



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 253704

DfES Number: 515391

INSPECTION DETAILS

Inspection Date 07/07/2003

Inspector Name Jill Scargall

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Young Tots Day Nursery

Setting Address Limekiln Way
Off Greetwell Road
Lincoln
Lincs
LN2 4US

REGISTERED PROVIDER DETAILS

Name Mrs Lyn Young

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

Young Tots Nursery is a 42 place nursery for children from six weeks to eight years, housed in a purpose built building on the outskirts of Lincoln, off Greetwell Road, and close to the hospital. It is open from 08:00 to 17:30 daily.

The nursery has two main rooms, one for the babies with a sleep area and changing room/laundry, and the larger room for children aged two to five years. This has two smaller rooms leading from the main room which are used for activities or a sleep area. There is also a kitchen and an office off this room, the kitchen is not accessed by children but has a hatch through to the main room for meals to be served. There are four children's toilets and washbasins and staff facilities.

There is an outside area with a grassed section and an extensive area of safety surface, all of which is fenced and secure.

There are 18 funded children at present and the nursery take children with special needs and with English as an additional language. Fifty-seven children are on the register at present and there is a waiting list of twenty. There are 16 staff members and the majority have a childcare qualification.

How good is the Day Care?

The nursery provides a satisfactory standard of care for children.

Staff offer a welcoming and safe environment for children in new purpose built premises. Staff greet children and their parents as they enter the nursery. Staff have good practical skills in caring for children, they relate well to them and they are considerate of their welfare. A daily timetable of activities is provided for babies and older children and planning is in position to promote funded children's development towards the early learning goals. Staff promote high standards of hygiene for children.

The nursery carry out regular risk assessments and safety checks, and staff are

vigilant with regard to children's safety. A senior member of staff has disseminated information about child protection to all staff. Children are provided with regular refreshments throughout the day, although drinking water is only available at refreshment times and a hot meal is served at lunchtime. Children regularly celebrate festivals from other cultures. Assistance is given to children who do not have English as a first language to settle into the nursery routines, involving all children in all activities and promoting language development.

Children have a daily routine working to a themed approach for 2 to 5 year olds, however, there are few opportunities for children to gain independence by choosing their own activities. Children with special needs have an individual education plan and regular liaison with parents and other agencies.

The nursery provides brochures, newsletters and regular information for parents. Parents are welcomed into the nursery at any time and staff keep parents informed on a daily basis of their children's activities. A record is kept of funded children's progress towards the early learning goals and parents receive this as their children leave the nursery.

What has improved since the last inspection?

There were no actions raised at the last inspection.

The special needs co-ordinator has received training.

What is being done well?

- All staff are safety conscious and children are looked after in a caring and safe environment(Standard 6).
- Staff promote hygiene routines and children are aware of the need for hand washing and nose blowing (Standard 8).
- Children are praised and encouraged in all their activities, they relate well to staff and are kind and courteous to each other(Standard 11).

What needs to be improved?

- opportunities for children to assist adults and develop further independence;
- children's choice of activities during free play;
- outings policy to be reviewed;
- drinking water to be available at all times;
- induction procedures for newly appointed staff.

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
2	ensure that there is a recorded procedure for induction of new staff.
6	make sure that the Outings policy outlines the procedures that will be followed.
8	ensure that fresh drinking water is readily accessible to children at all times.
8	consider how children are encouraged to develop their independence skills further.

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

How effective is the nursery education?

Young Tots Nursery provides a happy welcoming environment for children. Children are making generally good progress towards the early learning goals. Children are keen to take part in activities and they are co-operative and ready to enjoy their pre-school experience.

Staff settle children into the setting well and they are developing the children's programme of work for the early learning goals although some opportunities are missed to encourage children's independence.

The quality of teaching is generally good, staff have made great efforts to increase their knowledge of the early learning goals and are in the process of reviewing and improving planning. Planning generally provides a suitable framework for children to make progress, however there are areas which require further development with evaluation of activities and using this evaluation to inform planning and developing suitable assessment records. Planning is not used effectively to provide sufficient activities for children's creative and imaginative progress.

