



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309217

DfES Number: 513809

INSPECTION DETAILS

Inspection Date 11/06/2004
Inspector Name Michael, David Charnley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ashleigh Private Nursery School
Setting Address Marsh Lane
Longton
Preston
Lancashire
PR4 5ZJ

REGISTERED PROVIDER DETAILS

Name Icedean Ltd 2984062

ORGANISATION DETAILS

Name Icedean Ltd
Address Ashleigh Private Nursery School
Marsh Lane, Longton
Preston
Lancashire
PR4 5ZJ

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

Ashleigh private nursery school has been in operation since 1990. Opening hours are from 07:45 to 17:30 hours Monday to Friday for 51 weeks of the year. Children attend for a variety of sessions. The premises are located adjacent to Longton Methodist church on the outskirts of Preston.

Facilities within the church hall, including the extension, comprise of four activity rooms, a baby unit and an outdoor play area. There is also a separate office, kitchen and ample toilet facilities on the premises. On roll there are a total of 138 children of whom 72 receive funding for nursery education; 49 are aged 3 years and 23 are aged 4 years. The setting supports children with special needs and children who speak English as an additional language.

There are 20 staff employed within the setting including the welfare assistant, cook and cleaner, 16 of whom hold level 3 qualifications in Early Years Child Care and Education and one of whom is working towards it. Both the registered owner and the Manager act in a supernumerary capacity. They hold relevant child care qualifications.

The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) advisory teacher. The setting is a member of the National Day Nurseries Association and is working towards a 'Quality Counts' award and 'Investors in people' via 'Business Link'.

How good is the Day Care?

Ashleigh Private Nursery School provides satisfactory care for children.

A well organised staff team use available space and resources to provide a warm, welcoming and stimulating environment. Good relationships are established with the children who are happy, secure and settled. There are good induction and appraisal systems in place which ensures staff are clear about their roles and responsibilities.

The key worker system works well in practice for children of pre school age but needs to be implemented for all children in order to best promote continuity and consistency of care. Records are generally well organised and up to date with minor detail lacking in part. Records are generally kept in confidence and stored securely in a locked cabinet.

The staff team pay close attention to children's safety on and off the premises and rigorous checks are carried out by senior members to ensure any identified risks or hazards are minimised. Good hygiene practices form part of the daily routine and this is actively encouraged with the children who learn personal care skills. Healthy, nutritious meals are provided and menus take into account any special dietary requirements. Staff are sensitive towards the care of children and promote their awareness of diversity as part of the activity programmes. The roles of staff in reporting child protection matters are understood.

Activities are wide ranging aiding children's progress in key developmental areas. Children are stimulated and interested in their play, which is aided by good levels of interaction and support from staff. Staff boost children's esteem with the consistent use of praise and encouragement.

Staff develop good relationships with parents who receive a wealth of information about the setting and its operation. They are kept informed of the activities taking place within the nursery on a daily basis and are actively encouraged to participate in the provision's self evaluation and monitoring system.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The physical environment is stimulating and inviting to children with eye catching displays and posters adorning the walls. Staff are friendly in their approach towards parents and children which aids the settling in process and helps children feel secure and at home within the setting.
- Staff foster good behaviour in the children by regularly giving them praise and encouragement. They actively promote children's independence by giving them individual responsibilities for carrying out specific tasks such as tidying up, distributing cups at snack time and choosing a book at story time. Children are given stickers for being brave. These practices are a good means of boosting children's self esteem and confidence.
- Staff adopt good strategies for keeping children safe and secure on the premises. The policies and procedures underpin the safety practices in place which includes, supplying children with reflective tabards and sun hats when taken on outings. The provision has enhanced children's safety outdoors by purchasing a new play surface.

- The setting is active in promoting equal opportunities. Within planning are themed activities which help raise children's awareness of our multi cultural society and understanding of the wider world, for example, children talk about and produce collage work relating to the different flags of the world and traditions associated with each country.

What needs to be improved?

- the system for storing medication forms
- the implementation of a key worker system for all children
- the arrangements for ensuring the relevant consents for emergency treatment or medical advice are in place

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Implement a key person system for all children within the setting.
7	Obtain the relevant consents from parents at the time of the placement to cover the need for any medical advice or emergency treatment.
12	Ensure that records associated with individual children are kept in confidence at all times.

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

How effective is the nursery education?

Ashleigh Nursery School provides good quality education overall which enables children to make generally good progress towards the early learning goals. Provision for their physical development, creative development, knowledge and understanding of the world and mathematical development is particularly well planned and they are making very good progress in these areas.

