



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139967

DfES Number: 514602

INSPECTION DETAILS

Inspection Date 20/07/2004
Inspector Name John Edwin Warren

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Startel Day Nursery
Setting Address 1 Holmwood Gardens
Wallington
Surrey
SM6 0HN

REGISTERED PROVIDER DETAILS

Name The partnership of Jancett Group Of Day Nurseries

ORGANISATION DETAILS

Name Jancett Group Of Day Nurseries
Address 16 Stanley Park Road
Wallington
Surrey
SM6 0EU

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

Startel Day nursery and Satellite after school club are part of the Jancett group of Day nurseries. This is a multiple provider. Startel provides care for 50 children under the age of five years. There are four rooms. A pre-school room, two group rooms and one baby room. The after school facility has the use of two rooms and their own garden area. Startel shares two garden areas with its neighbour nursery. The nursery receives teaching support from the early years partnership. Startel are accredited to receive funding for three and four year olds.

How good is the Day Care?

Startel day nursery offers a good standard of care overall.

The nursery is organised well. Children are grouped appropriately. Children are able to self select from a range of equipment that is safe and in good condition. Children's work is displayed at a low level and there is a good quantity of familiar posters and pictures. Documentation is very good. Policies and procedures are used effectively and reviewed by the senior management team with suggestions from staff on a regular basis.

All safety requirements are being maintained. Risk assessments are made by the senior management team and staff are vigilant at all times. The garden area is checked thoroughly for hazards before the children enter. Medication and accident records are in place. Mealtimes are a social occasion. Children are encouraged to feed themselves. Good hygiene practices are in place in all areas of the nursery, however there are times when staff do not remind the children to wash hands before meals. The nursery has a total inclusion policy with regards to children with special needs. Staff work in partnership with parents and other professionals. The staff team have received up to date training on child protection.

There is good interaction between staff and children in all rooms. Children are provided with planned activities that meet their needs and offer them a challenge. Staff make observations to assess where children are at and move them onto the

next stage of development. However activities around thematic work for under twos are not always suitable for their developmental stage. A range of festivals are celebrated throughout the year. There is equality of access to all resources regardless of gender. However resources that promote equality are not used effectively. Behaviour is managed well. Staff are sensitive to the needs of individual children.

Parental input is valued by the nursery. Feedback is given on a daily basis and there are regular parent meetings.

What has improved since the last inspection?

At the last inspection the nursery was asked to develop their child protection policy. This has been done along with staff attending up to date training.

What is being done well?

- Interaction between staff and children. Staff interact well with the children. They offer praise, encouragement and support. Staff use effective questioning to allow the children to expand and explore each activity fully.
- Planning and organisation. Staff plan a wide range of age appropriate activities. These are organised well allowing the children to confidently self select their own learning experiences.
- Documentation. The manager make full use of all of the documentation that is in place. She reviews and audits on a regular basis with the support of the senior management team.

What needs to be improved?

- thematic activities that are appropriate. (under twos)
- hygiene practices during lunch periods.
- effective use of resources that promote equality.

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
3	Ensure activities provided for under twos on the current theme are appropriate to their age and stage of development.
7	Ensure that all children wash hands appropriately before and after meals.
9	Ensure resources that promote equality are used effectively.

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

How effective is the nursery education?

Startel Day Nursery offers high quality nursery education which helps children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a secure understanding of how children learn and the expected goals for their development. Plans include a very good range of practical activities that motivate children to learn through play. Staff know what children are expected to learn from activities, and adapt them well according to children's individual needs. They regularly observe and keep records of children's progress. Each child has an individual learning plan that identifies activities to build on what children know and can do.

Staff organise space well and use resources imaginatively to create an interesting learning environment where children develop in confidence and gain independence in most areas. They manage the children's behaviour calmly and consistently and have positive and caring relationships with them. Staff join in with children's play and question effectively to make children think and talk about what they are doing. Activities are presented in a lively and enthusiastic manner and children enjoy taking part. Larger group activities are not always as effective in fully involving all of the children due to the wide age range of the group.

