



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 403351

DfES Number: 597213

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ladygrove Day Nursery and Nursery School
Setting Address 1 Lostock Place
Didcot
Oxfordshire
OX11 7XT

REGISTERED PROVIDER DETAILS

Name Bramleys Nurseries

ORGANISATION DETAILS

Name Bramleys Nurseries
Address The Old School
School Road
Ardington
Oxfordshire
OX12 8PN

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

Ladygrove Day Nursery and Nursery School opened in October 1998 and is a private nursery forming part of the locally based Bramleys Nursery chain. The nursery occupies purpose built premises with access to outdoor play areas and serves the town of Didcot and surrounding villages.

The nursery provides day care on weekdays from 08.00 to 18.00, over 51 weeks a year, excluding public holidays and the time between Christmas and New Year. There are 87 children on roll, which includes 22 funded 3-year-olds and 20 funded 4-year-olds, who receive nursery education funding. Staff support a small number of children with special educational needs and for whom English is an additional language.

An after school club provides care from 15.00 to 18.00 for a limited number of children and a holiday play scheme operates during the same opening hours as the nursery.

The nursery is staffed by 17 full-time and 4 part-time employees. Sixteen staff hold relevant early years qualifications, with a further 2 staff working towards qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Ladygrove Day Nursery and Nursery School provides satisfactory care. The operational plan for the day-to-day running of the nursery works well in practice and all the necessary documentation is readily available. Staff receive good support in their induction and training. Rooms in the nursery are light, spacious and well-organised for play, although some areas used by the younger children are very bare at child-height. Overall there is a good range of resources to meet the needs of differing age groups. Children particularly enjoy the new outdoor climbing equipment, though some wheeled toys are not in good condition.

There are effective measures in place to maintain a clean and safe environment. Access to the premises is carefully monitored and procedures ensure the safe collection of children. Staff liaise well with parents when children are ill, though confidentiality is not assured in recording administered medicines. Children enjoy nutritious cooked meals and are provided with extra drinks when needed. Staff are aware of children's dietary needs, though this is not accurately documented. Staff demonstrate a suitable awareness of child protection procedures.

Throughout the nursery there is a good range of activities to stimulate the children's interest. However, there are insufficient resources and visual images to effectively promote the diversity of the wider world. The under-threes enjoy many sensory activities, making sounds and exploring movement. In their rooms the older children are developing their imagination and participate in many engaging activities. At times behaviour in these rooms can deteriorate and an enjoyable activity be spoilt. Staff acknowledge the individual needs of children but do not always ensure their inclusion in activities.

Partnership with parents and carers is good. Information is regularly exchanged about the children's day and their developmental progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery is managed effectively with good support offered to staff in their induction and training. The operational plan works well in practice.
- Children of all age groups take part in a good range of activities, matched appropriately to their stages of development. Staff respond well to the children's needs, for example altering room arrangements to provide quieter areas for sleep.
- There is a good relationship with parents and carers. Staff have devised effective ways to share information through diaries, open days and displays within the nursery.
- Staff have taken many positive steps to promote safety. Access to the premises is carefully monitored and suitable procedures are in place to ensure the safe collection of children.

What needs to be improved?

- procedures to record administered medicines to maintain confidentiality
- methods used to inform staff of children's special dietary needs
- staff awareness of how to manage children's behaviour

- display of visually stimulating materials for younger children, within their eye level.

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

Std	Recommendation
7	Devise a system to ensure confidentiality is maintained regarding administered medicines and that records are completed appropriately.
8	Review the procedure to make staff aware of children with special dietary needs.

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

How effective is the nursery education?

Ladygrove Day Nursery and Nursery School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in physical and mathematical development.

Teaching is generally good. Staff have a generally good knowledge of the foundation stage. They plan a varied and fun learning environment for the children to experience a wide choice of activities inside and outdoors, developing the children's predictive and curiosity skills effectively. The routine allows the children sufficient time to complete the activities. Children are not always supported and included in all their chosen activities. The children's behaviour at times is poor. Staff's inconsistent management of this behaviour is impacting on learning opportunities for the group. The children have little regard to the speaker, especially during registration and circle times. Resources and activities depicting positive images are limited. The setting has provision to support children with special educational needs and English as an additional language.

