



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309256

DfES Number: 518790

### INSPECTION DETAILS

Inspection Date 24/09/2003  
Inspector Name Joan, Patricia Flowers

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carey Childcare Centre  
Setting Address Pole Street  
Preston  
Lancashire  
PR1 1DX

### REGISTERED PROVIDER DETAILS

Name The Committee of Carey Child Care Centre

### ORGANISATION DETAILS

Name Carey Child Care Centre  
Address Pole Street  
Preston  
Lancashire  
PR1 1DX

## 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

Carey Childcare Centre operates out of a church hall in the centre of Preston. There is a dedicated nursery area which is secure and there is access to communal areas including toilet facilities and a large hall. The nursery area itself consists of a large room with waist high dividers and a separate baby room with an adjoining sleep area. There is an office, a kitchen and a secure outside play area. The facility caters for children aged from birth to five years, offering full and sessional child care between the hours of 08:00am and 5:30pm each weekday. Some children speak English as a second language with adults available to provide support for this. A teacher from the Early Years Development and Childcare Partnership is involved with the facility. All staff are qualified and there is an experienced manager in day to day control.

The facility is additionally registered to provide nursery education places for eligible three and four year old children.

### How good is the Day Care?

Carey Child Care Centre Committee offers satisfactory care to children. The setting is well organised with children grouped together according to age. The well qualified staff team work co-operatively together. Documentation has been formulated that underpins the day-to-day running of the establishment including risk assessments and health and safety policies. Children are cared for in a secure and safe environment within areas designed to meet their all round needs, however practice issues should be reviewed to ensure safety standards are maintained.

Staff exercise good practice in ensuring the premises and equipment are clean and in good order. They pay attention to children's individual needs for hygiene, sleeping and feeding and are aware of their child protection responsibilities. The centre welcomes all children and parents and aims to meet their individual needs.

The range of activities provided for the children are well planned, helping children to develop to their full potential. Resources are age appropriate and offer challenge

and are fun. Children are settled and happy and can access all their play and learning activities easily and can make choices. Planned daily routine helps children feel secure and offers them variety as well as consistency.

Staff develop close relationships with their key children and partnership with parents is actively fostered. Parents are provided with daily opportunities to learn about their child's progress both verbally and through written daily reports. Information is obtained at enrolment which informs staff about individual needs and parents wishes and records are kept of daily events which parents mostly sign to signify their knowledge of.

### **What has improved since the last inspection?**

At the last inspection the provider agreed to address several areas. These were as follows; to devise an operational plan; to keep an incident record; to increase and make toys available to children; to have at least one staff member present trained in first aid; to ensure staff work directly with children; to make safe the wall coverings in the baby room; to make policies available to parents and to provide sufficient and suitable toilet facilities for children and staff.

In the intervening period the provider has successfully implemented all the above areas and is soon to have major work undertaken to install new toilet facilities. Records are all now in place and increased play resources have been provided. Staff have received first aid training and safety of wall coverings now ensure children are cared for with their safety and protection in mind. Parents have also been given easier access to the written policies.

### **What is being done well?**

- Staff give excellent attention to meeting babies' individual needs for eating and sleeping and to the exchange of information with parents. They plan activities well to give babies and toddlers interesting experiences which enhance their development.
- All staff implement procedures to ensure children are cared for in a safe environment and good attention is given to the security of the premises.
- Care standards are good evidenced by children's enjoyment of a wide variety of activities that support all areas of their development; for example imaginative play, outdoor play and opportunities for extending learning. Resources which reflect diversity are in abundance and children can make choices.
- Good relationships are fostered between children and staff and children and children through routines that encourage independence and respect of each other and adults. As a result children are well behaved and form meaningful relationships with their peers and the adults who care for them.
- Partnership with parents is positively enhanced by the friendly and welcoming staff team and by the range of information which is provided for them both verbally and in the written form. Their views are sought and suggestions for

improvement are encouraged by nursery management.

#### **What needs to be improved?**

- the adherence to conditions of registration;
- the attention given to ensuring the nursery environment is safe and conforming to regulations;
- the obtaining of parents required signatures on records made about individual children;
- the methods used to transport meal items to and from the kitchen safely.

