



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223585

DfES Number: 513172

INSPECTION DETAILS

Inspection Date 31/01/2005
Inspector Name Susan Irene Tyler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Red House Nursery School
Setting Address The Old Vicarage
Upton Bishop
Ross-on-Wye
Herefordshire
HR9 7UL

REGISTERED PROVIDER DETAILS

Name Mrs Angela Miriam Curry

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 Red House Nursery School opened in 1996. It operates from four classrooms in a property adjoining the providers home. The property is in a rural location near to the village of Upton Bishop in Herefordshire. A maximum of 16 children may attend the nursery at any one time. The group is open 5 days a week during school term times. Sessions are from 09:30 until 12:30. Children have access to a large expanse of outside play area, including an enclosed area adjoining the nursery. There is also an additional play space with large outdoor play equipment.

There are currently 18 children aged from 3 to under 5 years on roll. Of these, 17 children receive funding for nursery education. The nursery serves a wide geographical area.

The nursery employs four staff. Three of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Red House Nursery School provides good care for children. The premises are well maintained, welcoming and attractive. Records are well organised and stored confidentially, although the policies for child protection and special needs need reviewing. The operational plan is up to date and reflects practice. The nursery is well resourced and all equipment is in good condition.

Staff have high regard for children's safety indoors and outdoors and continuously evaluate it. Risk assessments are detailed and staff are very observant of children when inside and outside. Good hygiene routines are in place and children follow good hand washing procedures. Staff have a good understanding of healthy eating and children enjoy snacks that are nutritious and varied.

A good variety of activities encompassing all six area of development is regularly available. Children show great enthusiasm in their learning and are eager

participants in small and large group activities. The owner prefers to keep the number of children attending low, so that staff and children can get to know each other really well. Staff have high expectations of children's behaviour and are very good role models. Children's behaviour is good. Children are grouped for some activities enabling them to engage in activities that are suitably challenging. Adults support children well in their play.

Partnership with parents is good. Staff liaise with parents on a daily basis and the use of detailed admission forms enables staff to care for children, as their parents would wish. Parents are kept informed via newsletters, daily chats and a detailed notice board. Various social events are held that families are invited to.

What has improved since the last inspection?

At the last inspection, the group were given the following three actions; develop an action plan that sets out how staff training and qualification requirements will be met; conduct a risk assessment on the premises, indoors and outdoors, identifying actions to be taken to minimise identified risks; ensure the pond is made safe or inaccessible to children.

In response to the actions, the group has produced a file containing information on all staff qualifications and training requirements. This is updated each year. At present three of the four staff are suitably qualified. The fourth is considering NVQ 3 in the near future. Risk assessment has been conducted of the building and grounds. Documents are detailed. No significant risks have been identified. The pond has been covered. All actions were implemented quickly.

Implementation of the actions has had a positive effect. The owner is now able to monitor staff training more effectively. The risk assessment process has identified potential minor risks, resulting in changes to operating procedures. Covering of the pond has minimised the risk to children's safety.

What is being done well?

- The grouping of children for some activities enables them to take part in activities that are suitably challenging.
- Children are given the opportunity to take part in many varied activities. Adults support children well in their play.
- The group is well resourced and all toys and equipment are safe and in good condition.
- Staff have high expectations of good behaviour and this is reflected in the good behaviour of children.
- Partnership with parents is very good. Children and parents are given a very warm welcome as they arrive. Parents are kept well informed.
- All children are well known by the staff and their individual needs respected.

- Snack foods are varied and nutritious.
- Risk assessments are detailed and used effectively.

What needs to be improved?

- the special needs policy
- the child protection policy.

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
10	Review the policy for special needs.
13	Review the child protection policy.

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

How effective is the nursery education?

Red House Nursery School provides very good quality nursery education overall, which enables children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning.

The quality of teaching is very good. A good variety of activities and resources is available and children are well supported by staff in all aspects of their play. Children are grouped for some activities and activities are suitably challenging. Staff are good role models, they display calmness in their responses to children and are sensitive to children's individual needs. Assessments relate directly to the stepping stones and are used to inform planning for all children. Staff access training courses and three quarters of staff are qualified. All staff have a good understanding of the Foundation Stage and are involved in planning.

