



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135996

DfES Number: 530590

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Carol Greenland

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Great Expectations Day Nursery
Setting Address 26 Baugh Gardens
Downend
Bristol
Avon
BS16 6PP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Mr David & Mrs Carmel Kearns
Address 26 Baugh Gardens
Downend
Bristol
BS16 6PP

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

Great Expectations Day Nursery opened in 1999. It operates from a detached house in Downend, South Gloucestershire. Children have the use of two play rooms, a small quiet room and toilets on the ground floor and three play rooms and toilets on the first floor. There is an outside play area to the rear of the premises.

There are currently 89 children from 2 to 5 years on roll. These include 31 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children who speak English as an additional language.

The day nursery opens five days a week all year round except for one week at Christmas and public holidays. Sessions are from 08:00 to 18.00 hours.

Eight full-time staff and two part-time staff work with the children. Eight staff have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership(EYDCP).

How good is the Day Care?

Great Expectations Day Nursery provides satisfactory care for children in a clean, welcoming and child friendly environment. Resources are well organised and accessible to children. There are effective procedures for the appointment/induction of staff. There has been some confusion about checks, which means that staff who have not been vetted could have unsupervised access to children. Positive management has ensured that most policies are in place. There is no written procedure about what to do when a parent fails to collect a child.

Staff are safety conscious and supervise children closely. Risk assessments have been carried out on the premises but there is no assessment covering outings nor a process to ensure safety arrangements are reviewed regularly. There are regular fire drills and two staff are trained in fire safety awareness. All staff have valid first aid training and are active in promoting good health and hygiene. There are clear

systems for recording accidents and administering medicine whilst ensuring children's confidentiality. Children are provided with regular drinks and nourishing meals. Good attention is paid to their individual dietary needs. Staff are aware of child protection issues but there is no up-to-date copy of local procedures.

There is a broad and stimulating range of play materials and activities available, which interest children and develop their skills in all areas of learning. Staff are beginning to assess children's individual progress. Children are happy, very well behaved and have positive relationships with staff and each other. Staff encourage and value good behaviour and consideration for others. There is a written equal opportunities policy, but staff's knowledge and resources to promote understanding of diversity are insufficiently developed.

Staff make positive efforts to keep parents well informed about the provision and their children. Parents are positive about their children's enjoyment and progress.

What has improved since the last inspection?

At the last inspection the day nursery was asked:- to review its Operational Plan and written policies on behaviour management, special needs, equal opportunities, administration of medication and child protection in line with legislation; to revise the information to parents; to ensure there is a system for recording the actual times of arrival and departure of children, staff and students; to conduct a risk assessment of the premises, including the outside play area, and devise an appropriate action plan to minimise identified risks; to ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences, and sufficient and suitable staff and volunteers to cover staff breaks, holidays, sickness and time spent with parents; to ensure that there is a designated member of staff who has attended a child protection training course and is responsible for liaison with child protection agencies in any child protection situation.

The nursery has worked hard to ensure that most actions have been fully met which has ensured that its organisation is in a better position to support the care and safety of children. There is now an Operational Plan and written policies in line with the National Standards and Guidance on behaviour management, special needs, equal opportunities, the administration of medicine and child protection. Parents have been advised that policies have been reviewed. There is now a system for recording the actual times of arrival and departure of children, staff and students. Risk assessments have been conducted and there are contingency plans to cover emergencies and unexpected, as well as planned, staff absences. There is a designated member of staff who has attended training and is responsible for child protection issues.

What is being done well?

- Much work has been done to produce information about the nursery, its policies, procedures and records which support the organisation of the nursery and ensure children are happy and safe.

- The premises are clean, welcoming and child-friendly with displays of children's work and photographs of activities.
- There is a broad and stimulating range of play materials and activities available, which children enjoy and which develop their skills in all areas of learning.
- Staff are safety conscious and supervise children closely. They are active in promoting good health and hygiene and are all trained in first aid.
- Children are happy, very well behaved and have positive relationships with staff and each other. Staff encourage and value good behaviour and consideration for others.
- Staff make positive efforts to keep parents well informed about the provision and their children's progress by verbal feedback, parents' evenings and newsletters.

What needs to be improved?

- the procedure to ensure all staff are suitably vetted
- the assessment of risk in relation to outings and the system for regularly reviewing safety arrangements generally
- staff's knowledge and understanding of equal opportunities and anti-discriminatory practice and the range of resources promoting equal opportunities generally and in particular to include positive images of gender and disability
- the availability of an up-to-date copy of the local child protection procedures approved by the Area Child Protection Committee
- the procedure to be followed if a parent fails to collect a child.

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
14	Ensure there is a statement of the procedure to be followed if a parent fails to collect a child.	31/05/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
1	Ensure that there are effective procedures in place for vetting staff.
6	Conduct a risk assessment of outings, identifying action(s) to be taken to minimize identified risks and ensure there is a system for regularly reviewing safety arrangements.
13	Ensure there is an up-to-date copy of local Child Protection procedures approved by the Area Child Protection Committee.
9	Develop staff's knowledge and understanding of equal opportunities issues; actively promote equal opportunities and anti-discriminatory practice; and extend resources/activities generally and include positive images of gender and disability.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. The programmes for personal, social and emotional development, physical development and knowledge and understanding of the world are very good.

