



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127363

DfES Number: 518490

### INSPECTION DETAILS

Inspection Date 17/10/2003  
Inspector Name Cilla Rachel Mullane

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Maison Dieu Nursery  
Setting Address 94 Maison Dieu Road  
Dover  
Kent  
CT16 1RU

### REGISTERED PROVIDER DETAILS

Name Mr Frank Alan Smith

## 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

The Maison Dieu Nursery opened in 1989. It operates from a large house in the centre of Dover. The nursery has access to two floors, an office, toilets, and a kitchen. The nursery serves the local area and surrounding towns.

There are currently 92 children on roll. This includes two funded four-year-old children and thirty funded three-year-old children.

Children attend a variety of sessions each week. The nursery supports children with special needs and children who speak English as an additional language.

The nursery opens five days a week all year round, with a two-week break in the summer. Sessions last from 08:30 to 12:00 and 13:00 to 17:30.

Seven full time staff and three part time staff work with the children. There are also four volunteers and a gardener. Ten have early years qualifications and have attended short courses.

The nursery receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP), the Pre School Learning Alliance (PLA), a health visitor and a speech therapist.

### How good is the Day Care?

Maison Dieu Nursery School provides good care for children aged two to under five years.

Staff are qualified and experienced, and work well as a team. Space, staff and resources are well organized to meet the children's needs effectively. The environment is warm and welcoming to children and parents. Clear policies, procedures and records underpin the day-to-day running of the nursery.

Premises are safe and clean, with procedures in place to identify and eliminate hazards. Health and hygiene procedures are mostly effective. Mealtimes are relaxed social occasions, and staff promote children's independence. Staff have up to date knowledge of child protection issues, and regularly update training.

Children are happy to enter the nursery and approach staff confidently. The quality of staff: child interaction is especially good, with adults working closely with the children, supporting and extending their play and learning. Children are happy and stimulated, with planned, exciting activities covering all areas of development, and opportunities for small group work. Individual children's needs are known and generally met, and all children are included, although planning of activities is not done on an individual basis. Staff are currently developing their knowledge and understanding of working with children with special needs. There is an appropriate equal opportunities policy, but not all staff are clear about how this is implemented. There are resources and activities, which reflect the diversity of society. Staff manage behaviour positively and consistently, resulting in good behaviour in both areas of the nursery.

Staff work in partnership with parents, and parents are satisfied with the standard of care and the informal exchange of information about their children's development and activities. Parents are given written information about the curriculum, and the provision, but are not routinely invited to update their children's records.

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

At the last inspection it was agreed that more detail would be noted in the accident and medication records. These records now include all the necessary information.

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

- Staff are well qualified, and demonstrate a good knowledge of the curriculum for the foundation stage, and child development.
- A thorough operational plan contains all information, policies and procedures necessary for the smooth organization of the nursery. Practice within the nursery is consistent and informed, showing that the operational plan is understood and implemented by staff.
- Staff have a good knowledge of the areas of development, which results in children having opportunities to take part in a good range of activities supporting their language, mathematical thinking, imagination and creativity. Staff challenge children's thinking, support imaginative play, praise and value achievements, listen to children, and act as positive role models. As a result, children are confident, able to act independently and take pride in their achievements.
- The environment - space, resources and staffing - are organized so that a variety of toys and equipment are accessible to the children, parents and children are made to feel welcome, and children can move freely between planned and free play activities which support all areas of their learning,

supported appropriately by staff.

- Toys and equipment are used to provide a balanced range of activities based on all the areas of learning, although children were not using the low storage to select their own activities.
- Health, safety and hygiene procedures fully understood and consistently implemented by staff, resulting in a hazard free environment both inside and outside.
- Staff have good strategies in place to manage children's behaviour - they are positive and consistent, and the routine, staff deployment and quality of activities result in children who are generally well behaved.
- Documentation is generally thorough and complete, well organized, accessible, and used consistently.

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

- the register, so that it includes times of children's arrivals and departures;
- the toilet area, so that children can have privacy when using the toilets;
- hand washing procedures, so that children do not share a bowl of water after craft activities;
- staff's knowledge and understanding of equal opportunities issues and the implications of the Disability Discrimination Act 1995;
- procedures for ensuring that parents update the information given to the nursery about their child.

#### **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
-----	----------------

4	Ensure privacy and dignity for children when using the toilets.
9	Develop staff's knowledge and understanding of equal opportunities issues.
12	Devise and implement procedures which enable parents to share what they know about their children.

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

### How effective is the nursery education?

Children are making generally good progress overall, towards the early learning goals, with some very good aspects within the six areas of learning.

