



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 321597

DfES Number: 512862

### INSPECTION DETAILS

Inspection Date	09/03/2004
Inspector Name	Jackie Phillips

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Copmanthorpe Child Care Centre
Setting Address	Barons Crescent, Copmanthorpe York North Yorkshire YO23 3YR

### REGISTERED PROVIDER DETAILS

Name	The partnership of Lynn Wilton and Terry Harland
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### ORGANISATION DETAILS

Name	Lynn Wilton and Terry Harland
Address	Barons Crescent Copmanthorpe York North Yorkshire YO23 3YR

## 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

Copmanthorpe Childcare Centre opened in 1996 The premise consists of a mobile unit and is situated in the grounds of Copmanthorpe Recreation Centre. The setting offers full day care, morning or afternoon sessions, and is open between 08:00 to 18:00 Monday to Friday. The centre closes for two weeks at Christmas and all bank holidays. The children are accommodated on one level and are clearly organised into specific areas according to age and ability. There is a fully enclosed area for outdoor play.

There are currently 46 children on roll. This number includes thirteen funded three year olds and nine funded four year olds. The setting provides good support for a child who speaks English as an additional language, and satisfactory systems are in place for supporting children who may attend with special needs.

Six full time staff work with the children and the nursery has its own cook. All of the care staff have early years qualifications.

### How good is the Day Care?

Copmanthorpe Childcare Centre provides satisfactory care for young children. The setting is well organised with routines in place to meet the needs of the broad age range of children. There is a separate area for the babies providing space to rest, eat and play, and there is a clear system in place to allow interaction with the older children and encourage social development. Opportunities are available to allow all age ranges to meet during the day, enabling their transition through the Nursery. The staff team are committed to regular training which supports the standard of child care practice offered.

Staff are involved in the planning of interesting and stimulating activities which enable children to learn and develop to their full potential. Most procedures to ensure children's health and safety are in place, however routines for feeding babies and encouraging the older children to be more involved at meal times could be developed further. Clear supervision and registration policies protect children both

inside and out. Space is used creatively to meet the needs of the children and the routines offered fully support positive behaviour.

There is a good range of toys and resources provided including a range suitable for outdoor use. Equipment also includes a range of resources to promote children's understanding of equal opportunity and cultural diversity. Children can access the equipment with ease but regular rotation of resources for the younger children and a more consistent labelling of storage boxes would improve this further.

Parents are kept well informed about the setting by newsletters, open evenings and a designate notice board. Regular invitations to the setting enable staff and parents to share information about the children. An effective partnership with parents is clearly promoted.

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

Since the last Inspection the setting was asked to develop their policy of medicine administration and recording of accidents. These are now in place although the medicine recording sheet needs to indicate the times of medicine administration. Parents sign to acknowledge any accidents or incidents and are also given a carbon copy to take away with them.

Drinking water is now freely accessible to children and a variety of ways have been used by the setting to encourage more frequent use of this by the children.

Resources to promote equal opportunities and anti discriminatory practice have been increased and will continue to do so.

The setting misunderstood the requirement to ensure a procedure is in place for recording incidents of physical restraint of children. We have discussed this and they are now clear about what is necessary to record such incidents and the need to ensure that parents are kept fully informed.

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

- Good use of space provides an interesting environment for children, and meets the needs of the broad age range of children. A separate baby unit provides a safe secure environment for the younger children, whilst systems are in place to ensure they are not isolated and have the opportunity to share time with the older children.
- Appropriate planning ensures children are actively involved in a range of stimulating play opportunities. These include practical first hand experiences which the children clearly enjoy and derive most benefit.
- There is a good range of resources available, and there is the opportunity for requests from staff for additional resources to be purchased and supplied.
- Positive relationships with parents are evident and they are kept fully informed by a variety of techniques.

- Staff are committed to regular professional development.
- Positive behaviour is promoted, and the staff have realistic expectations of the children.

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

- the attention to holding babies when bottle feeding them and the provision of records for regular checking them when they are sleeping
- the development of older children's independent skills particularly at meal times
- the details recorded regarding visitors to the centre and administration of medication
- the policies with regard to procedure for dealing with incidents which require physical restraint and lost children
- fire precaution procedures.

#### **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 must take the following actions by the date shown**

Std	Action	Date
6	Ensure all fire safety requirements are adhered to.	09/04/2004

##### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Provide a log to record all visitors to the setting.
2	Develop a policy detailing procedure for a lost child.
7	Improve medicine authorisation record to contain all relevant details.