Staff work well alongside the children and are involved with children all through the day. They regularly work with small groups of children and try to give them individual support. Staff support children who have special needs and they have an individual education plan to assist their development. Staff give children with English as a second language opportunities and encouragement to join in conversations.

The leadership and management of the nursery is generally good. Staff are encouraged and supported to take part in training courses. The manager spends time making sure that new staff have an informal induction process and that they will fit into the nursery and work as part of the team.

Partnership with parents and carers is generally good. Key workers are available to talk to parents at any time and parents are kept informed about activities and have access to planning.

What is being done well?

- Children have good self-care skills.
- Children have good relationships with adults, they are polite and well behaved and are aware of the difference between right and wrong.
- Children have many opportunities to use counting in everyday situations.
- Children are familiar with their local environment and events in their lives, they have a good sense of time and place.
- Staff work well as a team, they anticipate one another's needs and have excellent relationships with the children, they are extremely safety conscious.

What needs to be improved?

- opportunities for children to develop independence in selecting their own materials and resources;
- opportunities for children to choose and use a variety of media in creative activities on a day to day basis;
- planning of children's activities to show differentiation between more and less able children;
- opportunities to extend children's learning in the use of language for calculation and problem solving;
- opportunities for handling tools, objects, construction and malleable materials safely and with increasing control;
- children's opportunities to look at books at other than specified times.

What has improved since the last inspection?

Improvement since the last inspection is limited. The nursery have concentrated on improving their planning since the last inspection, they are also developing the assessment of funded children, evaluations are developing and starting to inform planning. However, planning does not show differentiation of activities between 3 and 4 year olds, more or less able children, or children who attend on a part-time basis.

Parents are given more information about their child's planned activities and progress.

Children are given regular opportunities to attempt emergent writing and to sing and recite nursery rhymes.

There are still areas for improvement in the educational provision that were outlined in the last inspection, activities in imaginative and creative play do not offer opportunities for children to develop independently and children's physical development lacks resources and opportunities for promoting independence.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children relate well to adults, sit and listen well, are able to obey instructions and respond to adult questions. Children have good self-care skills, all three and four year olds self-sufficient in toileting and personal hygiene routines, and changing indoor shoes for outdoor shoes. However, there are limited opportunities for children to take the initiative in choosing toys and activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff speak clearly to children explaining tasks, children respond well to staff, and are keen to join in with stories and rhymes. Three and four year olds are familiar with initial letters, can identify letters of their names and some letters in the alphabet and relate them to objects and people. All children attempt to write their own name and most succeed before they leave for school. Pencils are held correctly. There are limited opportunities for children to choose books at any time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Generally good use is made of counting in everyday situations. Staff use many opportunities to discuss shape, comparisons of big and little, large and small during the nursery routines. There were no opportunities for children to use language for calculation in practical activities and the vocabulary involved in addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a healthy concept of time and place, they are aware of local events, in the nursery and in their lives. They are able to place where they and their families live and are aware that there are other countries in the world. Staff and children celebrate other cultures and festivals and have resources to support these experiences. However, children do not investigate construction materials or use designing and making skills, investigate how things work, or use ICT meaningfully.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a good sense of the use of space and they can sit, stand and balance on various parts of the body, they move with control and co-ordination. Children have many opportunities to develop small hand skills and large body skills by using a range of small and large equipment. However, children need to use a wider range of large equipment on a regular basis to further promote bodily awareness and a wider variety of activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are familiar with songs, they have an awareness of sound patterns and can recite nursery rhymes and join in action games. Children do not explore their full potential in the use of media and materials. Children do not have sufficient opportunities to initiate imaginative play.

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

- increase opportunities for children to develop independence in selecting their own materials and resources;
- provide opportunities for children to choose and use a variety of media in creative activities on a daily basis;
- plan children's activities to show differentiation between more and less able children;
- provide opportunities to extend children's learning in the use of language for calculation and problem solving.

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.