



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 101507

DfES Number: 513023

INSPECTION DETAILS

Inspection Date 11/04/2003
Inspector Name Shirley Ann Jackson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Mount Lands Day Nursery
Setting Address 36 Vicarage Road
 Gloucester
 GL1 4LD

REGISTERED PROVIDER DETAILS

Name Mrs Nicola James

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 nursery is situated in the central area of Gloucester. It is well used by the local community, which it has served since 1988. The nursery operates from the ground floor of a large Edwardian house. It is registered for 19 children aged between 18 months and eight years and is open all year round from 8:00 a.m. - 5:30 p.m. The nursery offers cooked meals; alternatively, parents may provide their own food.

The nursery is staffed by a team of five. Two hold the National Nursery Examination Board (NNEB) qualification, another holds the diploma qualification from the Pre-School Learning Alliance.

The nursery operates from the ground floor of a converted house. It's facilities include three activity rooms, children's toilets, cloakroom, kitchen and a large enclosed rear garden.

The nursery is in receipt of funding for three and four-year-olds.

How good is the Day Care?

The quality and standard of day care is satisfactory.

The nursery is well organised with suitable resources. Staff are deployed effectively ensuring support to aid children's development. The owner/manager provides strong leadership. Good use is made of the available indoor and outdoor space. However, there are limited displays of the children's work.

Staff awareness of safety issues inside and outside is good. Clear procedures are in place for administering medication. Most areas for promoting children's health are satisfactory. Staff ensure that all children are included in all activities. However, occasionally children's backgrounds are not acknowledged and valued. Children follow staff example and demonstrate a caring and helping attitude to others.

Children are offered a range of interesting and varied activities inside and outside.

Children play co-operatively with one another. They are interested and involved in well planned activities. The bakers shop role-play area contained resources which the children had made. Staff are on hand to support and extend children's learning when possible. However, there are missed opportunities to build on children's self-help and independence skills.

Good interaction takes place between staff and children and between children themselves. Staff use praise and encouragement to promote positive behaviour. But this is sometimes non-specific. Staff are positive role models for the children, they are calm and caring in their approach. Children follow this example and behaviour is generally good. However, behaviour management is not always consistently applied by all staff.

Staff have good relationships with parents. Information is shared informally when parents collect their children. Parents are sent regular newsletters which contain information on upcoming themes and activities. Parents are encouraged to share and extend their child's learning by finding items at home and sharing them with the nursery.

What has improved since the last inspection?

At the last inspection, the Registered Person was asked to make identification documents available at the next visit. A photo card driving licence was seen at the inspection.

What is being done well?

- Grouping of children in mixed age/ability groups encourages a caring attitude from the children. (Standard 2)
- Strong leadership ensures that the nursery operates smoothly. (Standard 2)
- Staff have positive relationships with children. (Standard 3)
- Staff offer an interesting and varied range of activities to children of all ages. (Standard 3)
- Children are caring confident, interested and involved. (Standard 3)
- Staff make good use of the outdoor play area. (Standard 4)
- Partnership with parents is good. Parents are encouraged to share and extend their child's learning by finding items and sharing them with the nursery. (Standard 12)

What needs to be improved?

- opportunities for children to develop self-help and independence skills; (Standard 3)
- display of examples of children's work; (Standard 4)

- equal opportunities and special needs policies need to be consistent with current legislation and guidelines; (Standard 9 & 10)
- the consistency of behaviour management; (Standard 11)
- the child protection policy needs to include procedures regarding an allegation made against a member of staff and procedure for sharing child protection policy with parents. (Standard 13)

Outcome of the inspection

Satisfactory

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
3	increase opportunities for children to develop self-help and independence skills;
4	increase the displays of children's work, where possible, at children's level;
9	ensure policy is consistent with current legislation and guidelines;
11	ensure a consistent approach to behaviour management;
13	ensure child protection policy includes procedures if an allegation is made against a member of staff.

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 towards the early learning goals, with very good progress in mathematical development.

Teaching is generally good. Staff give personal support to individuals and small groups of children, especially for those with special educational needs. The atmosphere is relaxed and all ages of children meet each day. An accurate record is kept on activities of children attending part-time so they do not miss important ideas. Effective use is made of unplanned opportunities for meaningful, spontaneous learning. However, not all staff have clear knowledge of early learning goals to use in assessment of children's progress. Daily planning is not completed before activities so staff can support children's learning. Overall, activities are well managed, though there are missed opportunities to challenge older, more able children.