Leadership and management are generally good. The supervisor values the staff's contributions and commitments. Staff have sufficient time to complete the children's developmental records. Training is encouraged and valued. There has been limited improvement to the point for consideration highlighted at the last inspection. Plans have been devised to begin to address this.

The partnership with parents and carers is very good. This contributes well to their child's progress towards the early learning goals. Parents are informed of the group's policies and activities with regular newsletters, notice board and daily communication with the staff. They have regular opportunities to share their observations and discuss their children's progress.

What is being done well?

- Number awareness is reinforced throughout the session in a variety of ways including simple addition and subtraction, recording of snacks, self-registration and the number of the week. Children recognise and name colours, shapes and numerals up to nine. They problem solve inside and outdoors for example, negotiating the bikes on the chalk drawn roundabout.
- The children use mark making implements, construction sets and malleable materials with increasing control. They use equipment and tools safely. Children move freely with pleasure and confidence. They jump off an object and land correctly; they adjust and change directions to avoid obstacles with ease. They enjoy being ants and travelling inside a tunnel of chairs.

- Parents are well informed about the nursery, its routines and activities provided through photographs, displays and regular newsletters. Daily communication with all staff ensures parents have regular opportunities to share information about their child's learning.

What needs to be improved?

- children's behaviour and understanding right from wrong
- children's listening skills, especially during registration and circle times
- staff's knowledge of the children's development to ensure they support, include and challenge all the children sufficiently
- introduction to other cultures and resources depicting positive images of culture and race.

What has improved since the last inspection?

Limited progress has been made since the last inspection. The point for consideration to effectively develop and use the resources depicting positive images of culture within the curriculum is still restricted. The manager is aware of this and has plans to address this by nominating a member of staff as multi-cultural co-ordinator and to develop all staff's awareness. The group hope to purchase new equipment and resources that can be integrated in everyday play of the children and reinforce positive images of diversity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident to try new activities and develop their independence through opportunities to self-select activities, choose their snack and to meet their personal hygiene needs. They respond positively to staff and are forming good relationships with their peers. The children are encouraged to take turns and share. Some children's behaviour is disruptive to the learning and staff are inconsistent with their approach to this.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing awareness that print carries meaning and the different purposes for writing throughout the nursery day. Furniture, resources and displays are clearly labelled. Children and staff value books and enjoy sharing stories together. Many children are confident and engage easily in conversations with each other and adults. Most children recognise and can write their name. Their listening skills are poor, especially during registration and circle times.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good support to help them count to 10 and to recognise shapes, colours and sizes. Their understanding of number and simple addition and subtraction is reinforced as they take part in activities such as singing of number rhymes and using the calendar. Children access a large and imaginative variety of resources to promote and develop their mathematical skills and language effectively.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a wide range of everyday technology, including IT equipment and CD player. They use a variety of construction equipment, tools and materials to cut, join and build well. They have the confidence to share past and present events in their lives, and are supported by staff who extend this further. The children have little opportunities to access resources and activities to develop their understanding of their own culture and beliefs and those of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set challenges to develop their physical skills inside and outdoors. They climb on and off large equipment, use bats and balls, negotiate tricycles within small spaces, follow actions to rhymes and push wheeled toys such as pushchairs. Staff support and encourage new skills they help children to jump and land safely. Children are taught to handle and control small objects safely. For example, handling scissors, tools for the dough and clay and use pencils with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy matching movement to music, to an instrumental version of Jack and the Beanstalk. They enjoy free expression in role play developing their imaginative skills, especially with the train journey to Reading. The children regularly access a wide range of art and craft activities and medium developing their creative skills, particularly cutting, sticking, painting and drawing. Their artistic creations are valued, although these are over directed at times.

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 children's understanding of right from wrong and improve staff's behaviour management strategies
- develop children's listening skills, especially during registration and circle times
- improve staff's knowledge of the children's development to ensure they support, include and challenge all the children sufficiently
- improve the introduction to other cultures and resources depicting positive images of culture and race.

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.