



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 301136

DfES Number: 510439

INSPECTION DETAILS

Inspection Date 15/05/2003
Inspector Name Lindsey Pollock

SETTING DETAILS

Setting Name William House Day Nursery Ltd
Setting Address The Old Presbytery
Darlington
Co. Durham
DL1 2LN

REGISTERED PROVIDER DETAILS

Name Mrs Patricia Mary Boulton

ORGANISATION DETAILS

Name
Address

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

William House Day Nursery opened in 1990. It operates from five rooms on the ground floor and four rooms on the first floor. It is situated on the outskirts of Darlington and serves the surrounding urban and rural communities. There are currently 160 children from eight months to eight years on roll. This includes 36 funded three year olds and ten funded four year olds. Children attend for a variety of sessions. Two children have special needs and procedures are in place to support children who speak English as an additional language. The nursery opens five days a week all year round except bank holidays and in between Christmas and New Year. Sessions are from 7.30am to 6pm. Seven part-time and 18 full time staff work with the children. Twenty-three have early years qualifications. Two staff are currently on training programmes. The nursery receives support from a teacher from the Early Years Development and childcare Partnership.(EYDCP) .

How good is the Day Care?

William House Nursery provides good quality care for children. Management and staff work well together as a team to provide a warm and welcoming atmosphere for children, their parents and carers. Clear policies and procedures which are understood and followed by all staff ensure that children are cared for in a safe and stimulating environment. There is a strong commitment to training and further development. All staff have a good awareness of safety issues. Regular risk assessments are undertaken to ensure childrens safety both indoors and outdoors at all times. Staff promote the good health of children by taking positive steps to prevent the spread of infection. They raise childrens awareness of good hygiene practices. Appropriate measures are taken if a child becomes ill. Childrens individual routines for hygiene, sleeping and feeding are respected particularly in the baby room. A good range of activities and play opportunities are provided which develop childrens emotional, physical social and intellectual capabilities. Staff meet childrens needs through sensitive and appropriate interactions that promote childrens self esteem. Childrens progress is monitored regularly by staff who use this information to provide for their individual needs. Good relationships have been established between staff and children and between the children themselves. Children with

special needs are supported well. Childrens behaviour throughout the nursery is very good. Managers and staff recognise that children benefit most where there is a trusting and mutually supportive partnership between themselves and parents and carers and work hard to achieve this. Parents are welcomed in to the nursery and encouraged to share information, knowledge and expertise. They are kept fully informed of their childs care and progress and of the nurseries policies and procedures.

What has improved since the last inspection?

No actions or recommendations made at last inspection.

What is being done well?

Good relationships have been built between the staff and children and between the children themselves. Staff help all children develop confidence and self esteem by providing a warm secure and stimulating environment. (standard 3) There are comprehensive policies and procedures in place to ensure childrens safety at all times. Staff recognise that the safety of children is paramount.(standard 6) Childrens behaviour is managed well by staff throughout the nursery. Children respond positively to calm, consistent handling.(standard 11) There is a strong emphasis on partnership with parents and carers. Parents are kept fully informed and involved in their childs care, progress and development.(standard 12)

What needs to be improved?

the information recorded on room registers (standards 2 & 14) the provision of books and resources which reflect diversity for older babies (standards 5 & 9) the provision of fresh drinking water and separate hand towels for hand drying for older children. (standards 7 & 8) the information for parents about inspections. (standard 14)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	record times of childrens arrival and departure and the total number of

	children present on each room register
5	provide additional books and resources which reflect diversity for younger children and ensure that all children are able to access toys and equipment easily
7	provide children with their own towel for hand drying.
8	ensure that older children have access to fresh drinking water.
12	ensure correct information re inspections is printed in parents information book.

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

How effective is the nursery education?

