



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY256427

DfES Number: 517885

INSPECTION DETAILS

Inspection Date 12/07/2004
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jordans Village Nursery
Setting Address Green West Road
Jordans
Buckinghamshire
HP9 2SY

REGISTERED PROVIDER DETAILS

Name Management Group of Jordans Village Nursery

ORGANISATION DETAILS

Name Management Group of Jordans Village Nursery
Address Jordans Village Nursery
Village Hall, Green West Road
Jordans
Buckinghamshire
HP9 2SY

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

Jordans Village Nursery opened in 1975. It operates from Jordans Village Hall in the centre of the village. The nursery have the use of a large hall, smaller room, kitchen and cloakroom facilities. There is a fully enclosed outdoor area.

There are currently 37 children on roll. This includes 15 four-year-olds and 11 three-year-olds who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children who speak English as an additional language and those with special educational needs.

The nursery opens five day a week. Sessions run from 09:00 until 12:00. Afternoon sessions running from 12:00 until 14.45 two days a week in the summer term are offered to children due to start school in September.

There are nine staff members employed to work directly with the children. Of these, five hold relevant childcare qualifications to at least level 3. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Jordans Village Nursery offers good quality care for children. Staff offer a warm and welcoming environment where children and parents are made to feel welcome. Children are happy, settled and leave their main carer with ease to enter the nursery. Staff provide children with a good range of toys and activities within the daily routines.

Staff ensure the premises are safe and secure and undertake and record daily safety checks. Fire drills are undertaken and recorded, however, the records do not hold details of time, exits or problems. All accidents and administration of medication are recorded. Medication records do not acknowledge witnessing of administration of medication or request parents to countersign when they collect their child. Healthy snacks are offered and individual children's dietary requirements are recorded. Staff encourage the children to be aware of good hygiene and act as good role models.

Staff have attended child protection training and are aware of the procedures to follow should they have concerns regarding a child in their care.

Staff plan a very good range of activities and children are able to choose from the variety each day. Activities and resources are planned to meet the needs of individual children. Children with special educational needs are offered a good level of support. Established rules and boundaries are in place and staff gently reinforce these within the daily routines. Children are well behaved and share the toys and resources.

Staff and parents have developed good relationships. They verbally exchange information regarding the child at the beginning and end of each session. Annual meetings are held between the key worker and parents and these are used to discuss children's progress and identify their next steps for learning. Parents receive good information about the setting through the prospectus, newsletters and notice board.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff offer a warm and welcoming environment to parents and children. They set up the room prior to the children arriving. Children's art work is displayed around the nursery room. Children enter the setting happily and leave their main carer with ease.
- Children have access to a very good range of toys and resources within the daily routines. They are able to select the toys and resources they wish to use from the range available.
- Staff ensure that the premises are safe and secure for children. Daily safety checks are undertaken and recorded.

What needs to be improved?

- documentation, to ensure that the fire drill records note the time taken, exit used and problems encountered
- documentation, to ensure that staff witness administration of medication and parents are requested to countersign the documentation when they collect their child at the end of the session

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
6	Extend the fire drill records kept to include the time taken, exit used and any problems encountered.
7	Ensure all administration of medication is witnessed by a second staff member and request that parents countersign the medication record when they collect their child.

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

How effective is the nursery education?

Jordans Village Nursery provides high quality nursery education. Children are making very good progress towards the early learning goals. They have access to a good range of toys, activities and resources.

The quality of teaching is very good. Staff show a very good knowledge of the Foundation Stage and plan effectively to cover all areas of learning. Planning includes the expected learning outcome, which relates to the stepping stones, resources required, staffing, group size and extension activities. Activity sheets record children's progress on a daily basis. Children participate in the range of activities and resources with enthusiasm. They are well behaved and share the toys and resources. Staff treat the children with kindness and respect. Children with special educational needs are offered a high level of support within the sessions they attend. A key worker system is in place and children's progress records are updated from the daily activity sheets and observations undertaken. The records in place do not record children's progress through the stepping stones, only when the early learning goal has been met.

