



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 116804

DfES Number: 510163

INSPECTION DETAILS

Inspection Date 03/02/2004
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Park Day Nursery
Setting Address 8 College Road
 Reading
 Berkshire
 RG6 1QB

REGISTERED PROVIDER DETAILS

Name Kate Blinstrub

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

Park Day Nursery has been open since 1989. It is situated in part of a large Victorian house, the owner also lives on the premises. Children from the local community and surrounding areas attend. The nursery is very near bus stops, local colleges and the town centre.

The downstairs and the first floor is used. There is a large secure garden.

The nursery is open from 08:30am to 17:00pm, Monday to Friday, an extended day is also available for a limited number of children.

There are currently 35 children from two to five years on roll. This includes twelve funded three year olds and six funded four year olds. The setting currently supports children with special needs and who speak English as an additional language.

The nursery employs 3 members of staff, all the staff have relevant childcare qualifications, the owner is also a teacher. The nursery has the support of a teacher from the childcare partnership(EYDCP).

All staff have current first aid certificates.

How good is the Day Care?

Park Day Nursery offers satisfactory care for children. Staff provide a bright, warm and friendly environment with children's work attractively and thoughtfully displayed. Staff make good use of the resources and space available to them both indoors and in the well planned stimulating garden to effectively promote children's learning.

The staff work well as a team and all contribute to planning the activities. Effective deployment of staff ensures the children have adequate support and are kept safe. The group have regular on site safety checks and evacuation procedures are practiced and reinforced regularly. Procedures should a child be lost and identifying risks when children go off site needs to be introduced.

The children respond well to the positive reinforcements and expectations of staff regarding behaviour management. Staff are good role models. They provide a relaxed environment and respond well to the children's interests. The children are encouraged by the staff to be aware of health and hygiene issues. Staff are aware of the importance of keeping accident records, however they must ensure children's medicine records are accurately completed. The staff have a clear understanding of the individual needs of the children and meet their needs well. The welfare and development of children whose first language is not English is promoted. A support system is in place for children with special needs working in partnership with the parents and other relevant parties.

The staff have a good relationship with parents. There is an effective system for sharing information and concerns with parents via a range of media including a parents notice board, parents evenings and daily verbal information exchanges. Staff are aware of the importance of keeping accident record however they must ensure children's medicine records are accurately completed. Most policies and procedures are in place, these are reviewed and updated regularly.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff have very good relationships with children and know them well. They spend time talking and playing with them and helping them to learn. The children are very happy and settled.
- Staff take into account the children's individual needs and treat them with equal concern, meeting their needs on a daily basis.
- A stimulating and well planned garden promotes the children's learning in all areas.
- The children respond well to the staffs clear guidance and praise. They eagerly take part in planned activities, tidy away toys and behave well.

What needs to be improved?

- a statement of procedures to follow for a lost child
- procedures to identify action(s) to be taken to minimize identified risks when off site
- Procedures to obtain written permission from parents to administer medication to children and a parental signature acknowledging it has been administered.

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 must take the following actions by the date shown**

Std	Action	Date
2	Devise a statement of procedures to be followed in the event of a child being lost.	31/03/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	develop a procedure to conduct risk assessments before taking offsite trips identifying action(s) to be taken to minimize identified risks
7	develop procedures to ensure written permission from parents has been given before administering prescribed medication to children and a parental signature obtained acknowledging it has been administered.

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

How effective is the nursery education?

Park Day Nursery provision is acceptable and of high quality. Children are making very good progress towards the early learning goals. Teaching is very good, children are confident, happy, secure and eager to participate in a wide range of learning opportunities provided for them both indoors and in the stimulating and exciting garden. Daily activities promote children's personal independence and staff work hard to build children's self esteem giving them appropriate responsibilities. Children are polite and courteous and behave very well in response to the high expectations and sensitive support of staff.

Staffs knowledge of the early learning goals is very good and has a positive effect on children's learning. Staff are very effective in their use of questioning to encourage children's thinking.

A realistic planning and thorough assessment system is used well, however staff miss some opportunities by not regularly using written evaluations of plans alongside development records to ensure each child continues to receive a balanced education. Very good systems are in place to effectively support children with special educational needs and English as an additional language.

Leadership and management is very good. A strong staff team is in place, who are committed to providing a rich, well planned stimulating environment where children learn through a wide range of activities.

Partnership with parents and carers is very good and contributes well to the children's learning. Parents are kept informed about the activities and routines through the parents prospectus, verbal exchanges and a parents notice board. They share their observations about their child with the staff and have regular opportunities to discuss the progress of their child.

What is being done well?

- Children are confident and eager to try the activities available, they are curious and ask questions, expressing their opinions and experiences both 1:1 with adults and in a group setting.
- Children are given appropriate responsibilities to promote their self esteem for example being asked to pass messages on and helping younger children.
- The children have many opportunities to extend their learning in the garden, which has been carefully planned to provide an exciting stimulating environment to help children develop and progress in all areas.
- Regular and detailed information is shared with the parents via daily verbal exchanges, newsletters, parents evenings and the parents notice boards.

What needs to be improved?

- regular use of written evaluations alongside development records to ensure each child continues to receive a balanced education

What has improved since the last inspection?

All actions have been addressed.

There has been very good progress in implementing the action plan.

The introduction of long, medium and short term planning effectively provides children with the opportunity to develop their skills and learning in all areas.

Resources, planned and daily activities provide enjoyable challenges for the children to help them consolidate and improve their physical skills.

Staff are better able to support children with special educational needs by increasing their knowledge and understanding, they have achieved this through links with the local authority early years teacher and further training for staff.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships are very good and children show consideration and support for others. The children are happy, secure and curious, eager to participate in activities. Daily activities provide opportunities for developing self esteem and personal independence through appropriate responsibilities such as taking messages. Children are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate and listen well. They engage easily in conversation. Very good activities are provided fostering language and literacy skills. Staff make very good use of questioning to encourage children's thinking. Most children are able to write their own names and recognise letter sounds. Staff provide a broad range of suitable books which the children enjoy and treat with respect.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count confidently to ten. Staff extend mathematical language through planned and spontaneous activities. Opportunities are provided through planned and practical activities for the children to record numbers, shape and size. The outside area is used particularly well to reinforce mathematical learning. Children are able to describe and compare shapes and size using correct mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned topics and daily activities develop children's confidence in exploring and investigating. Children are able to question why things happen and how things work through interest tables individual and group work. Opportunities are made for children to talk about past and present events in their own lives. Children regularly explore the local area, and can talk knowledgeably about their environment and through topic work and themes develop a greater understanding of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Staff knowledge, planning and provision of appropriate resources, ensures children's physical skills are very well developed. Ample opportunities are available on a daily basis for children to develop and practise fine motor skills. Children's awareness of the space both around themselves and others, indoors and outside is evident in the confident way they move around. Children are knowledgeable about their bodies and health and hygiene issues, they are encouraged to follow good practice.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in imaginative play and stories, they enjoy adult-led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including design and music and movement sessions. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials is seen in displays which show evidence of the wide range of materials used.

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 is no significant weakness to report but consideration should be given to improve the following;
- Staff miss opportunities by not regularly using written evaluations of plans alongside development records to ensure each child continues to receive a balanced education

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.