



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 110628

DfES Number: 523306

INSPECTION DETAILS

Inspection Date 18/11/2003
Inspector Name Caroline, Marie Hearn

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Pelican Day Nursery
Setting Address The Pelican Day Nursery
 Pelican Lane
 Newbury
 Berkshire
 RG14 1NU

REGISTERED PROVIDER DETAILS

Name Mr Michael Thompson

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 Pelican Day Nursery is one of the nurseries operated by Child Base Nurseries. Child Base opened this Nursery in April 1997. The nursery is accommodated in a purpose built building, with the children being cared for in four main playrooms. Children are broadly divided into groups of under ones (Caterpillars), one to twos, (Ladybirds) two to three year olds (Bumblebees) and three to five year olds (Butterflies). Children attending the nursery come from the local community and surrounding areas.

There are currently 69 children aged from four months to four years on roll. This includes eight funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs. No children currently attending speak English as an additional language.

The group opens five days a week for 52 weeks a year with the exception of bank holidays when they are closed. Sessions are from 08:00 until 18:00.

Sixteen part-time/full-time staff work with the children and the manager is supernumerary. Over half the staff have recognised early years childcare qualifications. Five staff members are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (E.Y.D.C.P).

How good is the Day Care?

The over all quality and standard of day care is good. Staff work well as a team and they all have clearly defined roles. This ensures that the children are offered continuity of care for the majority of the day. However, during some periods of the day there are insufficient staff on duty and this limits the staff's abilities to engage the children in appropriate activities. The group has a large selection of well maintained toys and equipment, which encourage children's development and provide challenge. However at times there was a limited selection of resources set out in the

Ladybirds room. The group has a varied selection of resources, which reflect positive images of culture, ethnicity, disability and gender and are continuing to build on these. All the relevant policies/procedures and documentation are in place and staff are clearly aware of these and implement them appropriately.

The nursery have good safety arrangements in place and the reasons for these are explained in an age/stage appropriate way to the children. They maintain clear information regarding each child and staff have clearly taken the time to get to know all the children present. This is reflected in the type of individual care offered to the children.

Planning and preparation is well thought through and this results in the children being offered appropriate activities and gaining as much as possible from them. The staff are consistent in their method of behaviour management. This ensures that the children have clear boundaries. The nursery consults with parents about the need for any special services and equipment for children who have a special needs. This helps to ensure the on going development of special needs children who attend the setting.

The nursery places a high level of importance on their partnership with parents and ensures that parents are kept informed regarding any changes or events that will effect their children.

What has improved since the last inspection?

N/A, as transitional inspection.

What is being done well?

- Children appear to be confident and interacted well with their peers and adults present
- The group has a large selection of well maintained toys and equipment, which encourage children's development and ensure that they are sufficiently challenged.
- Children with special needs are provided with relevant activities and play opportunities that promote their welfare and development.
- The staff are consistent in their method of behaviour management. This ensures that the children have clear boundaries
- The nursery places a high level of importance on their partnership with parents and ensures that parents are kept informed regarding any changes or events that will effect their children

What needs to be improved?

- staff deployment to ensure sufficient staff working with the children at all times.

- selection of resources set out for the children in the Ladybirds room.
- continue to build on selection of resources which, reflect positive images of culture, ethnicity, gender and disability.

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 must take the following actions by the date shown

Std	Action	Date
2	Develop an action plan detailing how the registered person will ensure that the required adult: child ratios are met at all times.	30/12/2003

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

Std	Recommendation
5	Ensure a more varied selection of resources is set out for the children in Ladybirds.
9	To continue to build on resources which reflect positive images of culture, ethnicity, gender and disability.

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

How effective is the nursery education?

The Pelican Day Nursery offers good quality nursery care where the children enjoy learning through a wide range of planned interesting and stimulating activities. Effective teaching helps the children make generally good progress towards the stepping stones and early learning goals, although staff are not always deployed in the most effective way to support learning. They make very good progress in physical development.

Teaching is generally good with minor weaknesses. The strengths in physical development are due to the interaction from staff, engaging the children in suitable planned and spontaneous activities both indoors and out. Staff have good knowledge of the early learning goals and the stepping stones. Staff use good questioning techniques and the use of puppets to promote and enhance the children's learning. Children's enthusiasm and love of books is encouraged. They are well presented and accessible, enabling the children choice in a range of reading materials. There is very good support for children attending with special needs.

