



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402288

DfES Number: 511218

### INSPECTION DETAILS

Inspection Date	14/07/2004
Inspector Name	Chris Gregson

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Whipper-snappers Day Care Nursery
Setting Address	Felmoor Farm Braintree Road Felsted, Dunmow Essex CM6 3EF

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Whipper-snappers Day Care Nursery
Address	Felmore Farm Braintree Road Felsted Essex CM6 3EF

## 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

Whipper-snappers Daycare Nursery opened in 1994. It operates from four converted barns at Felsted. The nursery serves the local and surrounding area.

There are currently 166 children from birth to under eight on roll. This includes 37 funded three-year-olds and 23 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs, and some who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:45 until 18:15.

There are 29 staff who work with the children. Over half the staff have recognised early years qualifications at NVQ level 2 or 3. There are four staff currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Whipper-snappers Daycare Nursery provides good care for all children.

An excellent manual informs staff and parents how the nursery is run, although it needs minor updating. Staff are highly qualified providing a professional team across the nursery. A wide range of child-sized furniture, equipment, and toys in every area provides children with excellent facilities to play, eat and rest during the day. Enclosed play areas and regular walks in the grounds ensures children get daily fresh air and exercise.

Safety is a high priority and excellent procedures ensure staff are very well informed of health and safety issues. Good hygiene is promoted and staff are qualified in first aid and support and comfort children. Correct procedures are in place to deal with administration of medication, but not all records are countersigned. Childrens' allergies or dietary needs are recorded and noted by the staff. Staff are very skilled

at providing for individual needs and give extra support when needed. Staff know, and parents are informed of, child protection procedures.

Staff observe children, record their progress and plan activities. A daily record, for children under two, is given to parents about eating, sleeping and nappy changes. Staff in the baby room talk to them, give cuddles and provide very warm care. In Toddlers they encourage creativity and provide supportive care. In Big Barn staff develop independence and plan interesting activities. Pre-school children use the creative room, the maths and science room or the main room where imaginative play and table top activities are planned. The After School room allows school age children to freely choose activities with support from understanding staff. Behaviour is well managed.

Very friendly staff welcome parents into the nursery enabling children to settle. High quality written information is given to parents and the manager is freely available to talk to them and answer any queries during the day.

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

At the last inspection the provider agreed to improve several safety aspects in the after school area and provide furniture and resources.

Covering electric sockets, making the kitchen safe and keeping external door locked now protect the children. The new toilets are working and modern colourful plastic easy chairs, suitable for school age children, have been purchased. This provides an appropriate rest area that is carpeted and forms a distinct zone in the large room. Tables and chairs for snack and meals or tabletop activities are in place. Children also have a table tennis table and a good range of board games and arts and craft materials suitable for the older child.

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

- The nursery provides an excellent all-round provision for all ages from babies toddlers, pre-schoolers through to school age children after school and in the holidays. This provides an excellent comprehensive service for children and their families.
- Staff are very kind and caring and enable children to settle and know the nursery routines so they feel secure. Staff, throughout the nursery, talk and listen to children to make them think about what they are doing.
- A very comprehensive Standards manual, including the nursery policies and procedures, tells staff and parents of the expectations of the owners and management. This is organised into the fourteen Standards and details procedures to ensure children's safety and well being at all times in the nursery.
- Partnership with parents is very good. They appreciate the friendly, yet professional, staff and are very confident in the quality care their children receive. Some parents helped with the creation of the garden area and

another helped with the celebration of their child's birthday.

**An aspect of outstanding practice:**

An outside area, used by the pre-schoolers and the school age children, has been created using a range of natural and man made resources. The small growing area has vegetables and herbs growing alongside flowering bushes that attract wildlife such as butterflies. Children can cross various styles and sizes of bridges and stepping stones. They can explore the action of water as it flows along a series of stepped gutters fixed on the fence at child height. A long sweeping, winding path around the area provides an interesting and fun place to ride wheeled toys. Children can sit in the natural willow dome, in the branch den or on wooden toadstools.

**What needs to be improved?**

- countersigning by parents of medication records
- behaviour statement and child protection policy.

**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
7	Ensure all rooms keep a written record, signed by parents, of medicines given to children.
14	Update policies in line with recent changes in legislation and guidance. (This refers to behaviour and child protection statement.)

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

### How effective is the nursery education?

Whipper-snappers Daycare Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development; communication language and literature and physical development.

The quality of teaching is generally good with some good aspects. Staff ask questions to make the children think, provide them with interesting activities, excellent support for children with special educational needs and skilfully manage behaviour. A new system for planning has been introduced, but needs development.

They observe and record children's progress on records, but the new system is not fully used or understood by all the staff. When established this should show staff and parents children's progress.