The leadership and management of the setting is very good. The owner gives clear leadership, the staff work well together as a team and are clear about their roles and duties. The owner recognises the importance of training and supports staff in accessing as much training as possible. All staff are encouraged to contribute to evaluation of the setting and the effectiveness of the nursery education. The owner and staff are supportive of each other.

The partnership with parents and carers is very good. Parents are provided with good quality written information and staff maintain a display area with information that is up to date. Parents receive written reports about their children's progress and are invited to yearly meetings. Parents find staff friendly, approachable and feel welcome to discuss their children. They particularly value the very warm welcome they and their children receive each morning. They feel that they are kept well informed and that their children are receiving very good care and education.

What is being done well?

- The provision for personal, social and emotional development is very good. Children are supported to become independent and develop their self esteem. Self-care is encouraged.
- The programme for communication, language and literacy is very good. Children recognise many letters of the alphabet and are making good progress in linking sounds and letters. Children have many opportunities to make marks and enjoy using a variety of materials.
- The programme for mathematical development is very good. Counting skills are practised daily and children are learning about the concept of more/less than through planned and free-play activities. A good variety of activities are provided that are suitably challenging and fun.

- The programme for knowledge and understanding of the world is very effective. Children are eager to explore and are curious about their environment.
- Partnership with parents is seen as a key component in understanding children's needs and providing a suitable curriculum. This partnership is valued by both parties.

What needs to be improved?

- the opportunities for children to record their findings.

What has improved since the last inspection?

Very good progress has been made in implementing two points for consideration, which were; increase resources and activities that promote people with disabilities; extend children's access to large apparatus to provide more physical challenges in climbing and balancing.

Since the last inspection, images of people with disabilities have been increased and resources purchased. Small world people with disabilities and wheelchairs have been placed with other small world equipment. There are a number of books, puzzles and posters depicting positive images of people with disabilities. Three climbing frames of different sizes have been acquired.

The improvements made since the last inspection have had a positive impact on the children. Three and four year olds play imaginatively with the small world people and equipment in a variety of ways. They regularly see positive images of people with disabilities. They also have regular access to climbing equipment and are developing these physical skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children talk confidently within the group and on a one to one basis with children and adults. They behave very well and respond in a positive manner to requests from adults. They are aware of group rules and remind each other of them. All children are developing good independence skills, taking themselves to the toilet and putting on coats and boots. They are learning to take turns and some children work together. Children are eager to join in with group activities and to help with tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three and four year old children demonstrate good concentration and listen well to stories. They enjoy reading books alone or with friends. They hold books correctly and confidently turn the pages. All children have access to writing materials and handle them well. Older children can write their name and link the shape and corresponding sound of many letters of the alphabet. Most children are confident speakers and enjoy sharing their thoughts and feelings.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children can count easily to 10 and some can count to 20. They practise their counting skills in both structured and free play activities. Children are beginning to understand the concept of more/less than and use language correctly to describe size. They confidently recognise numerals from 0 to 10 and older children recognise many more numbers. Children are developing an understanding of size and recognise that a snowdrop looks bigger under the magnifying glass.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploration and show curiosity as they look at snowdrops that have been sitting in coloured water. They are familiar with binoculars and enjoy spotting different birds from the bird hide. Children's learning could be increased by recording their findings. Children are developing an awareness of time and recognise that time is running out as they watch the egg timer. Children take part in activities that give them an insight into their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use and have access to a wide range of small equipment and other materials that helps them to develop small movement. Children use the space around them with confidence, imagination and are aware of others whilst they kick balls, role hoops, climb and run. They are developing control and co-ordination as they hop, skip and run. They are learning about healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to play imaginatively with a variety of resources and staff allow sufficient time for children to talk about their thoughts and feelings during their play. They are given many opportunities to explore colour, music, shape and space through meaningful activities. They are enthusiastic singers and sing many songs from memory. Children are developing a sense of rhythm and recognise sound patterns.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- provide more opportunities for children to record their findings

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.