Leadership and management is generally good. The manager knows her staff well and utilises their individual strengths and skills within the nursery. The staff work well as a team and have clearly defined roles. The manager is pro-active in identifying the strengths and weaknesses of the provision and is effective in monitoring and evaluating the policies, procedures and education provision.

Partnership with parents is very good. Parents are well informed about the nursery its routines activities and curriculum. Good quality written information about the provision is made available for all parents. Records of children's progress are well documented and made available to parents through regular planned meetings and discussions.

What is being done well?

- The staff establish a good working relationship with parents. Children relate confidently with each other and adults. They are developing independence skills and confidently work independently at a variety of activities.
- Children enjoy a good selection of books and reading resources on an informal basis, some of which the children have made themselves. Children's enthusiasm and love of books is encouraged.
- Children respond enthusiastically to new experiences. They express their ideas feely through a good range of activities. There is a good range of activities to explore and investigate through practical first hand experiences.
- Children are articulate and confident in their speaking skills. They explore new words and extend their vocabulary confidently.

- Children are adept in their physical skills with good opportunities for spontaneous and planned activities both indoors and out. Children are confident in their independence skills and show good awareness of personal hygiene.

What needs to be improved?

- deployment of staff during planned adult initiated activities;
- children's independence in selecting some of their own materials and resources;
- opportunities for children to be encouraged to use their skills developed such as writing their names in a variety of situations;
- opportunities to reinforce children's learning in counting and simple subtraction in everyday practical activities;
- opp to link sounds and letters and name letters of the alphabet.

What has improved since the last inspection?

The previous inspection required the provision to ensure mathematics is given due priority on a daily basis, staff to develop their knowledge of the early learning Goals to take advantage of spontaneous teaching situations.

Generally good progress has been made overall. The provision of mathematics is emphasised daily with regular access to a variety of equipment and resources promoting mathematical concepts

Staff attend regular internal and external training for the foundation stage and a qualified nursery teacher has been employed. This has resulted in staff demonstrating good knowledge of the Early Learning Goals and the stepping stones.

Staff provide a varied curriculum allowing for flexibility in the curriculum to take advantage of spontaneous opportunities for learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and relate well to each other, adults and visitors in the group. They are given roles of leader for the day to promote independence skills and children have individual responsibilities in the group. Children find their names and pour their own drinks independently. They eagerly take part in activities and show good concentration skills. However, there are missed opportunities to enhance the children's independence with some resources stored out of their reach.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and initiate conversations with each other and adults. Children enjoy looking at books and reading resources including books made by themselves. The well resourced role play area provides good opportunities for children to make up stories and act out situations. There are good opportunities for children to recognise their names however, children are not always encouraged to write their names or link sounds to letters and name letters in the alphabet.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to and beyond ten and some recognise numbers up to nine. Children show confidence and show that they understand size, shape and sequence in practical activities when building with large blocks and discussing oval shapes. Children are provided with good opportunities to count at singing and story times and through one to one activities however, there are missed opportunities to reinforce counting and subtraction through everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident in their design and making skills with a good range of recycled, malleable and construction materials to enhance their skills. Children talk openly and confidently about their families and talk about the past and the present. There are good opportunities for children to explore natural materials such as pebbles and shells. Children show confidence in the use of technological resources with the use of programmable toys and equipment .

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children access a good range of physical activities through regular planned and spontaneous activities inside and out. Children demonstrate confidence in their physical skills. Staff promote hygiene routines well and foster children's independence and knowledge in this area appropriately. Children are confident in controlling pencils, scissors, brushes and needles to develop their manipulative and small muscle skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's imagination is stimulated with a good range of resources to develop their ideas and promote spontaneous play situations. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children dance and sing through spontaneous and planned music and movement sessions. There are planned opportunities to develop their creative skills however there are limited opportunities for them to freely access paint on a regular basis.

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 the deployment of staff during planned adult initiated activities;
- provide opportunities for children to be encouraged to use their skills developed such as writing their names in a variety of situations, and develop their skills in linking sounds and letters;
- increase staff's knowledge of how to reinforce children's learning in counting and simple subtraction in everyday practical activities;
- extend opportunities to promote children's independence in selecting some of their own materials and resources;

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.