



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 205430

DfES Number: 519886

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Anne Georgina Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Hickory Dickory Dock Day Nursery
Setting Address 8 Warbler Place
 Spennells
 Kidderminster
 Worcestershire
 DY10 4DZ

REGISTERED PROVIDER DETAILS

Name Mrs Sara Cookson

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 Dickory Dock Day Nursery opened in 1991 and is privately owned and managed. It operates from modern, purpose built accommodation in a housing development in the Spennells area of Kidderminster. It is situated at the rear of a small shopping area and Spennells First School. There is car parking nearby. There are separate areas for children under two and those over two years. There is a fully enclosed garden with paved, grassed and safety surfaced areas as well as a playhouse and play equipment. In addition, there is a children's playground, some woodland and a lake within walking distance. The premises are accessible to wheelchair users. The nursery serves a wide geographical and economic area.

There are currently 64 children from 3 months to 5 years on roll. This includes 15 nursery education funded 3 and 4 year olds. Children attend for a variety of sessions to meet the needs of working parents. The nursery supports children with special needs. The nursery opens five days a week from Monday to Friday between 07:30 and 18:00 all year round, except for bank holidays and one week at Christmas.

Both co-proprietors work full time in the nursery. They employ a further six full time, four part time and three occasional relief staff who work with the children. Of these, over half hold an early years qualification to NVQ level 2 or 3. A further member of staff is currently working towards a recognised early years qualification. The nursery receives support from a mentor teacher from the Early Years and Childcare Partnership (EYDCP). It belongs to the National Day Nurseries Association (NDNA), the Wyre Forest Play Forum, and a local nursery education support group. It is undertaking the Growing Together quality assurance scheme and maintains close links with Spennells First School. Freshly prepared meals to meet dietary needs are prepared on site.

How good is the Day Care?

Hickory Dickory Dock Day Nursery provides good care for children. The staff team are effectively led and managed. Its members are competent and knowledgeable about the developing needs of children. They attend further training to update and

extend their skills. They work closely together and communicate well, but are not always effectively deployed at the beginning of the day or when children play outdoors. Generally good use is made of space and resources to provide a friendly, welcoming and attractive environment for all children and parents including wheelchair users. Inviting opportunities for children to relax and play quietly are limited. Documentation is well kept, secure and confidential.

Staff give a high priority to promoting children's health, safety and security. There are good systems in place to identify and reduce risks to children, including comprehensive medication records. Good daily routines and practices encourage children to understand the importance of keeping healthy. Children enjoy sociable snack and meal times that meet their specific dietary needs. Staff have a good awareness of their child protection responsibilities.

Children enjoy varied and stimulating activities including messy, creative and active play opportunities. Staff who work with babies are warm and responsive. Children have good opportunities to make choices. They develop independence by managing their own care needs. They learn to behave well in response to frequent warm praise and encouragement for appropriate behaviour. There are many positive images of diversity and disability and good opportunities to reflect on the needs and skills of others.

Partnership with parents is good. They receive a warm welcome and comprehensive information about the nursery. They make positive comments about the care their children receive. They value daily opportunities to talk about what children have done as well as more formal meetings with key workers to discuss their progress.

What has improved since the last inspection?

Not applicable, as no actions were raised at the previous inspection.

What is being done well?

- There are good systems for ensuring the safety and security of the premises and for recording children's attendance.
- The staff team have a very good first aid and child protection training record, which supports them in their effective care of children. Recent training about the care of under threes has been keenly implemented, enhancing the play and learning opportunities for all children including babies.
- The premises are well organised, very clean and attractively decorated with displays of children's work. They are welcoming and accessible to all children and parents.
- Children enjoy freshly cooked healthy meals and well balanced snack times that give them the opportunities to try different fruit and vegetables. They make choices about their drinks and learn to pour these themselves boosting their skills and self-confidence.
- Children build very good relationships with the staff and each other, sharing

and helping others.

- There are many positive images of diversity and disability and good opportunities to reflect on the needs and skills of others.
- There is an effective key worker system that is known to parents and encourages good feedback and communication with them about children's needs and progress.
- Weekly links with the adjacent first school for the pre-school children supports their understanding of the wider community and gives opportunities to find out a little of what school is about.

What needs to be improved?

- the deployment of staff with the youngest children as they arrive and with children playing outdoors
- the opportunities for children to relax or play quietly in comfortable surroundings.

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
2	Ensure that there are always sufficient staff working directly with the children including when babies arrive and children play outdoors.
4	Improve the opportunities for children who wish to relax and play quietly.

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

How effective is the nursery education?