The teaching is generally good. Staff know the children well and they develop warm relationships which is a particular strength of the nursery. Staff plan and provide a good variety of activities which interest the children and help them to progress. Staff are good at helping children to develop their social skills, they encourage independence and nurture self esteem. Behaviour is well managed. There is a stable group of staff who work well together as a team. Some staff do not fully understand the stepping stones and do not always sufficiently challenge and spontaneously extend children's learning, for example, through 'open ended questions'. The planning and assessment process is not always used effectively to inform future planning for individual children.

Leadership and management is generally good. There are well defined roles within the team and the manager has clear areas of responsibility. The key worker system is effective. There is a strong commitment to improving the physical environment and to staff development through regular staff meetings, appraisal and training. The nursery's self evaluation system is limited, but they intend to assess all areas of practice through a quality assurance scheme that they have just joined.

Partnership with parents is generally good. Parents are well informed about the nursery from the prospectus, newsletters and notices prominently displayed. There are good settling in procedures for new families. A lot of information is exchanged informally, parents can freely access their children's records and they have formal opportunities to discuss progress. Parents receive limited information about the areas of learning and their contribution to the assessment process is not extensive.

What is being done well?

- The programme for personal, emotional and social development is very good. Children are well supported. Staff help them settle quickly and they encourage independence. Children are confident, interested and they develop good relationships with each other and staff.
- Children respond well to established routines. They are happy and settled, and they behave well.
- Children are friendly, keen to learn and they are developing good communication skills. They listen attentively, speak confidently using a broad vocabulary both in large and small group activities, for example, carpet time and table activities.

- Children are given plenty of opportunities for physical activities both in and out of doors. The programme effectively helps develop good control and co-ordination through music and use of small and large equipment, for example, balancing and the obstacle course.
- Children are very creative, using their imagination well in role play. They are developing a good sense of self and the community through planned activities.

What needs to be improved?

- staff knowledge of the stepping stones so that children can be sufficiently challenged across all areas of learning.
- the planning, evaluation and assessment cycle to use information to develop plans for future learning for individual children
- information for parents about the Foundation Stage and ways to encourage them to be involved in the stepping stones assessment process.

What has improved since the last inspection?

At the last Ofsted inspection only one key issue was raised: that staff further develop the monitoring of planning and assessment to identify future targets for individual children and that they should use this information to extend activities.

Some progress has been made in addressing the key issue: staff have tried different methods of planning and they have started to evaluate some activities. Staff are still developing the use of a new stepping stones assessment system recently introduced. These are areas for continued development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and friendly. They are interested and keen to learn. Most willingly leave their parents to join in group singing, less confident children are well supported. Children make good relationships. They are eager to chat to staff and friends and share their news. They play well together, help each other and are good at sharing and taking turns. They are developing a good level of independence. They behave well, understand the rules and know right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well. They initiate conversation and use language extensively in role play. They are attentive, enjoy stories, eagerly saying what comes next and joining in repeated verses. Most participate enthusiastically in large group singing and action songs. They are interested in print and confidently explain the meaning of labelling around the room. There is insufficient emphasis on encouraging the older children to experiment with print and to mark their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in numbers and accurately count objects during play such as pieces of play dough, cars and chalk. Staff use songs, stories and mathematical language effectively to re-enforce numbers, shape, size and position. As a result children spontaneously use their knowledge in play, for example, how many chairs are needed and comparing sizes. Children are beginning to add and take away but opportunities are missed to extend the mathematical thinking of more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many worthwhile opportunities to investigate, explore and learn about the environment through planned topics, for example, the life cycle of animals and growing seeds. In practical role play they share their experiences of a garden centre, pond life and travel agents. Children are developing a sense of time and place. They use small tools appropriately and are developing technological skills through use of the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Physical development is a strong feature of the nursery. Children use a range of small and large tools and equipment with increasing confidence and enjoyment. They move confidently with increasing control, for example, around an obstacle course that they help to construct and when using balancing wedges. They have a good awareness of space making sure they do not bump into anyone during music and movement and outside play. They are developing a good awareness of their own bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy exploring and show interest in how things, feel, smell and taste. They are interested in music and sounds, playing instruments quietly then loudly. Children use their own experience in their imaginative play, for example, three children organised themselves into a family going on a trip. They have planned opportunities to create using lots of different textures and materials such as sand, paint, dough, glue and gloop but have limited access to resources for spontaneous 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

- Ensure staff further develop their knowledge of the early learning goals so that they use spontaneous opportunities effectively to extend children's learning.
- Further develop planning to show clearer learning intentions and evaluate more effectively to inform future planning for individual children.
- Provide parents with more meaningful information about the early learning goals and find ways to encourage them to contribute to the stepping stones assessment process.

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.