8	Develop appropriate feeding routines for babies and encourage older children's independence at meal times.
11	Consider incidents involving restraining a child are appropriate and parents are kept fully informed.

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

### How effective is the nursery education?

Copmanthorpe Childcare Centre provides a stimulating environment where young children are happy, settled and confident, and making generally good progress towards the early learning goals in all areas of learning. Teaching is generally good and staff work well as a team and support each other. Staff make good use of their time and the routine of the day is well organised.

Staff are effectively deployed within the setting resulting in appropriate levels of interaction with the children. Staff need to further develop their questioning skills to support children's language development and increase vocabulary. They support and encourage the children's learning and development through a careful and purposeful planning process. Planning is flexible and includes activities outside of the setting and celebrations of events that children find interesting. However, activities need to accommodate more challenging experiences for the older children and offer opportunities for consolidation of learning for the younger children.

A range of activities are offered to the children that offer good learning experiences these need to include opportunities for children's concentration skills to be sustained. Staff know the children well and enjoy their company. They have realistic expectations of managing children's behaviour, resulting in children behaving well. Leadership and management is generally good. The setting is very committed to offering a service for parents and children to a high standard. Systems are in place to monitor and evaluate the effectiveness of the nursery education, setting and staff development.

Partnership with parents is good. Parents are encouraged to attend the setting to discuss their child's development and are provided with a regular flow of information to keep them informed. There are opportunities for parents to contribute their ideas and share information about their child.

### What is being done well?

- Children are happy and settled and are developing their skills and understanding.
- Staff work very well as a team. They are supportive and contribute to the planning of the curriculum.
- There are very good relationships between the staff and children.
- Children have access to a good range of activities and equipment which address their learning needs.
- Areas are created both inside and out to stimulate children and encourage development in all areas of learning.

- Children can communicate with confidence, listen to instruction and show respect for each other.
- Parents are informed of their child's learning and are encouraged to be involved.

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

- Opportunities for children to develop and sustain concentration skills.
- Opportunities through practical activities for children to solve problems, make calculations, predictions and gain an understanding of how things work.
- Provide children with a variety of tools and implements to design and build, be creative and develop both fine and gross motor skills.
- The setting needs to provide additional visual stimuli of shape, sound, number and letter formation.
- Staffs awareness of developing children's vocabulary and language skills by open ended question and increased conversation.
- Improve opportunities for children to use their senses and express their feelings in a variety of ways.

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

The record keeping system by identifying for parents the next stage of their child's learning in order to enlist their support to help with this at home.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy, and settled. They are enthusiastic, motivated and eager and excited to learn. They move with confidence around the setting and fully participate in all the learning opportunities provided for them. There is good interaction between groups of children and with adults. Their behaviour is very good. However, opportunities to allow children to be more independent are limited. Children show concern for their friends.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language to an acceptable standard when communicating with peer group and adults. They listen well to stories but opportunities to develop children's concentration skills need developing. They use books independently and are able to regularly practise their writing skills. Older children can write their name and most children can recognise their own name. Children need more opportunities to extend their developing language.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children demonstrate a good understanding of number. Older children can count to ten and some beyond. They particularly enjoy activities where they can fully participate to reinforce their learning. They use mathematical language and understand positional language. Children can recognise simple shapes and enjoy games that involve matching. However, there are insufficient opportunities to solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children experience nature in their immediate surroundings and participate in activities in the wider community. They are developing an understanding of their own culture as well as the culture and beliefs of others. Children's experience of investigation and observation through the use of their senses is limited. They do however, have the opportunity to develop an awareness of information, communication and technology through a variety of resources.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move in a variety of ways with skill and confidence. They have the opportunity to use a large space in which to develop a range of physical skills. Activities to further develop and refine children's gross and fine motor skills could be provided more frequently. There are insufficient opportunities for more able children to access more challenging tools and construct and design using a variety of materials.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have the opportunity to express themselves using a variety of different mediums, for example dance art, role play and imagination. They can communicate their ideas and express themselves well. They enjoy songs and rhymes and children enjoy singing alone or within a group. Staff display art work well allowing for children's self esteem and confidence to be nurtured and valued.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- ensure children have regular opportunities to see numbers, shapes and patterns displayed around the setting.
- provide more opportunities for children to observe, explore and investigate how things grow and work.
- ensure more able children can access a range of tools to refine skills and develop new techniques, particularly in relation to fine motor skill development.
- ensure staff use spontaneous every day activities to reinforce mathematical ideas and practical activities are used to promote understanding of numbers.
- encourage staff to consider ways in which to extend children's vocabulary and language development at every opportunity.

*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.*