



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217668

DfES Number: 535754

INSPECTION DETAILS

Inspection Date 04/11/2004
Inspector Name Sharon Greener

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Chilton Meadows Nursery
Setting Address Chilton Moor
Houghton - le - Spring
Tyne & Wear
DH4 6LX

REGISTERED PROVIDER DETAILS

Name Chilton Meadows Nursery

ORGANISATION DETAILS

Name Chilton Meadows Nursery
Address Chilton Moor
Houghton - le - Spring
Tyne & Wear

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

Chilton Meadows Nursery opened in June 2002, and operates from four play areas in a self-contained building. It is situated in a residential area of Houghton Le Spring. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 57 children aged from birth to under five years on roll. Of these 12 children receive funding for nursery education. Children come from a wide catchment area. There are currently no children on roll with special educational needs, or who speak English as an additional language.

The nursery employs 15 staff. Ten of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

How good is the Day Care?

Chilton Meadows Nursery provides satisfactory care for the children. The premises is secure, clean and well maintained. The play areas are set out so as to create a welcoming, child orientated environment. Children can access the majority of resources and equipment easily, and select their own activities. Staff have regular access to relevant training. The required documentation is in place, up to date and well presented.

Staff maintain good standards of hygiene and children are encouraged to adopt suitable personal hygiene practices. Staff show competence regarding health and safety matters, they carry out regular risk assessments, and monitor sleeping children effectively. The nursery caters for children's specific dietary requirements, healthy eating is encouraged, and a weekly menu is displayed. Staff have an acceptable knowledge and understanding of equal opportunity and special needs; though some staff would benefit from further developing their understanding of these areas. Staff are familiar with the child protection policy and procedure and how to

implement it.

Children have access to an appropriate range of learning experiences and activities, to aid in the promotion of their all round development. However, the distribution of resources for imaginative role play needs to be re-assessed. Staff give priority to nurturing children's self esteem, confidence and social skills. Support for children with special needs or those who speak English as an additional language is satisfactory. Staff manage children's behaviour in a positive manner and the children are very well behaved.

Cohesive relationships are built with parents and carers, who are welcome to spend time in the nursery. Staff keep them well informed of their child's progress, time spent in nursery and general nursery events. Parents and carers may have access to their child's personal records. Relevant information is prominently displayed throughout the nursery for their benefit.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff give priority to nurturing children's self esteem, confidence and social skills. Children build good relationships with staff, peers and those less familiar to them; they share, take turns and are beginning to show regard for others.
- Staff manage children's behaviour in a calm, consistent manner, they use tactics appropriate to the child's age and level of understanding. Children respond very positively, and are well behaved.
- Staff create a welcoming, stimulating environment, and listen well to children, responding accordingly to children's questions, offering support, encouragement and praise.
- Staff build good relationships with parents and carers, who are welcome to spend time in the nursery. Staff ensure that parents and carers are kept well informed of their child's progress, and have access to their child's personal records, as well as other relevant information.
- Staff maintain good hygiene standards and present as good role models. They encourage the children to adopt good personal hygiene practices, for example hand washing.

What needs to be improved?

- the children's access to sufficient, age appropriate imaginative role-play resources
- the provision of suitable seating for staff, to enable them to sit in comfort with the children, for example, during meal times

- the accessibility of some of the resources within the younger children's play areas, so as to enable them to access and self select resources with more ease
- the meal time routine, so as to provide older children with regular opportunities to serve their own food, within the constraints of safety
- the further development of knowledge and understanding of equal opportunities, so as to ensure that all staff are conversant with the various aspects, and are able to promote all aspects effectively, with children of all ages
- the method of collating information in respect of the assessment of children's individual activity and achievement during small group activities, and the evaluation of such activities, to enable staff to shape and inform future planning more effectively.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to Standard 2 Organisation and Standard 3 Care, learning and play, about staff:child ratios and staff:child interaction. Ofsted carried out an unannounced visit on 23 August 2004. As a result of the visit an action was given in relation to Standard 2, that a system of recording the deployment of staff on a daily basis, and any movement of staff between play areas (e.g. to cover staff absence or break times) be developed and implemented. To which the provider agreed.

The provider has now carried out the action and remains qualified for registration.

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	Ensure that sufficient and age appropriate role-play resources are provided for all children.
5	Re-assess the provision of suitable seating for staff, to ensure they are able to sit in comfort; and the storage of resources for younger children, so as to enable all children to access and self select resources with greater ease.
8	Re-assess meal times routine so that staff are able to sit with the children at the meal tables, and consider providing the older children with regular opportunities to serve their own food, within the constraints of safety.
9	Consider further developing staffs knowledge and understanding of equal opportunities, so as to ensure that all staff are conversant with the various aspects, and are able to promote all aspects effectively with children of all ages.
14	Consider implementing a written system of recording the information pertaining to the monitoring of individual children's achievements, their participation in small group activities; and the overall assessment and evaluation of such planned activities for children under 3 years.