Hickory Dickory Dock Day Nursery provides generally good nursery education. Children are making good progress in all six areas of learning. The quality of teaching is generally good. Staff have a clear understanding of the early learning goals (elgs). They plan and implement balanced practical activities that children enjoy so that they are interested and well motivated to learn. Staff act as very good role models and have realistic expectations of what children can achieve so that they succeed and progress well. Strategies for behaviour management are very good. Well developed systems are in place to plan activities and assess children's progress, but the findings are not fully used in planning for individual children's future learning. Also, group story times do not always hold the attention of all children or offer some sufficient challenge. Children's spiritual, moral, social and cultural development is fostered very well.

Leadership and management are generally good. Time and resources are well organised to create an attractive environment where staff work directly with children supporting their learning. However, a limited range of programmable equipment limits children's access to information technology. There are effective systems in place for staff development and training, which further support children's development. Staff and management communicate very well and all staff contribute to planning and evaluating the curriculum. Children with special educational needs (SEN) and those with English as an additional language (EAL) are welcomed and included.

Partnership with parents is very good. Parents make positive comments about their children's progress. They receive a warm welcome and well presented, detailed written information about the nursery. Daily verbal feedback, examples of children's work, and more formal meetings and discussions give them good opportunities to receive and share information to support children's learning.

What is being done well?

- Staff work directly with children asking questions to make them think and responding to their play. They work together to plan purposeful activities linked to the elgs so that children progress well.
- Children enjoy varied practical play activities, which encourage their active involvement and learning.
- There are good opportunities for children to learn to help to care for one another and themselves. They learn how to be healthy and develop growing confidence, independence and self-esteem. They develop good relationships with staff and one another.
- Children are secure and are learning to behave well in response to the very effective behaviour management strategies employed by staff. Good

behaviour receives frequent warm praise and encouragement whilst less acceptable behaviour is dealt with sensitively.

- The opportunities for active and outdoor play are good so that children are developing good control of their bodies. They are learning to use tools and equipment.
- Children are active talkers and communicators. Many count readily and some recognise and are starting to use numbers in their play. They express their creativity in painting activities, drawing and imaginative play.
- Children have good opportunities to learn about the cultures and beliefs of others as well as positive aspects of diversity and disability.

What needs to be improved?

- the use of assessment to inform future planning so that it identifies any action needed to support individual children's specific learning needs
- the organisation of group story times to ensure they offer appropriate challenge to all children
- children's access to simple programmable equipment and information technology.

What has improved since the last inspection?

At the last inspection, the nursery was asked to analyse the opportunities for learning offered by the nursery's informal activities to ensure that all aspects of the six areas of learning of the desirable learning outcomes were being met.

Very good progress was made towards doing this before the desirable learning outcomes were superseded by the early learning goals. A comprehensive list was used to identify how free play activities related to children's learning outcomes.

Since the introduction of the Foundation Stage and early learning goals, the nursery has developed systems around these.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence, independence and self-esteem. All children persist well with free play activities, which they choose confidently. They are able to sit for appropriate lengths of time. They are making good progress in sharing, taking turns and being considerate to the needs of others. Children behave very well and are building warm and secure relationships. They have good opportunities to learn about the cultures and beliefs as well as the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories, looking at books and responding to rhymes, but some lose concentration and interest during group stories times. Most children communicate confidently about themselves and events in their lives and some children use language to negotiate. They are starting to recognise their own names and most are developing good pencil control. They are developing increasing skill in writing their names and mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about number, space, shape and volume through a wide range of planned and spontaneous play activities. They enjoy counting and choose to count the numbers of beakers and plates at snack times. Some four year olds count correctly beyond five and measure a tower of bricks against themselves and others. They extend their knowledge of shape, volume and problem solving in the water and sand play. They become familiar with adding and subtracting through number rhymes and games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are interested in the world around them. They notice the change in the weather and seasons and how it affects their garden. They learn about animals, what they need to grow and be healthy. They build and join a variety of materials, but have limited access to simple programmable equipment. They see many positive images of diversity in equipment and resources. They are interested to learn about significant events in the lives of staff and other children.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently both indoor and outside. They are skilful at changing direction or speed and negotiating spaces. They develop dexterity by handling a wide range of tools and equipment e.g. pouring drinks for themselves and others at snack times. They learn about the importance of keeping themselves healthy by drinking water, eating fruit and vegetables and staying safe. They are developing independence in managing their personal care, choosing and tidying away their toys.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy lots of opportunities to develop their creativity through a range of media and materials e.g. painting, gluing, junk modelling, and drawing. Children play imaginatively alone, in pairs or sometimes in small groups. They enjoy action rhymes and ring games. Some notice what adults do and imitate this in their play e.g. using improvised traffic lights to control other children riding bikes and scooters outdoors. They show an awareness of others being happy or sad.

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

- There are three key issues arising from this inspection:
- - improve the use of assessment to inform planning for future children's learning needs
- - review group story times to ensure they provide suitable challenge for all children
- - improve children's access to simple programmable equipment and information technology.

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.