



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511369

DfES Number: 519236

### INSPECTION DETAILS

Inspection Date 24/11/2003  
Inspector Name Valerie Thomas

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name CAULDON COLLEGE DAY NURSERY  
Setting Address Caudon Campus Nursery  
Stoke Road  
Stoke-on-Trent  
Staffordshire  
ST4 2DG

### REGISTERED PROVIDER DETAILS

Name Stoke On Trent College

### ORGANISATION DETAILS

Name Stoke On Trent College  
Address Caudon Campus  
Stoke Road  
Stoke-on-Trent  
Staffordshire  
ST4 2DG

## 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

Cauldon Campus Day Nursery and Play Scheme opened in 1988. It operates from eight rooms in two single storey purpose built buildings. It is situated within the grounds of Stoke On Trent College. There is access to an outside play area, which is fitted with a safety surface. Places are mainly provided for students of the college and when places are available, the staff and local community.

There are currently 76 children from 0-8 years on roll. This includes two funded three year olds. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08.30 hours until 17.00 hours. Additional sessions are available from 17.00 hours until 19.30 hours for students attending evening classes.

Nine full time staff and six part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 or similar. Eight staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. It has achieved Charter Mark status, Investors in People award and is currently working towards accreditation with the National Day Nurseries Association.

### How good is the Day Care?

Cauldon Campus Day Nursery provides good quality care overall.

The nursery has good procedures in place to ensure staff have a consistent approach to their work. Regular management and staff meetings are held and annual appraisals are completed. Staff work well together and are clear of their roles. There are well-documented policies and procedures in place, which helps the clear and organised operation of the setting.

There are clear guidelines for health and safety with detailed policies and the

training programme implemented for staff. Most areas are safe. The security system is very good and risk assessments are completed. Staff implement good health and hygiene procedures which helps reduce the spread of infection. The nursery are working towards a healthy eating award and have implemented positive changes to the children's diet.

Staff plan a varied range of interesting and exciting activities for children, with clear planning in all rooms. There is a good range of toys and equipment to help children progress in all areas. Children concentrate well in self-initiated and adult directed activities. All staff have very caring attitudes with the children, they spend time talking and listening to children and meet their individual needs well. Children behave very well and respond positively to staff. Assessment records are completed and staff make very good use of observations of children to inform reports.

There is a very good partnership with parents and carers. Parents are provided with detailed information on the operation of the setting and are encouraged to share what they know about their child. There is excellent support for parents who speak English as an additional language.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- There is excellent organisation of the nursery. The well-documented policies of the nursery gives clear guidance to staff. They work well together as a team and are fully committed to developing their practice. This helps them to provide good quality care for children.
- There is a broad range of practical activities provided which develop children's knowledge and understanding. All children have good opportunities to develop their senses through exploring a varied range of media such as jelly, red spaghetti and playing instruments.
- Relationships between staff and children are very warm and caring. The quality of staff's interactions enhances children's development and the key worker system helps staff to meet children's individual needs well.
- There are very good hygiene procedures in place. The daily routines implemented ensure children know when and why they wash their hands. Staff are vigilant in the hygiene routines when changing nappies and serving food.
- There is a very good partnership with parents evident at the nursery. There is a very good settling in policy. Parents are encouraged to visit with their child until settled and staff ensure they have a detailed routine for each child. This helps the child settle quickly and reassures parents.

#### **An aspect of outstanding practice:**

There is excellent support provided for children and their families who speak English

as an additional language. Staff learn key words in the child's home language and parents help staff to write varied numbers and words in different languages. The child admission form and key policies have been translated into Arabic, French and Urdu. This ensures parents are fully informed and all relevant information for the child is obtained.

#### **What needs to be improved?**

- the storage of the children's pushchairs to ensure all fire exit routes are kept clear
- the safety of the soft seating in the pre-school room and the storage cupboard in the baby room.

#### **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	Ensure the soft seating in the pre-school room and the cupboard in the baby room are made safe or inaccessible.
6	Meet recommendations made by the Fire Safety Officer in relation to keeping fire exit routes clear.

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

### How effective is the nursery education?

Cauldon Campus Day Nursery offers good quality provision overall which helps children to make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development, physical development and creative development.

Teaching is generally good with some very good aspects. Staff plan an interesting and exciting range of practical activities, which helps children to learn. Staff manage children's behaviour well and have high expectations and set clear boundaries. They build positive relationships with children, engaging in their play and conversations. The challenges set for children are generally good. However, they could be improved for the more able children to extend their learning in maths and literacy. There is a good range of equipment to support children's learning in most areas, although staff's knowledge of the foundation stage, may limit how the equipment is used.

Staff use assessment records well to identify the progress children are making towards the early learning goals. However, the records do not identify areas of learning for the more able child. Although there are currently no children with special educational needs attending the setting, there is an effective system in place to provide good support.