Leadership and management of the pre-school nursery is generally good with some very good aspects. Higher management are committed to providing quality care and education for every child. The manager is qualified and a good role model. Staff have annual appraisals and are encouraged to attend training. There are regular staff meetings, in-house training and a weekly staff bulletin to keep them informed. The introduction of a new system to monitor the quality of education should, when established, ensure children reach their full potential in all areas.

Partnership with parents is generally good. Parents are very happy with the nursery, there is a good settling-in procedure, they know the routines and plans are on the notice board. An excellent information evening has been held to show parents how children learn through practical play activities, but they receive limited written information about the Foundation Stage. Parents attend open evenings and receive a written leaving report. However, there is no system to share assessment record, although, parent's views are highly valued and they are very welcome to see the records anytime.

### What is being done well?

- Children are able to explore the natural world and the environment around them. They go on nature walks and bring back interesting items, see farm vehicles, goats and the wide variety of birds and wild animals such as rabbits.
- Staff listen to the children and ask them questions to make them think about what they are doing and why and how things work. Some staff are very skilled at asking questions to extend children's learning and motivating them to concentrate and learn through their play.
- Staff provide support and comfort to help children settle if feeling unsure. Younger children are able to move up into the pre-school for visits to prepare

their transition from Big Barn to pre-school. Rising fives have the opportunity to visit the after-school-club during the holidays to help prepare them for the move, at the start of the new term, once they attend school.

- Provision for children with special educational needs is very good. Staff work with parents and other professionals to provide individual play plans to enable children to reach their potential.
- An information evening enabled parents to find out about the Foundation Stage and how pre-school children learn through planned purposeful play and appropriate intervention by supportive staff. A professional education advisor from the EYDCP was invited so that parents could ask questions about early years education.

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

- recording of information on the assessment records and sharing these with parents
- planning to further improve the existing planning to show details of specific activities
- written information for parents about the Foundation Stage including the early learning goals.

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

Generally good progress has been made in implementing the action plan drawn up to address the two key issues identified at the previous inspection resulting in some good improvements being made to the educational programme.

Evidence of children's work is collected in a folder, although, some examples are not dated, and staff make observations that are entered into a new system of progress records covering all six areas of learning. These are used to provide their leaving report with evidence of their learning.

The well planned eco-friendly outside area has been designed to provide children with physical challenges and support learning in other areas during their recreational play. They see the life-cycle of plants in the garden area, play in the water tray and paint outdoors.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and show excitement when they see a peacock or beetle in the garden. They are proud of their work and confidently express their ideas or ask for help. They develop good relationships with staff and their peers and know to share and take turns, for example, at the computer. They develop an understanding of right and wrong. Children help sweep up sand and are learning independence. They talk about their families and make connections between home and nursery.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate by using actions and by talking to each other and staff. They listen to stories and enthusiastically join in rhyming songs. Staff help children to look at letters and says letter sounds, for example, on wall displays. Children know how to hold and use books and understand they can be used to find information. Children write their name on their work and can spell out the letter sounds. Children have good pencil control and draw circles or write well-formed letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count and some can write some numerals, however, this is slightly limited. Children learn to add and take away through some practical activities, such as taking away some Compare Bears and adding more different coloured bears, but more is needed. They recognise shapes through practical drawing and painting activities. Children use mathematical language to describe size and position in many activities, for example when using scales knowing an item is 'really heavy'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe and explore their environment and staff provide interesting activities to enable them to see things change, grow and discover how things work. They build and construct using wooden bricks, plastic octons or re-cycled materials. Children use the computer, although this is not always available to them. They know the village where they live and draw a house with a tree to show their home. They learn understanding of other cultures and beliefs but this is slightly limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Provision for physical activities is very good and children move with confidence inside and outdoors. They ride wheeled toys and climb up, over and under large equipment. They have a good awareness of their own space asking others to move up so they can 'fit in' at the computer. Children know when they are hungry, tired or need to put on a jumper when feeling cold outdoors. They wear protective goggles at woodwork and safely use tools or hands to mould and shape playdough or salt dough.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children know colours and can mix two colours to make a third, as seen at the traffic light activity, when they make orange using yellow and red paint. They enthusiastically sing action songs and play musical instruments loudly and softly. Children use their imagination during their play and pretend a lid is a pond and describe how the sand cake has a cherry on top. They learn about the senses through topic work for instance tasting drinks, however, this could be improved.

**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**

- ensure staff understand the stepping stones and areas of learning to enable them to use the new assessment records. Share these records with parents enabling them to add to these records so that they are actively involved in their child's learning
- provide plans detailing focused activities. These should show how an activity is adapted for the more or less able child, how children are grouped, resources needed, staff involved, the learning intent, language and/or concept to be introduced and an assessment of the activity.

*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.*