Teaching is generally good overall. Staff use open ended questions to support children's play and language development. There is a good range of resources that staff organise well to support children's progress. Children are confident, show consideration for others and are very well behaved. The assessment of children's progress is generally good. Staff have a system in place for planning and evaluating daily activities, which is used to inform future planning. However the current system of recording observations and maintaining developmental records are not updated regularly, consequently it is difficult to monitor children's progress within the stepping stones. Daily plans do not formally include outside play. Staff provide an interesting and exciting range of activities that motivate children to learn. The nursery has experience of caring for children with special needs and English as an additional language. Support for children with EAL has significant weaknesses, whereby staff rely on the use of gestures and voice tone to support children's learning. The Special Educational Needs Co-ordinator prepares individual educational plans to support children in their learning.

Leadership and management of the group is generally good. The nursery benefit from the leadership of the proprietor/manager and the deputy manager. They have worked hard with the staff to develop a strong team and are committed to providing opportunities for staff development. They have not yet fully developed their role in evaluating and reviewing the effectiveness of the nursery practice.

The partnership with parents and carers is generally good. Parents are generally well informed of the foundation stage and daily information relating to activities is displayed. Staff talk informally with parents on a daily basis.

### What is being done well?

- Staff provide interesting activities that excite and motivate children to learn through their play;
- Encourages children to speak openly and confidently to adults and their friends;
- Staff are well supported in the care and educational programme that they provide for young children;
- The nursery provides a secure, relaxed environment in which children are happy and keen to learn;
- Staff promote positive, friendly relationships, which encourage children's confidence and independence.

**What needs to be improved?**

- support for children with English as an additional language
- maintenance of children's records of attainment in order to provide an accurate picture of their progress towards the early learning goals
- the planning
- systems for reviewing and evaluating

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

The nursery has made generally good progress in addressing the key issues highlighted in the last inspection.

Make greater use of everyday items and the existing equipment to develop children's mathematical understanding. The group have made good progress in addressing this key issue. The programme for Mathematics is very good overall for children and staff make effective use of the resources available to promote and assist children in their understanding of mathematics.

Develop ways of identifying the training needs of the staff. Explore ways in which any such training can be undertaken. The group have made good progress in addressing this issue. All staff receive opportunities to attend training both in-house and external. Staff meetings and individual staff appraisals are used to identify training needs. Additional support has been sought from the Early Years Development and Childcare Partnership.

Become more familiar with the Department of Education's 1994 Code of Practice on the Identification and Assessment of Children with Special Educational Needs. The group continue to develop their knowledge and understanding of this issue. The groups Special Needs Co-Coordinator is attending training and shares what she knows with the staff. They are also seeking additional support from the SENCO area co-ordinator.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a secure, friendly and caring environment, which builds on children's confidence and self-esteem. Children are keen to learn, responding well to praise and encouragement. Behaviour is good. Daily routines support children well as they progressively develop their personal independence, whereby they pour their own drinks at snack time. Children develop an understanding of other cultures and beliefs through planned topics and celebrations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They enjoy books and know many songs and rhymes, which are used effectively to support their learning. They explore real and imagined experiences through role-play as they have 'conversations' with their mums on the telephone. The self registration system helps children to recognise their own names and staff provide ample opportunities for children to practice writing for different purposes, for example a child writes out invitations for her birthday party.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and staff provide good opportunities for children to consolidate their understanding of numbers. A good range of puzzles and games are used to enable children to sort, match and identify shapes. They experience quantity and volume during sand and water activities. There are numbers displayed and staff provide regular opportunities for children to recognise numbers and solve simple mathematical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's exploratory and investigative skills are developed by growing plants, using magnets and playing in the sand and water trays. Designing and making skills develop well through the use of quality construction toys and malleable materials. Children use programmable toys and technology to support their learning, including the computers to familiarize themselves with the keyboard and mouse. Opportunities for children to visit and learn about the local environment are limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move about the building with confidence, showing appropriate care as they go up and down the stairs. They show a good awareness of others as they manoeuvre bikes, cars and prams. Topic work helps children to be aware of their own bodies and the need for good personal hygiene. Staff provide opportunities for children to gain dexterity through working with a good range of tools, malleable materials and construction equipment, including puzzles, play dough, threading and drawing.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Staff provide children with good opportunities to use a wide range of materials and textures. Different media such as sand, dough and corn flour mixed with water enable children to experience different textures and extend their creativity. Children clearly enjoy good opportunities in role-play, as they express and communicate their ideas. Planned opportunities for children to participate in music and drama are limited.

**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**

- improve the support given to children with English as an additional language;
- improve the use of assessment in order to use information gained from assessment to inform planning of activities;
- develop planning to include details of i) what children need to learn next, and ii) how staff will differentiate to develop individual children's progress.

*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.*