The management of the nursery is generally good and benefits from strong leadership. This ensures staff are working towards clear aims. These include a commitment to good relationships and equality for all in practice. Staff form a cohesive team and work well together. They are generally clear about their roles and responsibilities. Staff are highly committed to improving the setting, though training on the early learning goals is not sufficiently shared. In this small, homely nursery, the management is aware of all developments and, overall, the informal evaluation of what adults and children do is effective.

The partnership with parents is generally good and contributes to the children's progress in learning. Good relationships are formed with families that lead to much sharing of home and nursery activities. Parents are given some helpful setting details through, for example, newsletters and staff photographs. However, families are not given information about the foundation stage of learning. Parents say they are happy with the nursery and regularly share information about their children.

What is being done well?

- Children develop significant levels of confidence, play well together and care for one another.
- Children enjoy and listen intently to books and stories. They gain a good knowledge of alphabet sounds and confidently write words, including their names, with well-formed letters.
- A good range of mathematical resources and appropriate teaching ensure that children's progress in mathematical development is very good. Children effectively use numbers in their play and confidently recognise numerals to ten.

- Children with SENs are well included in the nursery. The care and support for these children is well informed and focuses on the individual child's needs.
- The nursery is run under strong leadership and daily routines are well established. Staff are caring and calm, and work well together.
- Staff have good relationships with families and provide regular, informative letters on future topics.

What needs to be improved?

- staff knowledge of the Foundation Stage so they can assess where children are in their learning, challenge them and move them on to the next stage;
- planning of intended learning outcomes before the activity so staff can give children appropriate support;
- challenges for older children to understand and use new words, and to respond through creative activities to their own ideas and interesting experiences;
- further development of outdoor facilities so that children may regularly be involved in growing activities and learning about living things;
- information for parents about the Foundation Stage so they can be more involved in the children's learning.

What has improved since the last inspection?

Very good progress has been made regarding 'extend children's easy access to resources to enable them to select and explore materials and to develop increasing skills of building and joining on a regular basis'. Equipment for investigating is now stored on a low level trolley to foster initiative and extend opportunities for imaginative play e.g. shining torches on own name card, selecting magnet to use alongside rods at fishing game. Construction toys are also stored on the trolley, and also in each room at the children's height, for them to choose during free play times.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Progress is generally good. Children show concern for others and develop high levels of confidence, for example, by taking messages. They have trusting relationships with staff and are mostly supported to behave, though expectations are not always explained. Children play well together, sharing toys and taking turns, for example, at letter games. Good independence is shown in dressing and personal hygiene. Children are usually well motivated to learn, persevering with toys such as puzzles.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

This area is generally good. Children eagerly share news, for example about a new baby, though language of older children is not extended. They often hear rhyming words such as 'bounce' and 'pounce', and are keen to learn letter sounds with actions. Children enjoy storybooks and find information, for example about fish. They recognise words on wall displays, and some learn to read simple books. Children correctly write their first names and copy other words, including items in a 'baker's shop'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematics development is very good. Children show keen interest in numbers in organised activities, including voting for a story. They use numbers in their play, for example, asking for seven sugars in tea. Children confidently count and recognise to 10 and beyond. They learn about one less, one more in practical activities, such as acting out 'Five hot cross buns'. A strong interest is shown in shape, position and size, and even young children name shapes on their mosaic patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

This area is generally good. Children use natural materials such as water and now access objects such as torches. Outside, children see changes in seasons though do not regularly investigate living things. They are aware of technology through videos and tapes and now build with various construction toys. They know nursery routines and remember interesting events, including family visits abroad. Topics, such as 'the bakery' and items such as postcards are well used to learn about the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Progress is generally good. Children move confidently and imaginatively, for example, as grasshoppers. Good safety, balance and coordination are shown on an obstacle course and pedalling along paths. Children learn about health through nursery hygiene practice and rest after exercise. They develop throwing and rolling techniques with balls and devise own activities on a small climbing frame. Children use pencils and scissors with skill though opportunities for pouring drinks outside are missed.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Creative development is generally good. Children are actively involved in mixing colours, making prints and drawings. They confidently use imagination making constructions and in several role-play areas such as summer house and 'bakery'. However, older children do not regularly record their own experiences creatively. Children sing to themselves, join in many favourite songs and experiment with instruments, including bells. They are keen to dance, and older children move in time to music.

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

- extend staff knowledge and understanding of the early learning goals so they can assess children's progress in the stepping stones and extend the partnership with parents by sharing information about the six areas of learning;
- ensure that planning covers all aspects of the early learning goals, and that learning outcomes of activities are clearly identified so as to help children move on and challenge older, more able 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.