The quality of teaching is generally good. Staff are familiar with the stepping stones and the early learning goals. The effectiveness of the curriculum planning is generally good, however it is less effective when planning for children's communication, language and literacy and personal, social and emotional development. Staff are good role models who promote children's self esteem, as a result children behave generally well and are polite and considerate. Attention is given to the planning of adult and child led activities. Staff in general promote children's independence, however expectations of more able children are not always sufficiently high. Staff place an emphasis on question asking and providing a safe and fun based learning environment.

Leadership and management is generally good. Staff work well together to ensure the smooth running of the setting. They plan interesting activities, but there is insufficient monitoring from the manager when planning for children's learning in communication, language and literacy and personal, social and emotional development. There is a comprehensive induction, appraisal and training programme. There is a defined management structure and staff are clear of their roles and responsibilities. A system for reviewing the quality of the provision ensures a positive direction towards the care and education of children.

Partnership with parents is very good, parents contribute to children's learning and are provided with detailed information. There are strong links between the setting and home.

What is being done well?

- Staff are good role models who develop children's self esteem. Children take pride in being elected a monitor for the day for example 'book monitor' and 'snack monitor'.
- Children learn how things work, they enjoy taking photographs of each other and learn all about developing photographs. They have very good computer skills and are skilful when negotiating the mouse.
- Children's physical development is very well promoted. They enjoy a stimulating range of indoor and outdoor play equipment. They are developing their fine and gross motor skills very well, they are competent when throwing both under and overhand. They look forward to their weekly swimming

lessons.

- Children access a wide range of interesting craft and creative activities. They learn about colour and texture and use expressive language when describing the texture of the sand. They explore sound and show delight in playing a variety of unusual musical instruments.
- Partnerships with parents and carers are positive, parents take an active role when contributing to children's development. Staff have introduced imaginative links between home and the setting. Children take home 'The Querks' (dolls) in turn, parents provide a written diary and photographs to share their weekend adventures with the other children. Parents speak highly of the service and education provided by this setting.

What needs to be improved?

- the opportunity for more able children to further develop self help skills and independence
- the opportunity for more able children to record things in writing and use simple punctuation
- the attention given to all children when listening to stories in a larger group.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Through staff training and management support staff are clear about their role in relation to identifying special needs. The SENCO ensures the inclusion of all children within the planning of activities. Staff are aware of the code of practice and value the support offered by the special needs support teacher. In order for children to develop their own interests further they are now given the opportunity to self select activities during allocated free play and are encouraged to add to resources during focussed activity. The staff have provided further opportunities for children to write their own names and develop an interest in the alphabet. Children are encouraged to write their own names on their pictures and are able to access a variety of pens, paper and clip boards within the writing area. As a result children are developing an interest in reading and letter forming.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and motivated to learn. They concentrate well within small groups, however work less effectively in a large group. Children form good relationships with adults and peers and are confident in their approach. Staff are good role models and children are generally well behaved within the setting. Children learn to be helpful and enjoy being daily monitors. They attend to most of their own needs independently and help to tidy away at the end of the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn well how to negotiate with others, for instance about the sharing of equipment. They express themselves clearly when describing the texture of the playdough. They show delight as they beat out the rhythm of their own names. Children learn to link letters to sounds and recognise their own names. They handle books well and follow text from left to right. Children practice letter forming but have limited opportunities to record in writing and use simple punctuation.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence to 10 and beyond. They recognise number from 1 to 10 and sequence them in order. Children are very good when solving mathematical problems for example when building with the bricks. They have a sound knowledge of shape, weight and size. They weigh parcels using weighing scales during role play in the 'post office'. Children are very confident when using addition and subtraction, they count cups and place settings at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things, they take great care when grooming and feeding the pet rabbit. Children learn how things work, they take photographs and learn about developing photographs. Children use great skill when using the computer and the mouse. They have very good understanding of past and present, they describe today, tomorrow and yesterday with confidence. Children learn about other cultures, they enjoy painting flags from other countries.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with very good control over their bodies. They are agile and confident when climbing the climbing frame and run around energetically during outdoor play. They know about healthy eating and enjoy fresh fruit at snack time. They know all about germs and the importance of washing their hands and scrubbing their nails. Children are competent when catching and throwing balls, they use over and underhand actions. Children enjoy weekly swimming lessons.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy rich opportunities to explore colour and texture and learn a wide variety of painting techniques. Children explore sound and delight in playing musical instruments for example the gong and the wood block. Children laugh as they take part in ring games and action songs, they follow the actions of the adult very well. Children develop great imaginations, they dress up and role play in the home corner and the doctors surgery.

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

- increase opportunities for children to further develop their independence
- capitalise on opportunities for children to develop as writers and use simple punctuation
- provide opportunity for older children to interact and respond during large group activities.

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.