The leadership and management of the nursery is very good. There is good support for staff to develop their skills and knowledge through training. Established systems are in place to monitor and evaluate the quality of the education provision and teaching. There is a commitment to development and improvement.

There is a strong partnership with parents that contributes to children's good progress in all areas. Parents find staff friendly and approachable and spend time talking informally about their children each day. In addition they receive monthly written reports and attend regular reviews to discuss their child's progress.

What is being done well?

- Children are confident, sociable and motivated to learn. They are settled and secure within the nursery and have caring relationships with each other and staff.
- Staff incorporate learning into everyday routines well. Children help count the number of children going outside for outdoor play; find the chair with their name on it at mealtimes; talk about the shape of the pieces of fruit at snack time; and answer 'quiz' questions, identifying things that start with a letter sound or shapes with a certain number of sides so they can take their turn to line up or go and play.
- There is a well organised routine that ensures a variety of activities are

provided over the course of the day to offer children a wide range of interesting and stimulating learning opportunities.

- There is effective communication with parents through both day to day exchange of information and written reports, that enables children's individual needs to be met.

What needs to be improved?

- the opportunities for children to select their own materials and resources
- the opportunities for children to take part in smaller group activities

What has improved since the last inspection?

The nursery has made very good progress since the last inspection, when they were asked to maintain the very good standards in all six areas, and particularly maintain the delicate balance between paper-based and practical activities in literacy and numeracy.

Children continue to make very good progress in all areas of learning. They are offered a range of practical activities that support their progress in both literacy and numeracy, such as thinking of words that all start with the same sound at circle time or filling different sized containers during water play. Children are also encouraged to take part in paper-based activities, for example writing about their weekend news or completing number worksheets. During the inspection the balance between these activities was observed to be maintained, and children were able to choose whether they wished to complete any activity independently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident within the setting. They have good relationships with staff who are sensitive to their needs and know them well. Children behave well. They co-operate to complete activities, share and take turns. They show independence in choosing between activities, serving themselves at mealtimes and brushing their teeth, but they do not always have opportunities to select their own materials and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are eager to communicate with each other and with staff, and are confident to express their ideas and talk about their experiences. They listen to stories with enjoyment, remembering favourite stories from memory, and discussing the storyline. Children use writing materials to make marks and write for a variety of purposes, such as creating books to record what happened on an outing, writing their name and captions under their pictures, or contributing to signs around the room.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a lively interest in number. Many children count and recognise numerals to 10 and beyond. They develop their understanding of shape, size and measure through practical activities such as playing with the water, building with construction materials or looking at the shape of pieces of apple at snack time. Older children are encouraged to use their number knowledge to solve simple problems, and can work out how many are left when one, two or three are taken away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children find out about the world around them through well planned topic related activities, for example when playing in the 'travel agents' and talking about features of different countries as part of a 'travelling' theme. They talk about past and present events in their own lives at circle time, and show an interest in the lives of others. Children fit the pieces of construction sets together to make aeroplanes and cars. They use sellotape and glue to assemble models from recycled materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely and confidently and show an awareness of space. They use a range of tools and equipment with increasing skill and co-ordination, for example when pouring water carefully, cutting with scissors, spreading glue or drawing pictures. Children take part in a variety of planned activities such as movement and exercise sessions. They show an awareness of healthy practises, such as brushing their teeth after meals, and recognise when they feel hot, thirsty or tired.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children draw on their imagination and experience in well planned role play activities, taking on different roles as pilot and passenger and acting out a story at the 'airport'. Children use creative materials to draw, paint and make collages using their imagination and developing their own ideas. They join in singing and music sessions enthusiastically. Children enjoy exploring a range of media and materials and talk about how they feel, look and smell.

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 are no significant weaknesses to report, but consideration should be given to improving the following:
- Consider ways of enabling children to select more resources and materials independently
- Evaluate the organisation of group sessions in order to offer children more opportunities to take part in smaller group activities

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.