



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280509

DfES Number:

INSPECTION DETAILS

Inspection Date 28/01/2005
Inspector Name Tracey Marie Boland

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name The Rowans Day Nursery
Setting Address 74-76 Kings Road
Sutton Coldfield
West Midlands
B73 5AE

REGISTERED PROVIDER DETAILS

Name The Rowans Day Nursery (4978690) 4978690

ORGANISATION DETAILS

Name The Rowans Day Nursery (4978690)
Address 2 Leamont Drive
Birmingham
West Midlands
B44 0SG

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 Rowans Nursery has been established for 16 years and has been under new ownership since 2004. It operates from two converted buildings in a residential area of Sutton Coldfield. There are nine playrooms and a maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday between the hours of 08:00 and 18:00 and children can attend for a variety of sessions.

There are currently 102 children from three months to under five years on roll. Of these 29 three-year-olds and four, four-year-old children receive funding for nursery education. The majority of children are from the local community, but the nursery is open to all. The nursery currently supports one child with English as an additional language.

The nursery employs 26 staff and the majority of staff including the manager hold appropriate early years qualifications: students working towards early years qualifications are supported within the setting. A bank of staff are also available if required. The nursery receives guidance and support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Rowans Day Nursery provides good quality care for children. Staff have created a welcoming, warm environment for the children and their parents, where safety has been addressed both indoors and out. However, risk assessments should include all areas of the provision. Security is good. Most staff hold a recognised early years qualification and all staff access training regularly to enhance their practise.

Children access an extensive range of toys and equipment, which encourages their overall development. Activities are interesting and exciting and the children are motivated to learn.

Excellent behaviour was observed. Staff have a sound understanding of effective methods of dealing with behaviour and praise and encourage children for their

achievements. Strong relationships have been formed between the staff, children and their peers.

Resources which reflect diversity are provided and celebrations take place throughout the year, which enables the children to develop their understanding of different cultures and beliefs. Individual needs and preferences are discussed and respected.

Health and hygiene is addressed throughout and staff encourage the children's independence skills. Health records are completed and shared with parents. Named staff hold valid first aid certificates and stocked first aid boxes are accessible. Fire evacuation procedures are known by staff, but records held require more detail. Meals are freshly prepared each day and provide for the nutritional needs of the children. Specific dietary needs are known by staff and food is plentiful.

Good relationships have been established with parents. They are encouraged to share information about their child in order for the service to meet their needs and are kept informed of progress of their child through a variety of means. Documentation is clear, well maintained and held within the boundaries of confidentiality.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Excellent relationships have been formed between the children and staff, who are aware of individual needs and abilities. Affection is readily given and received and the children respond very well to requests made of them. Behaviour is good.
- Meals are prepared freshly on site and take into account the differing needs of individuals. Mealtimes are a social occasion and staff support and encourage the children's independence skills appropriately.
- An extensive range of toys and equipment are provided which are well maintained, easily accessible and encourage the children's overall development.
- Documentation is detailed, concise and factual. A prospectus is available to all parents and they are kept informed of their child's progress and about the service provided through newsletters, daily diaries and discussion.

What needs to be improved?

- the completion of risk assessments especially with regard to the use of drawing pins and the outdoor water feature
- the development of the information recorded following a fire evacuation

procedure.

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.)

There are no complaints to report.

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
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks with regard to the use of drawing pins and the outdoor water feature.
6	Develop the information recorded following an emergency evacuation drill.

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

How effective is the nursery education?

The Rowans Day Nursery offers generally good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make generally good progress in all six areas.

Teaching is generally good. Staff are developing a good understanding of the foundation stages but need to develop their understanding of how the stepping stones lead to the early learning goals. Staff are supported with the longer term planning and each member of staff takes responsibility for planning weekly activities linked to the early learning goals. They plan a wide range of activities and experiences to encourage children's learning in all areas. Regular observations and assessments are made and are linked to activities but do not contain sufficient detail to plan for the next stage of learning for individual children.

Leadership and management are generally good. A strong working relationship is apparent and staff are clear of their roles and responsibilities. They ensure good communication takes place through daily discussion and weekly planning meetings. Staff appraisals are planned and there is a strong commitment to training. Staff are very caring and committed to improving the quality of education, but would benefit from improving their knowledge of the curriculum guidance for the foundation stage.

