



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511122

DfES Number: 518320

INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Juliette Jennings

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Albrighton and Donington Nursery
Setting Address	Albrighton & Donington Nursery Rectory Road, Albrighton Wolverhampton WV7 3EP

REGISTERED PROVIDER DETAILS

Name	The partnership of Michael Pickard & Margaret Pickard
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ORGANISATION DETAILS

Name	Michael Pickard & Margaret Pickard
Address	Albrighton & Donington Nursery Rectory Road, Albrighton Wolverhampton West Midlands WV7 3EP

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

Albrighton and Donington Nursery is located on the edge of the village of Albrighton, near Wolverhampton, on the Shropshire border. The setting occupies a converted former school building.

The nursery serves the local area and is open Monday to Friday from 09:00 until 12:30 and from 13:30 until 16:00. Children can access a variety of sessions and follow a routine which accommodates a mixture of free play and structured activities. They have access to paved and grassed areas for outdoor play.

There are currently 75 children attending, which includes 48 funded 3 and 4 year olds. The nursery has procedures in place to support children with special needs. There are currently no children attending who speak English as an additional language.

Fifteen members of staff work with the children, thirteen of whom hold suitable early years qualifications. The staff access regular training on early years issues and receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Albrighton and Donington Nursery is providing a good quality and standard of care. Children are supported very well by staff to develop and learn in an interesting, child-orientated environment.

Children have access to a wide range of age-appropriate resources and activities which help them to develop and learn. Staff support children very well in structured and free play opportunities by asking questions, listening to what they have to say and actively engaging in their play. They are good at planning exciting, stimulating activities which children enjoy. In addition, staff manage behaviour well and use positive techniques to encourage appropriate behaviour and develop self-esteem and confidence.

Staff access regular and ongoing training in early years issues and current good practice guidelines and this helps to ensure that children are cared for in a child-orientated and secure environment. Safety within the setting is good, with no safety issues highlighted at this inspection.

Policies and procedures are specific to the setting and are reviewed regularly to ensure that they work in practice. Documentation is maintained in very good order and maintained in line with requirements. The lost child and uncollected child procedures would benefit from minor adjustments to ensure that they are more comprehensive.

The nursery maintains a positive partnership with parents, with verbal feedback given on a daily basis. Parents are informed about their children's progress towards the early learning goals and they are encouraged to become involved in their learning. Detailed information about the nursery provision is available. Staff work closely with parents and other professionals to ensure that consistent care is provided and specific needs are met.

What has improved since the last inspection?

At the previous inspection the nursery was asked to address two issues, the first of which was to inform Ofsted of any proposed changes in the setting in relation to a request for an increase in numbers. This issue has been addressed and the numbers of children the setting is registered for has increased.

Finally, the nursery was asked to ensure that the heaters were safe. The leads attached to the heaters have now been clipped to the wall, thus minimising the risk of children pulling the heaters down.

What is being done well?

- Children are happy, confident and excited to learn. Staff are enthusiastic and knowledgeable about children's development. They create a stimulating, exciting and interesting environment in which children are supported to learn through valuable, meaningful play opportunities.
- Clear, well written, comprehensive and detailed information is available to parents about the nursery provision. A positive partnership with parents is maintained. Staff work closely with parents to ensure consistency of care.
- Children have access to a wide range of colourful, stimulating and challenging resources. Staff support children well to use these resources effectively to help extend learning.
- Documentation is in very good order, maintained well and updated regularly. Policies and procedures are specific to the setting and work in practice.
- Children with specific needs are supported well. Staff work closely with parents and other professionals to ensure that needs are met.

What needs to be improved?

- the detail within the lost child and uncollected child procedure so that they are more comprehensive.

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	Extend the lost child and uncollected child procedures so that they are more comprehensive.

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

How effective is the nursery education?

The effectiveness of the education is very good. Children are making very good progress towards the early learning goals.

They participate in an extensive variety of activities and are supported well to become independent, confident, explore and investigate through valuable play opportunities. There are suitable arrangements in place for supporting children with special educational needs. Staff maintain positive professional links with parents, the school and other professionals so that children's needs are accommodated within the daily routine.

The teaching is very good. Staff access regular training and have a good understanding of the Foundation Stage. Detailed written plans are developed that highlight the learning focus, though they would more efficiently inform assessments and future plans if they detailed specific stepping stones. A keyworker system enables staff to focus on individual children's needs within adult-led activities or through free play opportunities. Staff are actively committed to providing the children with an extensive range of learning opportunities that are stimulating and interesting. They use appropriate methods to extend learning, challenge and support children.

The leadership and management of the setting is very good. Staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. There is a clear management and staffing structure and staff are aware of their responsibilities within the setting. Policies and procedures are reviewed to ensure that they work in practice.

The partnership with parents is very good. The setting provides parents with detailed and clear information about the provision and parents are encouraged to be an active part of the group. Parents are encouraged to share what they know about their children and have access to development records.

What is being done well?

- The teaching is very good. Staff are enthusiastic, knowledgeable about the Foundation Stage and understand how children develop.
- Staff provide an exciting, stimulating, interesting environment where children have time to learn and develop through valuable play opportunities.
- Routine activities are used fully to extend children's learning and staff use resources very effectively. Staff are also good at questioning, modelling and extending children's learning whilst being aware of individual stages of development. Structured activities are age-appropriate and engage children.
- Leadership and management is very good. There is a clear management and staffing structure, where staff are aware of their roles and responsibilities and

work well together as a team.

- The partnership with parents is very good. parents are encouraged to share what they know about their children and have access to development records. Clear and detailed information is given to parents which outlines the nursery provision.

What needs to be improved?

- planning and assessment systems so that they work efficiently in practice and relate directly to the stepping stones.

What has improved since the last inspection?

Improvement since the previous inspection is very good. The setting was asked to improve staff's knowledge and understanding of some aspects of communication, language and literacy, including children's awareness of linking sounds and letters. Children have various opportunities within free play and structured activities to begin to link sounds and letters. Staff are good at utilising routine times such as snack time to focus on this type of activity.

In addition, the setting was asked to improve children's listening skills, especially in large group situations. At the time of this inspection there were no issues raised in regard to this. Observed whole group activities were exciting and stimulating and held children's attention.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children aged three and four are confident, excited and interested to learn, accessing a variety of child-initiated and structured play opportunities. They are developing self-confidence and self-esteem, with most children becoming increasingly independent. Children are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently, listen and respond in a range of circumstance and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three and four are beginning to recognise familiar letters within simple words or sentences and some can write their own names. They develop their early writing skills in free play opportunities such as role play and enjoy using books, either in child-initiated play or as part of the whole group.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to numbers in a variety of formats and use numbers in familiar contexts, such as at snack time when counting out cups. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. The children access activities where they can learn about space, shape and measure and are beginning to understand the concept of more or less. Older or more able children are developing their problem solving skills using mathematical ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Three and four year olds use the wide range of equipment and resources within free play or structured opportunities. They are beginning to use construction toys with meaning and investigate materials using their senses. Children have opportunities to use everyday technology in free play and within structured activities. They talk about events in their lives and are developing a sense of time, place, cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently, with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They frequently access planned activities, both indoors and outdoors, which help them to develop their large movement skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Three and four year olds use their imagination within a variety of structured and free choice activities. They enjoy role play, dance and music, using resources to extend their play and learning. Children have access to an exciting range of materials so that they can explore texture, form and shape and are beginning to respond use their senses and communicate their ideas and thoughts.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues, however a minor point for improvement is;
- to continue to develop planning and assessment systems which relate directly to the stepping stones.

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.