966

DfES Number: 585065

### INSPECTION DETAILS

Inspection Date 12/10/2004  
Inspector Name Lynn Morris

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name First Friends at Henley  
Setting Address Henley Road  
Coventry  
West Midlands  
CV2 1ED

### REGISTERED PROVIDER DETAILS

Name The Committee of Henley College Corporation

### ORGANISATION DETAILS

Name Henley College Corporation  
Address Henley Road  
Coventry  
West Midlands  
CV2 1ED

## 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

First Friends at Henley opened on their existing site in 2002. It operates from purpose built premises on Henley College campus but separate to the main building, in the Bell Green district of Coventry. The nursery primarily serves the students and staff from the college but also some local community places are available.

There are currently 75 children from six months to five years on roll. This includes twenty funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:30 to 17:45.

There are 11 permanent staff who work with the children and several regular agency cover staff. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

First Friends at Henley Nursery provides good quality day care for children. They are cared for in a clean and stimulating environment. Children of all ages choose from a good range of toys and equipment appropriate for their needs. Most toys and activities are stored at child height enabling even very young babies and children to self select. However, access to resources in all areas of the nursery, which promote equal opportunities is less effective.

Health and safety is addressed well and safety issues are given high priority by staff. Children are secure and effective safety measures are in place. Children have regular hygiene routines and meals and snacks at the nursery. Meals transported to the children do not always follow recommended guidelines. Children make good relationships through constant attention given by staff. They are encouraged to share and take turns and their behaviour is managed well. Children with special

needs are fully included in nursery activities and staff demonstrate a good understanding of their needs.

Communication systems with parents are being developed. They receive a comprehensive prospectus and are able to comment on their child's development before their child commences at the nursery. Documentation and records are kept to a good standard and are securely locked away. Policies and procedures have been reviewed regularly and registration systems updated.

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

Not applicable, as this is the first inspection since registration of new premises.

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

- Children choose from a good range of activities and play materials in all areas of the nursery. Toys and equipment are appropriate to children's ages / stages of development and most can be easily accessed by the children.
- Children make good relationships with adults and are encouraged to be kind and respect their friends. Staff give children lots of encouragement, praise and cuddles and they engage constantly with the children in all areas of the nursery.
- Safety of the children and the premises is given high priority. There are good systems in place to ensure that children are effectively recorded into the premises and good security systems to ensure access is restricted to only those who should enter the building.
- Children with special needs are welcomed. They are integrated and included fully into nursery life. Staff have attended appropriate training courses in the care and support of children with special needs.
- Children are encouraged to behave well. Staff are kind and caring and use effective methods to engage with children, which promote positive and acceptable behaviour. Children are helped by staff to explore their feelings.

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

- the system used to transport food from the kitchen to the children in their rooms
- the access in all areas of the nursery to resources which reflect and promote equal opportunities for all children present.

#### **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
8	Ensure that food transported to the children meets Environmental Services recommendations.
9	Ensure that children in all areas have access to an appropriate range of activities and resources that 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?

First Friends at Henley Day Nursery provides an environment where children are making generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development and creative development and generally good progress in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development.

Teaching is generally good. All key staff have attended Foundation Stage and Curriculum Planning training. They use their knowledge to plan a curriculum, which helps children progress along the stepping-stones in most areas of learning. However, resources for mathematical development and physical development are not always adequately accessible and resources to find out how things work are limited. The daily routine is well balanced; themes are linked to daily activities and include use of the local area and community. Systems for observation and assessment are used but they do not yet inform planning of individual children's next step of learning. Staff have very good strategies for managing children's behaviour and children with special needs are supported well. Relationships are fostered and the use of praise and encouragement is given high priority.

Leadership and management of the nursery is generally good. All key staff are newly established in post and team building is currently taking place. Management staff have begun to look at systems to assess strengths and weaknesses, to make changes and improve care and education.

Partnership with parents has some significant weaknesses. They receive clear information about the setting but information about the foundation stage curriculum is limited. There is no current system for parents to meet with key workers to discuss their child's progress. They contribute what their child already knows before their child commences but are not yet able to become involved directly in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is very good. They make good relationships with each other and adults and they are excited and motivated to learn.
- Children's behaviour is good as a result of staff's constant engagement with them, positive interaction and praise.
- Children's special needs are met well. Consistent encouragement is given and children take part in all aspects of nursery life.
- Children's creativity is encouraged very well during every day and planned activities.

- Children's language is skilfully extended by staff's constant use of questions, which help children to expand their vocabulary and predict what will happen next.
- Children have opportunities to find out about the natural world and to look at how things grow and change.

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

- the range of activities to help children recognise their name
- the access by children to resources, which enable them to practise and build on their learning for mathematical development
- the provision of resources to enable children to explore and investigate how things work
- the access to the full range of outdoor equipment available to develop control and co-ordination
- the regular use of records and assessments to gain sufficient information to inform future planning of children's next step of learning
- the sharing with parents of children's progress and assessment records
- the development of systems to enable parents to take part in children's learning

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

The last inspection took place when the nursery was housed in a different building and in the last report reference was made for the nursery to make better use of outside playing space. This is no longer applicable as the space currently used is in a different building.

A key issue at the last inspection was -:

to develop a record keeping system to ensure it makes clear what children should aim for next in their learning. Use this information when planning activities, so they are relevant to individual children's learning needs.

Since the last inspection staff have developed a system to plan a curriculum for children across all six areas of learning. It helps children progress along the stepping stones. However, systems to observe and record children's progress do not yet fully link to the next step of learning for individual children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make good relationships with adults through constant interaction and praise. They are excited, motivated and confident with new or familiar activities. Behaviour is managed well, children learn to share and take turns. Any special needs are included and all are encouraged to take part in activities. Children's self confidence and personal independence are developing well. Most talk animatedly about their families and people in their lives and their sense of community is growing.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident speakers and use a good range of vocabulary. It is extended well by adults during activities and new words are added daily. Children are encouraged by adults to use language to predict what will happen next. Most children enjoy listening to stories. Children make marks and practise writing during free play both indoors and outside. Opportunities for children to recognise their name are limited and there are no words displayed in other languages.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have daily opportunities to count and practise counting during small and large group activities. Some three-year-olds count spontaneously during their play. Children compare groups of objects to numbers and adults introduce simple calculation during planned activities. They are beginning to make sequence patterns and some can match by size and shape. However, resources currently provided do not adequately enable children to choose materials to reinforce or practise their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have planned activities, which help them learn about the natural world and how things grow and change. They use construction materials and some make recognisable models. They use the computer daily. However, resources to investigate and find out how things work are not currently available. Children talk about features of the environment and experiences from home. Through a programme of planned festival celebrations, they are beginning to develop an awareness of culture and beliefs.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children use outdoor activities to help them develop. Most children climb, balance and travel over and under objects with growing co-ordination. Availability and use of wheeled toys is more limited. They have some planned music, movement and dance sessions. There are daily opportunities to develop a sense of space. Through discussion they are beginning to learn about keeping their bodies healthy. They use a varied range of small tools and equipment developing fine manipulative skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children select materials and media, which enable them to create pictures and make models. Most activities are freely selected and planned activities stimulate children's creativity. They sing, join in songs and action rhymes using musical instruments. They use resources in the domestic play area to re-create familiar experiences. They are encouraged to contribute their ideas and thoughts during planned activities with adult support. They are aware of their peers and show empathy for others.

**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**

- Provide opportunities for children to explore and investigate how things work.
- Develop effective systems for recording and monitoring children's progress, use these records to inform future planning and share children's progress with parents.

*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.*