Leadership and management is generally good. The nursery benefits from a strong management structure and a committed staff group. They work well together and constantly evaluate their practice through monitoring, appraisals and staff meetings. There is good communication with parents to identify the nursery's strengths and weaknesses.

The partnership with parents is generally good. Good opportunities are provided for parents to view their child's assessment records and discuss issues with the key worker. They are well informed on how the setting operates and there is excellent support for families who speak English as an additional language.

### What is being done well?

- The programme for children's personal, social and emotional development is very good. They are confident, interested, and able to work on their own and with each other. Children have positive relationships with staff and their peers.
- The development of children's language is generally good. They speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. Staff encourage children to share their experiences and children join in well with songs and poems.

- Consistent encouragement by staff helps children to count and recognise numbers. Children are confident when counting numbers 1 to 10 and recognise numbers up to 3. They demonstrate well that they understand shape through practical activities.
- There are very good opportunities for children to learn about the world in which they live. They look at the map to learn about other countries and taste food from other countries. They learn about other cultures through celebration of festivals and a varied range of resources.
- The activities available encourage children to develop their physical skills well. Children have regular opportunities to climb, crawl through tunnels and learn how to pedal bikes. They learn how to move around with ribbons use one-handed tools competently.
- Behaviour is managed effectively. Staff have high expectations and set clear boundaries for children. They act as positive role models and promote a harmonious learning environment. Children behave very well.

#### **What needs to be improved?**

- increased opportunities for children to use writing as a way of communicating and the more able children to recognise their name during everyday activities and practice listening and writing letters
- the challenge for the more able children to develop problem solving skills through practical activities and routines
- the opportunities for children to explore objects and develop an interest in why things happen and how things work
- the staff's knowledge of the Foundation Stage and the format of the assessment system to ensure staff are clear how they can help all children progress towards the early learning goals.

#### **What has improved since the last inspection?**

The nursery has made generally good progress since the last inspection. There are regular opportunities for children to listen to poetry and patterns in rhymes. They are learning to tap out the syllables within their own name. This helps children to distinguish one sound from another and recognise rhythm in spoken words. Staff do not often extend this to encourage the children to listen to initial letters in words. The planning has been revised and now avoids duplication of information. This makes it more manageable for staff and allows more time to be spent with the children. Staff's knowledge of how they can help children develop increasing skills and control in aspects of physical development has improved. They have attended appropriate training and the planning and organisation helps children to make very good progress in physical development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident, work well independently and show good levels of concentration. They have good relationships with adults and their peers. They learn to co-operate when playing in the role-play area and when tidying toys away. Children behave very well. They share, take turns and respond positively to staff's guidance. Children manage their self-care well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well. Children confidently express their needs and share their experiences with each other. Children handle books well and enjoy listening to stories. They do not often have opportunities to recognise their name and listen to the sounds of letters. They have opportunities to develop their writing skills, however, opportunities to make marks to communicate in the role-play are not always evident. The more able children do not often practice writing letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children count confidently up to 10 and recognise numbers up to 3. They learn about shape, size and measure through everyday activities. Children count how many containers of water it takes to fill the bucket and learn when it is empty, half full and full. They are learning appropriate mathematical language during practical activities. Children do not often develop their problem solving skills during activities and everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn about the world in which they live. They are taken on regular walks to look at flowers and trees in the park and visit the local fruit shop to buy and taste fruit and vegetables from different countries. They develop their understanding of technology when using the computer and playing with mobile phones. They learn about change when planting bulbs and looking at the weather. They do not often explore objects to find out how they work.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a wide range of equipment to use outdoors and have opportunities to use the large hall within the college. Children move confidently and safely. They run and jump well and can stop and start safely, negotiating pathways around the apparatus and each other. The large climbing frame offers challenge to climb, crawl, balance and slide. They show good control when using pencils and crayons and can cut quite well. Children learn about their body and the importance of hygiene.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore texture and colour through a varied range of media such as 'gloop', pasta and dough using a wide range of tools and parts of their body. Children use their hands and feet to make prints in the paint. They name a wide range of colours confidently. They express their ideas freely through a good range of activities such as role-play, singing, music and movement and imitate adults and their actions during their play. They develop their senses through smelling different spices.

**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**

- improve children's early literacy skills by providing increased opportunities for children to make marks to communicate in the role play area, recognise their name in print and practice listening and writing of letters
- plan more effectively to use activities and daily routines to develop and consolidate children's understanding of mathematics
- provide regular opportunities for children to explore objects and find out why things happen and how things work
- develop all staff's knowledge of the Foundation Stage and ensure the assessment system is suitable to identify all children's progress towards the early learning goals.

*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.*