Leadership and management are very good. Staff are aware of their roles and responsibilities within each session. The management is aware of the individual staff's strengths and weaknesses; all staff are involved in the planning processes. Regular staff meetings are held and these are used to discuss training needs, children's progress and planning. An appraisal system is in place.

Partnership with parents is very good. Parents receive good information about the setting through the prospectus, notice board and regular newsletters. Parents and staff verbally share information regarding the child at the beginning and end of each session. Annual meetings are held between the key worker and parents. These are used to discuss and monitor children's progress.

What is being done well?

- Children relate with confidence to each other and adults both familiar to them and visitors to the setting. Staff treat the children with kindness and respect; children are well behaved and share the toys and resources available within each session.
- Children are confident in finding their names. Many are beginning to recognise letters in their names and are aware that print carries meaning.
- Good relationships have been established between parents and staff. They verbally share information regarding the child at the beginning and end of each session. Parents receive good information about the nursery through the prospectus, regular newsletters and parents notice board. Annual parent and key worker meetings are arranged to share the progress records held on

each child.

- Staff work well together to provide an interesting range of activities and resources for the children. They effectively plan, to cover all areas of learning.

What needs to be improved?

- children's progress records to develop a system of ensuring children's progression through the stepping stones is monitored
- creative play to offer children with further opportunities to freely express themselves through art and craft activities that are not adult led.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection.

Staff continue to evaluate activities and record individual children's progress daily. Children's achievements are recorded onto the child's progress records by the key worker. The records in place do not record children's progress through the stepping stones. Children's progress is monitored and shared with parents at the annual key worker and parent meetings. Parents are able to request to see their child's progress records at any other time within the year.

Annual staff appraisals are completed. Staff complete a self evaluation and discuss this with management when training needs and responsibilities are discussed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled within the nursery. They leave their main carers confidently and select the toys and resources they wish to use. Most are able to work alone at a number of tasks. Children relate well to each other and adults. Staff treat the children with kindness and respect. Children are able to share the toys and resources and show co-operation with their peers. They are able to express their thoughts and ideas in both large and small group situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact well with adults and their peers; they show an awareness to the speaker and take it in turns to speak and listen. They use their language well to negotiate and express their ideas and feelings. Children are confident in finding their names. Many are able to recognise letters in their names and are becoming aware that print carries meaning. Children enjoy books and respond to stories enthusiastically. They have many opportunities to mark make within the daily routines.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to calculate and use numbers within everyday situations, for example register time and making sandwiches for the picnic. Children are able to count up to 10 and many count beyond this. Most children recognise numerals from 1 to 9. Staff provide children with a range of activities to use shape, size and to match and compare within the daily routines. Children use mathematical language within their every day play, for example more than, bigger and smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a wide range of interesting activities to aid them in using their senses, for example when cooking. They talk with confidence about events that have happened in their personal lives and are becoming aware of other cultures and traditions. Children are confident in their design and making skills and have opportunities to construct and build daily. They have opportunities to access a range of information and communication technology within the weekly planning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their independence skills and are aware of personal hygiene; staff act as good role models. They show good co-ordination skills and spatial awareness. They participate in the obstacle course enthusiastically and show competence in their gross motor skills. Staff provide children with many opportunities to access a good range of tools and equipment. Children are able to control and use safely a range of tools including scissors, pens, pencils and knives.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children experience a good range of resources and activities to explore a range of media and materials. They respond and participate with enthusiasm to new experiences. Staff provide children with opportunities to freely express themselves through music and role play. Art and craft activities are often adult led and do not always allow the children to express themselves freely. Children enjoy singing and dancing games.

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:

- There were no significant weaknesses to report, but consideration should be given to improving the following:
- the development of the system for recording children's progress so that their progression through the stepping stones is monitored
- further opportunities for children within the daily routines to freely express themselves through art and craft activities that are not adult led.

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.