#### **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	Ensure that the numbers of children attending do not exceed the registered number at any one time.	25/09/2003
2	Inform Ofsted in writing of the action taken to bring the numbers of children attending back in line with conditions of registration.	25/09/2003

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

Std	Recommendation
4	consider addressing safety issues connected to the outside play surface
6	ensure that glass and heated surfaces in areas accessible to children conform to regulation
6	devise methods of safely moving items to and from the kitchen through nursery areas

7	obtain parents/carers signatures following the administration of any medication
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children at Carey Child Care Centre are making generally good progress in five areas of learning and very good progress in creative development. Effective teaching assists children to progress through the stepping stones towards the early learning goals. Teaching is generally good, staff promote independence and creativity through a range of planned activities. Staff are good role models who demonstrate positive interaction between themselves and the children.

Staff generally have a good understanding of teaching methods however there are several missed opportunities to promote children's learning.

At present there are two children who attend who have a special need. There is in post a special needs coordinator who ensures that all special needs are addressed in accordance to the code of practice. Children are encouraged to work as a group and share experiences with their peers.

The assessment of children's learning has been introduced effectively and staff ensure that children's developmental achievements are monitored and recorded. The setting has available an extensive range of resources and provides interesting and age appropriate activities to meet the needs of all children who attend; however there are limited opportunities for children to access the IT equipment and the mark making area.

Parents are provided with detailed information about the setting and their child's development and progression along the stepping stones.

Staff share information both formally and informally with parents and provide regular opportunities for parent's to discuss their child's progress with the key workers. Parents should be encouraged to share information about their child's development through a more formal method.

### What is being done well?

- Children's creative development is very good. Children have the opportunity to explore a range of materials and textures. They have many opportunities to sing and join in rhymes They are beginning to engage in role play based on first hand experiences and they are beginning to respond to what they see hear and feel.
- Children are confident and are beginning to work as a group and share their experiences.
- Parents are provided with detailed information about the setting and the programme of activities and are encouraged to contribute to their child's learning in the home environment.

- Staff training is promoted within the setting. Staff are encouraged to attend training to promote their professional development.
- Children with special needs are integrated into the setting and have their individual needs met through a planned programme.
- Children who have English as a second language are supported through carefully planned activities.

#### **What needs to be improved?**

- opportunities to extend children's learning during snack and lunch time;
- opportunities for children to access the mark making area at all times;
- the availability of children's name cards to assist them to recognise and begin to write their names;
- short term planning to include detailed daily activities which relate to the stepping stones.

#### **What has improved since the last inspection?**

A new manager has been appointed since the last inspection. The setting has worked towards meeting the requirements from the last inspection. A method of assessment has now been implemented which informs the planning and the curriculum and for informing parents of their child's progress. Children now have opportunities to use mathematical ideas in free play. The setting has provided an alphabet frieze and a greater variety of books have been purchased.

More resources, which reflect diversity, have been made available and activities are planned to give children a more balanced view of the world.

Grouping of children has been organised to ensure that children gain maximum benefit from the planned programme of activities..

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal social and emotional development is generally good. Children are happy and settled and motivated to learn. Children are gaining confidence, they are beginning to form good relationships with their peers. Children are beginning to understand what is right and wrong; staff manage behaviour effectively. Children are learning to share and take turns. There are some missed opportunities to extend children's learning at snack and lunch times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication language and literacy is generally good. Children interact and talk with their peers. Children are beginning to understand that print reads from left to right and top to bottom. They use talk to explore and organise real and imagined experiences. Children are beginning to recognise their name. There are limited opportunities for writing as the mark making area is not readily available. There are missed opportunities for children to begin to write their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children count confidently up to five and some to ten. Children are developing an interest in numbers and counting for a number of purposes. They are developing an understanding of shape and space through a range of activities. However there are insufficient opportunities to use mathematics in every day activities and to write numbers for a range of purposes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children progress's in knowledge and understanding of the world is generally good. Children are beginning to understand about past and present as they discuss events that occur both at home and in the setting. They are developing an understanding of their own culture and those of others through a range of planned activities. Children have opportunities to learn about their environment through topic work and discussions. Opportunities to use information technology are limited.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children move freely with confidence and coordination and can match music to movement. Children are gaining confidence as they use both small and large equipment. They are beginning to understand that tools can be used for a variety of purposes. They are working towards competence as they put on their coats and begin to fasten them. They have opportunities to climb, crawl, hop and jump using a range of equipment.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's progress in creative development is very good. Children have the opportunity to explore colour shape and texture through a range of planned activities. They are beginning to sing simple songs from memory and match music to movement. Children have the opportunity to use their imagination through role play activities. They have access to a good range of resources that promote their creativity.

**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**

- provide opportunities to extend children's learning during snack and lunch time;
- ensure that children have constant opportunities to access the mark making area;
- make available children's name cards to assist them to recognise and begin to write their names;
- revise the short term planning to include detailed daily activities which relate to the stepping stones.

*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.*