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

How effective is the nursery education?

Chilton Meadows Nursery provides generally good nursery education, enabling children to make generally good progress towards the early learning goals. Children make very good progress in communication, language and literacy, and personal, social and emotional development. They make generally good progress in knowledge and understanding of the world, physical, creative and mathematical development.

The quality of teaching is generally good. Staff have sufficient knowledge and understanding of the early learning goals and planning is generally good. Most staff have a sound knowledge and understanding of systems used for planning and the assessment of children's individual progress and development; and use this information to shape and inform future plans. Play space is generally well used, though insufficient resources are provided in some areas. Staff present as positive role models, they manage children's behaviour very well and build strong relationships with them.

Leadership and management is generally good. The manager shows enthusiasm and an ongoing commitment to the development of the provision and the staff. Staff have access to appropriate training and attend regular team meetings. They work well as a team and morale is high. All staff are involved in the planning process. However, there are some gaps in the planning, where regular learning opportunities for the children are not provided in some aspects of the curriculum.

Partnership with parents and carers is very good. They are provided with relevant information about the nursery, daily routines and the educational provision. An open door policy is in place, and they are welcome to spend time with their child in the play area, should they wish. Parents and carers are kept well informed of their child's progress and have access to their child's developmental records.

What is being done well?

- Children are confident and sociable, high priority is given to their personal, social and emotional development. They relate very well to staff and peers and build caring relationships with them.
- Children show curiosity and interest in the resources and activities available to them. They show growing independence by self selecting resources, which they use with increasing confidence and purpose.
- Children's communication, language and literacy skills are developing well. They listen intently, make known their needs, and initiate and sustain conversation with staff, peers and those less familiar to them. They are able to recognise and name most letters, linking them to the correct letter sound, and many can write recognisable letters.

- Children move confidently, imaginatively and safely during physical play activities and show regard for their own personal space and that of others.
- Children are very well behaved and show a growing awareness of right and wrong, they respond positively to staff and adhere to boundaries.

What needs to be improved?

- The method of ensuring that each staff member has a sufficient knowledge and understanding of the planning and assessment systems in place, and the frequency at which they are to carry out individual assessments of the children.
- Opportunities and resources to enable children to investigate, observe and extend their knowledge and understanding of how things live, grow and work. As well as their access to simple programmable toys and information and communication technology equipment.
- Opportunities and resources to encourage and support children's self expression and development through imaginative role play.
- Children's understanding of simple addition and subtraction, weight and measure.
- Opportunities for children to develop and practice their climbing and balancing skills.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate confidently from parents and carers, and settle quickly into the familiar routine. They are enthusiastic and motivated to learn, and are able to select and use resources independently. Children build strong relationships with staff and relate well to their peers, sharing toys and taking turns. They show an emerging awareness of boundaries and are very well behaved, responding extremely positively to staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversation readily. They are very confident communicators, able to express their needs, and are eager to take part in group discussions. Listening skills are developing very well, they are able to follow instructions, and show increasing powers of recall. Children handle books well, and show a great interest in written words, letters, and their sounds. They have regular opportunities to practice reading and writing skills, and many are able to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use simple mathematical language such as big, little, lots, smallest, when comparing items; and sort items according to colour, shape and size. They count confidently in rote from one to twenty, and recognise written numbers up to eight. They recognise similarities of shape and pattern in the environment, and can copy simple pattern sequences. However, there are limited opportunities for them to practice simple addition and subtraction, or to explore weight and measure through play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to develop a sense of recall and speak of past events. They use their senses to explore items, describing how things look, smell and feel. They use a range of tools safely and with purpose, and build with a variety of construction materials. However, opportunities for them to learn about man-made, natural and living things, information technology and to operate simple programmable toys are limited.

PHYSICAL DEVELOPMENT

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

Children move with growing confidence, imagination and control. They show an awareness and regard for their own personal space and safety, and that of others. They show an awareness of the need to adopt suitable personal hygiene practices. Hand and eye co-ordination is developing well, children manipulate pencils, small objects and malleable materials with increasing ease and purpose. However, children have limited opportunities to climb and balance.

CREATIVE DEVELOPMENT

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

Children express their thoughts freely through a variety of activities. They eagerly take part in painting, model making, singing, action rhymes and outdoor play. They show a sense of pride in their own achievements and are particularly eager to point out pieces of their work displayed in the play area. However, children have limited resources and opportunities to express themselves through imaginative role play.

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

- Key issues.
- Ensure that each staff member has a clear knowledge and understanding of the planning and assessment systems in place.
- Provide resources and activities that are sufficient to cover all physical and imaginative role play elements of the curriculum.
- Provide children with regular opportunities to gain an understanding of simple addition, subtraction, weight and measure.
- Provide children with regular opportunities to investigate, explore, and develop their knowledge and understanding of information technology, man-made objects, natural and living things.

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.