



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316753

DfES Number: 515492

INSPECTION DETAILS

Inspection Date	27/07/2004
Inspector Name	Jane Pamela Berry

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Little Holcombe Nursery
Setting Address	413 Brandlesholme Road Bury Lancashire BL8 1JD

REGISTERED PROVIDER DETAILS

Name	Mr Stuart Butterworth
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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

Little Holcombe Nursery has been registered under the current ownership since 2001. The nursery provides care for up to sixty children under the age of eight, including before and after school facilities for children aged four to eleven years.

The Nursery is situated in half an acre of landscaped gardens in a semi-rural area that is within close commuting distance to Bury and Ramsbottom. The children have access to two rooms utilised for children over three, a tweenie room for children aged two to three, a tiny tots room for children aged between one and two and a baby room for babies under one year old. There are also kitchen and bathroom facilities in close proximity to the playrooms. A spacious garden provides children with a safe and secure play area.

The nursery opens at 07:30 to 18:00 Monday to Friday, except for Public Bank Holidays and one week at Christmas. The Nursery is registered to receive the nursery education grant and offers an out of school facility for up to eight children. There are currently 107 children on roll altogether, of whom 20 are funded three year olds, and 13 are funded four year old children. Children with special educational needs attend the provision, however there are currently no children for whom English is an additional language.

In total there are 20 members of staff of whom over 50 per cent hold an early years qualification. A qualified teacher is employed to work with the children for four hours per week. The nursery has good links with the Bury Early Years Team.

How good is the Day Care?

Little Holcombe Nursery provides good quality care for children. The provision is well organised and curriculum planning for children is good. Staff are interested in children's achievements and support their learning appropriately. Children receive personal attention and continuity of care is promoted through a key worker system. Children's self help skills are promoted and children are encouraged to undertake tasks that promote their growing independence. Children are encouraged to show

care and concern for others. Children enjoy the varied range of activities, for example children are learning to use their senses through practical activities.

Children's safety and welfare is promoted. Safety is afforded high priority, the environment is safe and secure. Some minor hazards were identified and removed immediately. Staff ensure a high level of supervision at all times both indoors and whilst the children are outside. Children with additional needs attend the setting and are appropriately supported, ensuring successful outcomes for all children. Inclusion is promoted through activities and the celebration of festivals.

The provision for children is of high quality overall, and staff work very well as a team to support children's development in all aspects. Staff monitor children's progress to ensure children reach their maximum potential. These records are routinely shared with parents on an informal basis, usually verbally as parents arrive to collect their children.

Parents are well informed about the daily routines and activities through the regular distribution of a newsletter. This describes the activities on offer and what it is hoped children will learn from them. Parents have access to comprehensive policies and procedures and have made very positive comments regarding the services they receive.

What has improved since the last inspection?

At the last inspection the provider was asked to ensure records relating to the administration of medication are satisfactorily completed and that the child protection procedure complies with the local procedures. These issues have been satisfactorily addressed providing a safer environment for children.

What is being done well?

- Children are safe and are well cared for. Staff access training and development opportunities on a frequent basis and the operational plan is effective. Space is utilised well and the premises are clean and well maintained. Good personal hygiene is promoted reducing the risks of cross infection.
- A broad and balanced range of activities that stimulate children's learning are available. Activities encourage children to respect differences. Outings and specialist visitors extend children's life experiences. Resources are very good and meet the needs of all the children. They reflect different lifestyles and promote equality of opportunity. Meals are interesting and varied for the children.
- Resources include different areas of learning and are accessible to children. A very good range of materials, including craft activities, quality books, a computer, writing and drawing materials are accessible and utilised in different areas of the nursery. Physical play is actively encouraged. Resources are readily available for exploratory play.

- Children have good relationships with adults and their peers. Children visit the provision for short introductory sessions accompanied by parents initially whilst they settle into the group. Children are happy, settled and are familiar with their surroundings. They are having fun and are making good progress. Key worker systems help in the tracking of children's developmental progress. Behaviour is managed positively by staff, enabling children to be successful.
- Parents are well informed of children's progress, they have information on the early learning goals and the work undertaken with children. Good liaison with other professionals and parents is established. Systems are in place for children identified as having any difficulties ensuring the needs of all children are satisfactorily met.

An aspect of outstanding practice:

The planning for older children is very good with appropriate challenges afforded in all areas of their development and learning. Children are curious and are learning about the world they live in through exciting and challenging activities that inspire their natural curiosity, for example moving around like a snail with a container to represent the shell on their back. Children are interested in scientific exploration examining ants in the pool and how caterpillars change into a cocoon and then emerge as butterflies. Children ask lots of questions about the world we live in and adults are very responsive to their needs for information. There is good access to literature and resources that support children's thirst for knowledge. Children are encouraged and supported to access materials independently, to reflect on their experiences and make connections with prior learning. This extends children's knowledge and maximises their potential in all areas of the curriculum.(National Standard 3 Care, Play and Learning)

What needs to be improved?

