



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY252728

DfES Number:

INSPECTION DETAILS

Inspection Date 26/02/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name DanDeLions
Setting Address Monxton Road
Andover
Hampshire
SP11 8HT

REGISTERED PROVIDER DETAILS

Name Bright Horizons Family Solutions Ltd. 2328679

ORGANISATION DETAILS

Name Bright Horizons Family Solutions Ltd.
Address 2 Crown Court, Crown Way
Rushden
Northamptonshire
NN10 6BS

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

DandeliOns Nursery opened in 2003. It operates from a self contained purpose built building on the DLO site in Andover close to the A303. The group have access to three play rooms and a large fully enclosed out door area. The work place nursery serves the staff who work on the DLO site.

There are currently 38 children on role. This includes 9 funded three and four year olds. Children attend a variety of sessions a week. The nursery supports children with special needs. There are no children attending who speak English as an additional language.

The nursery opens five days a week all year round. Sessions last from 08:00 to 18:00. Eight full time staff work with the children. Five have Early Years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support form the Early Years Development and Childcare Partnership.

How good is the Day Care?

DandeliOns offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are committed to updating their childcare skills and knowledge with regular training. The company provides good support to the manager and her staff and demonstrates a sound knowledge of the requirements for registration and the National Standards for Full Day Care. All documentation is in place however some areas lack the necessary detail.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures as detailed in the policies for health and safety and child protection. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy meals are offered and staff foster the children's independence appropriately. Children develop confidence and are secure in their environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning, indoors and outdoors. There is good support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the nursery and liaise with staff daily. Comprehensive children's progress records are recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

N/A

What is being done well?

- All children's work and achievements are valued. Their work is sympathetically displayed in all areas of the nursery. Rooms and play areas are well prepared and activities well presented to the children encouraging their confidence to select play materials from a good range of resources.
- Staff have sound knowledge of the individual needs of the children through well documented information relating to each child and good relationships with parents.
- Staff provide good opportunities for children to initiate or choose an activity for themselves thus encouraging independence and self reliance.
- The nursery provides an effective play and learning environment for the children indoors and out. The routines of the younger children are focused to their individual needs thus promoting a consistent environment where they feel happy and settled.
- Staff are vigilant of the children's safety at all times as detailed in their policies for health and safety and child protection.

What needs to be improved?

- the procedures for recording the children's attendance and complaints.

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
2	further develop the registers to ensure children's actual arrival and departure times are recorded;
12	make available to parents a written statement that provides details of the regulatory body.

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

How effective is the nursery education?

Dandelions provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals. Effective teaching ensures the children are making very good progress towards Personal Social and Emotional development, Physical and Creative development and Knowledge and Understanding of the World.

Teaching is generally good with some missed opportunities. Most staff demonstrate sound knowledge of the stepping stones. The strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Staff use good consolidation techniques through questions and revisiting topics and activities to enhance the children's learning. The accommodation and resources are used well to support the children's learning. The planning of the curriculum and the assessment systems have been reviewed and staff are adjusting to new systems however, planning is effective and covers the early learning goals and the stepping stones. The assessments are clearly recorded and show children's progress and development. There are effective systems in place to provide good support for children with special needs.

Leadership and management is very good. There is good support from within the company. A well structured management system and a shared understanding and commitment to early years is clearly visible. The manager knows her staff well and utilises their individual strengths and skills within the setting. Staff working with the funded children although new to the company or to the age group, work well as a team with clearly defined roles.

Partnership with parents is very good. Parents are well informed about the setting its routines and activities with good opportunities to speak to staff on a daily basis. Good quality written information about the provision is made available for all parents.

What is being done well?

- The staff establish a good working relationship with parents through regular discussions and well documented information relating to their child.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. Their behaviour is well managed due to the clear expectations of staff.
- Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.
- The accommodation and resources are used well to support the children's learning. Staff provide good opportunities for children to initiate or choose an activity for themselves thus encouraging independence and self reliance.

- The staff provide an effective play and learning environment for the children indoors and out. Children are happy and settled in their environment, they move around freely and with confidence.

What needs to be improved?

- opportunities to link sounds to letters;
- opportunities to compare groups of numbers through practical daily activities.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs confidently. Staff provide good opportunities to develop children's independence skills and they confidently work independently in a variety of activities. Children are sensitive to the needs of others, share toys and resources, readily take turns and co-operate with each other. Children are praised in their work and play helping build their self-esteem and confidence. They confidently use their initiative to expand activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact and talk with each other and adults confidently. Children use language well to negotiate and express their ideas with each other and adults. Their spoken language and writing skills are developing well as a result of the good range of planned and spontaneous activities. There are good opportunities for the children to practise emergent writing and to recognise and write their own names however there are missed opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to and beyond ten and many recognise numbers up to nine. There are missed opportunities for children to compare groups of numbers such as how many boys or girls. There are good activities to begin to solve problems such as design and building with bricks and junk modelling. Children understand and use language appropriate to shape, space and size when playing the what's missing game and in practical activities such as construction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children receive many opportunities to talk about their families and past present events in their lives. They experience a good range of activities to learn from first hand experiences and aid them to learn to use their senses. Children show confidence in design and making skills using a range of recycled materials. There are good resources provided in the daily programme for children to construct, investigate and assemble. Children are confident in the use of technological resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience varied opportunities to promote their physical skills. They are advanced and skilled in their physical skills through well planned and spontaneous activities. Many of the children are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills. Children are confident in their independence skills and understand the importance of good hygiene practises.

CREATIVE DEVELOPMENT

Judgement: Very Good

There are very good opportunities for children to develop their imagination in art and design with varied accessible resources to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including music and movement. Children use their imagination well with a good range of resources available to promote their imaginative skills.

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 staff's knowledge of how to use everyday activities to help children develop their understanding of comparing numbers and introducing related language such as 'add one more', 'take one away' and 'how many do we need';
- increase staff's knowledge of how to provide opportunities to link sounds to letters.

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.