William House Day Nursery provides a warm welcoming atmosphere for children and parents, and children make very good progress towards the early learning goals. They make very good progress in communication language and literacy, personal, social and emotional development, mathematical, creative and physical development, and knowledge and understanding of the world. This is as a result of the skilful methods staff use to engage children's interest and to foster their independence and self esteem. The quality of teaching is very good. Staff are enthusiastic and work very well together as a team to provide an interesting and exciting curriculum. Planning is very good showing that staff have a clear understanding and knowledge of the foundation stage curriculum. Staff manage behaviour very well. They have high expectations of children's behaviour and this has a positive impact on relationships in the group. Interaction with children is very good which results in them being successfully encouraged to be independent and develop their early writing skills. Staff support for children identified as having special educational needs is of a high standard and plays an important role in helping these children to learn. The leadership and management is very good. Staff are well aware of their roles and responsibilities and this results in the day to day running of the nursery working well. All staff are positively encouraged and supported to undertake further training. They contribute to regular reviews of the provision, to maintain and improve standards. The manager has a strong commitment to monitoring, and developing practices. Partnership with parents is very good. Parents and staff have friendly relationships. Parents receive very good quality information about the setting and the learning activities provided. Parents are encouraged to share what they know about their child. Parents are very well informed about their children's attainment and progress.

What is being done well?

Staff give high priority to nurturing children's personal, social and emotional development. Relationships are very good and behaviour is of a high standard. Teaching prioritises communication, language and literacy. As a result children initiate conversations, enjoy listening to stories and use books confidently. They understand the purpose of writing and use it regularly in their play. Practical well planned activities are used to help children begin to use their knowledge of numbers to solve problems. Staff plan very well for the provision of activities to promote the children's development in all areas of learning. Support for children with special educational needs is very good. This ensures all children are fully included and make appropriate progress. Partnership with parents is very good having a positive impact on children's learning and making parents feel involved.

What needs to be improved?

Point for consideration the provision of additional programmes for the computer

What has improved since the last inspection?

There were two points for development from the last inspection which took place 15/01/2001: Monitor the newly introduced planning and assessment documentation relating to the early learning goals and make any necessary modification. Very good progress has been made in this area with all assessment and planning records now relating clearly to the early learning goals and the stepping stones. Ensure the appropriate terminology relating to the early learning goals is included in all the documentation given to parents. Very good progress has been made in this area. All parents information in prospectus makes reference to the six areas of learning and the stepping stones. Information about activities also makes reference to the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They are interested and are motivated to learn. Children are confident and have very good levels of concentration. All children have very good relationships with peers and adults. They work well as part of a group and are very well behaved. Children are developing their independence and select and use activities and resources independently. They are beginning to understand different cultures and beliefs.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children make very good progress in communication, language and literacy. They are able to link initial letter sounds and the more able children link two sounds. Children have a good repertoire of songs and sing enthusiastically. Many of the older children and some younger children are able to write their name confidently and the more able children are able to recognise friends names as well as their own. All children are able to look at books independently and all handle them carefully.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in mathematical development is very good. Most older children count up to 20 confidently and the more able beyond this. Children's problem solving skills are developing well. They are beginning to learn sequencing and simple number operations as they match pattern and shape. Older children are able to problem solve through real life situations and use mathematical language confidently.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. They are developing skills in designing and construct with a wide range of equipment. Children explore and investigate materials, objects and living creatures and have very good opportunities to explore how things work and the outdoor environment in which they live. Children enjoy completing simple computer programmes, however their learning would be further advanced if additional programmes available for their use.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in physical development is very good. Most children move confidently and show good spacial awareness. They are developing very good skills using a variety of tools safely. Children have good opportunities to explore a range of malleable materials. Children use a range of large and small equipment and show increasing control operating equipment by means of pushing and pulling	

movements. They are able to construct confidently with large materials.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's progress in creative development is very good. They explore colour, texture, shape form and space in 2D and 3D. All children show good colour recognition. Children have good opportunities to explore sounds and songs. They have opportunities to use a wide range of musical instruments and move and respond to different kinds of music and dance. Children use their imagination well in role play and stories, and are confident at expressing and communicating their ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

Point for consideration the provision of additional programmes for the computer to enhance children's learning.

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.