Partnership with parents is generally good. Parents receive a prospectus, detailing the setting and service provided. Key worker groups are in place. Parents are told about their child's progress, through daily discussion and three monthly social reports. Parent notice boards are available in each room but parents do not always have the opportunity to read them if they collect their child from the reception area. Newsletters inform parents of themes within the nursery and how they can contribute. Parents are invited to complete a pre-entry questionnaire to help staff get to know their child.

What is being done well?

- The staff have good relationships with the children and promote the children's confidence and self esteem. They provide a caring and nurturing environment where the children are happy and settled
- Manipulative skills are well developed, the regular use of small tools and equipment has led to good pencil control. More able children are able to write their name without support.
- Speaking and listening skills are developing well. Children eagerly respond when questions are asked during story and group time; they speak clearly and confidently.

What needs to be improved?

- the further development of planning and assessment to reflect how more or less able children will be supported in their learning
- the staffs' knowledge of the stepping stones and how they link to the early learning goals
- the opportunities for children to practise early writing skills, aside from adult-led activities and to freely choose and explore with different materials during their play.

What has improved since the last inspection?

At the last inspection five key points were raised and progress since then has been generally good:

"Make plans more detailed in all six areas of learning, to show what the children are expected to learn, how they will be grouped, what resources will be needed as well as what activities will be undertaken. Observations and assessments made of the children's progress and attainments should be used to help in daily planning, especially to show ways of extending those who learn more quickly or support those who learn more slowly." Good progress has been made in this area but the issue regarding observation and assessment need to be further developed.

"Provide more opportunities for children to select their own materials and equipment when building and making models and to question why things happen and how things work. Children need to use a wider range of resources such as programmable toys and computers to support their learning." Children are provided with a wide range of good quality resources that include a computer and programmable toys but limited opportunities for children to independently select resources remain.

"Plan more opportunities for children to use pictures, symbols, familiar words and letters in their writing to communicate meaning e.g. by making paper and pencils, pens and felt tips available in role play situations; encouraging children to make their own books and stories...." There is good use of pictures, symbols and labels of familiar words and children have opportunities to practise mark making during activities however, children cannot freely access materials for spontaneous mark making.

"Plan more opportunities for children to recognise and recreate mathematical patterns." Opportunities to develop these skills are now incorporated into the daily routine and planned activities.

Extend children's understanding of cultural and religious events through the use of a wider range of resources." A wide range of resources is now provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and excited in the activities provided; they are well supported in new experiences. Further independence could be encouraged if children select resources for themselves and work independently. Older children are beginning to communicate their own needs and those of others. Children are very well behaved and staff encourage children with praise, encouragement and star charts. Children talk and learn about families, cultures and beliefs; good use is made of visual aids.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Older children confidently interact with staff, children and visitors. They use books, enjoy story telling and they are attentive listeners. Children are being introduced to letter sounds during story time and registration, more able children easily recognise their own name and those of others within the group. Activities are planned to develop early writing skills however, there are limited opportunities for children to practise early writing skills other than through adult led activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are good resources for children to progress in this area and staff are beginning to use daily routines and situations for children to count and use numbers. Children are introduced to two and three dimensional objects during planned activities. The children make patterns, and are being introduced to addition, subtraction, calculation and to recognise shapes. However, some activities are not adapted for the more or less able child.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide activities that encourage children to learn using different senses and to show how things change in a different environment. A children's sensory garden is used to encourage children to learn about the natural world. A computer and programmable toys are freely available and utilised during free play however, opportunities to learn about how they work with adult support is not planned. Children are learning about their own environment and other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have daily opportunities to play in a large well-equipped outdoor area that includes a children's sensory garden. Children are beginning to develop good control and co-ordination. Planning is in place to ensure children experience a varied range of activities however, they need to include indoor alternatives during bad weather. Children use small tools and equipment with safety and confidence.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make pictures and creations using a wide range of materials on a daily basis during adult -led activities. Children use their imagination and express themselves through role-play, singing and dance. However, there are limited opportunities for children to freely select their own materials to explore and investigate colour and texture.	
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

- Develop planning and assessment to reflect how more or less able children will be supported in their learning.
- Improve staff knowledge of the stepping stones and how they link to the early learning goals.
- Extend opportunities for children to practise early writing skills, aside from adult-led activities and to freely choose and explore with different materials during their play.

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.