- the risk assessments for the outdoor area and any potential hazards identified
- the boundary fence
- the toilets affording the children privacy and dignity
- the qualification requirements for supervisory staff
- the complaints procedure

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	Provide an action plan detailing the timescale for all supervisors to have obtained a recognised level 3 qualification in childcare.
4	Ensure the boundary fence is made safe and children's privacy is maintained when using the toilets.
14	Update the complaints procedure in the parents booklet to include the contact details of the regulatory body.

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

How effective is the nursery education?

Little Holcombe Nursery offers very good quality education. Children are making very good progress in all areas of their learning. Children are happy and confident and are becoming increasingly independent in the setting. The quality of teaching, the interaction with children, curriculum planning, and the way the environment is organised to support children's independent access to resources, all contribute to children being active and successful learners.

Leadership and management is very good, with effective induction and training programmes in place. The assessment records for children are very detailed and informative. Staff complete individual records on what children can do and are aspiring to achieve. Observations of children in the different aspects of learning are recorded. These records are of a very high standard and track children's progression well. Staff use information on children's interests and achievements to inform future activities, ensuring children are interested and motivated learners. A developmental assessment chart on each child's progress is made available to parents each term.

Partnership with parents is very good. Parents have open access to information held on their children and a newsletter and a notice board is available. Parents are invited to make suggestions for improvements. They have made very positive comments regarding the care their children have received. The nursery offers placement to children with special needs, and the progress children are making is very good. Effective systems are in place to support children with special educational needs and links are established with agencies involved, ensuring that any additional needs identified for children are satisfactorily met. Staff and parents work effectively as a team.

What is being done well?

- Children are happy, confident individuals, they are making relationships with others and enjoy sharing their ideas and being part of a group. Children behave well, they seek to please others and often resolve their own differences.
- Staff use effective questioning techniques, they are responsive and manage children's behaviour extremely well. Children concentrate for lengthy periods of time and are making very good progress in all areas of their development.
- Parents are informed of children's progress through regular dialogue and documentation. Provision is good for children with additional needs and all children have access to an interesting curriculum based on play. Information systems are well developed informing parents of what children have been doing, their achievements and any difficulties they may be experiencing. A comprehensive booklet is available to parents on early writing skills.

- Both the indoor and the outdoor learning environment are utilised very well
- There is a strong commitment to further development and training opportunities. Staff work cohesively as a team to support children in a well organised and stimulating environment.

What needs to be improved?

- There are no weaknesses identified however a point for consideration could be to develop communication language and literacy through drama and storytelling with the children.

What has improved since the last inspection?

As this is the first inspection this section is not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy the activities and are gaining confidence and independence. Children select their own play materials. They make decisions and exercise choices. Children resolve their own problems and attend to their personal needs. Children undertake simple jobs like tidying away, cleaning and serving their own snacks. Children have established very good relationships with adults and their peers. Children talk about their personal experiences for example telling news at circle time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make good use of mark making and drawing materials. Text is used for displays around the classroom. Children recognise and write their own name and identify letter sounds. Children have opportunities for stories and rhymes, developing their language, comprehension and imagination. Some children are very competent story tellers and listeners. Children have made their very own picture books for the library.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy counting and recognise numerals in everyday activities. Simple addition and subtraction is introduced as children play alongside staff. Staff extend children's thinking and develop their understanding of mathematical concepts and prepositions in rhymes and in physical activities. Children weigh and measure, they explore size, shape and capacity, for example in the baking activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about festivals and are gaining different life experiences, for example Hinduism. They have access to and enjoy using the computer. Children have many opportunities to build, construct and to experiment with a variety of materials as they make and display models. Children are learning about the world we live in and about nature, for example observing ants and caterpillars.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children practice fine motor skills in many interesting ways. Their awareness about their bodies and health are well developed. They use a range of play equipment to move around, negotiating space and objects skilfully. Children handle tools effectively, for example making biscuits out of play dough. They participate in action rhymes and physical activities confidently, for example the 'Sleepy pirates' game.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's free expression and creativity is encouraged, for example the self portraits they paint at the easel, whilst chatting to their peers. Children are competent artists and enjoy expressing themselves freely using different mediums. Children enjoy singing activities and role-play in the imaginative area. There are many good facilities for children to enjoy that will enhance their learning, feed their imagination and promote their natural creativity.	
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 weaknesses identified however a point for consideration in order to enhance the quality services already provided was agreed as follows;
- Develop communication language and literacy through drama and storytelling with the children.

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.