



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223225

DfES Number: 513586

INSPECTION DETAILS

Inspection Date 23/06/2003
Inspector Name Alexandra Brouder

SETTING DETAILS

Day Care Type Full Day Care
Setting Name King Edward VII Day Nursery
Setting Address Burton Road
Melton Mowbray
Leicestershire
LE13 1DR

REGISTERED PROVIDER DETAILS

Name Mrs Heather Pattinson

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

King Edward VII Day Nursery is registered to offer full day care for up to 79 children aged under eight years. It operates from a stand-alone complex of interconnected rooms on the campus of King Edward VII Upper School in Melton Mowbray, with integral kitchen and staff facilities. There are car parking facilities and an enclosed grassed and paved outdoor play area.

The nursery is open from Monday to Friday for 51 weeks of the year. Hours of operation are from 07:30 to 18:00. The nursery offers funded nursery education for three and four-year-olds, and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. There are currently 175 children on roll. The majority of three and four-year-olds attending the nursery are in receipt of nursery education grant funding. The nursery also offers out of school care for school-aged children.

Sixteen staff work with the children. Most of the staff hold a recognised child care qualification or are working towards one.

How good is the Day Care?

The King Edward the V11 Day Nursery provides satisfactory quality care for children. Staff show a sound knowledge of the National Standards and in the main, make effective use of the groups policies, procedures and records to underpin the management of the group. Good use is made of the well-maintained premises to provide a balanced range of indoor and outdoor activities. A good range of well-presented equipment and play materials help create a stimulating environment, however there are limited resources available that reflect diversity.

Safety and supervision arrangements receive high priority. There are appropriate arrangements in place to ensure that children's individual health and care needs can be met, and suitable arrangements to provide appropriate food and drinks. Staff are aware of their responsibilities under current child protection procedures, but the written procedure is not complete in all areas.

A broad and well-presented range of interesting activities helps support children's development and learning. Staff ensure that children develop skills by using individual play plans for each child, however these do not link to the funded children's progression through the Early Learning Goals.

There is a calm and relaxed atmosphere and staff develop warm and settled relationships with children and promote good behaviour through consistency and a positive approach.

Parents receive useful information about the nursery and its provision through well-presented booklets and notice boards, and there are good informal opportunities for discussion of daily activities and routines to supplement the provision of written reports on children's development.

What has improved since the last inspection?

The group were asked to obtain permission from parents for the staff to seek emergency treatment or advice for their child - this has been done and is in place ensuring that should an accident occur the staff can act appropriately. They were also asked to have a no smoking policy, this is now written and included in the groups operational plan. Access to the laundry was an area for development. This has been looked into and the children are no longer able to access this area. Written permission was not in place from parents of children in order for them to be transported in private cars. This has now been obtained for those children that require it, ensuring that the contract with parents is kept up to date with all procedures in the nursery.

What is being done well?

- A good range of interesting and well-presented activities helps children develop their thinking, imagination, relationships and physical skills. Staff spend time talking and listening to children of all ages, helping them express their feelings and emotions.
- Staff show a high awareness of safety issues, taking active steps to assess and minimise any identified hazards and offering vigilant supervision.
- Staff establish a calm and relaxed atmosphere and help children show care and concern for each other and their surroundings by effective use of consistency, explanation and praise.
- Partnership with parents and carers is good. Staff ensure that relevant records are kept of the children and that these are shared on a regular basis with all parents, who are then asked to share what they know about their child.

What needs to be improved?

- the procedures to be followed in the event of a child being lost or a parent failing to collect a child;

- the resources and activities available which reflect positive images of people of differing cultures, gender and abilities;
- child protection procedures with regard to allegations made about staff, and information available for parents.

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
14	ensure that procedures are in place, to be followed in the event of a child being lost or a parent failing to collect a child.	02/11/2003

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

Std	Recommendation
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
13	ensure that the child protection policy is shared with parents, and that it includes information on the procedures to be followed in the event of an allegation being made against a staff member.

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

How effective is the nursery education?

The King Edward VII Day Nursery offers good quality nursery education where children develop a positive approach to learning and build secure relationships with staff and other children. Children make generally good progress towards the early learning goals in most area of learning, with the exception of physical development, which is very good.

Teaching and learning is generally good. Staff's positive and consistent management of children's behaviour helps children feel secure in their relationships. The staff encourage children to be confident and enjoy the range of interesting activities they provide. However, the use of resources and daily routines are not always planned sufficiently to help the children explore and extend their learning in all areas. Staff are developing the use of observation and assessment to help them plan effectively for children's individual learning needs. The planning does not always directly link to the Foundation Stage of Learning, or provide sufficient challenge for the more able children. Staff do not all have sufficient knowledge and understanding of the Foundation Stage Curriculum. The nursery works to support children who have special educational needs or English as an additional language.

Leadership and management are generally good and staff are clear of their roles and responsibilities. Staff work well together as a team to create a secure and relaxed environment. They are committed to on-going professional development which is supported by the use of an appraisal system. The staff have opportunities to attend further training to support their development.

The partnership with parents and carers is very good. Staff ensure that relevant records are kept of the children and these are shared with parents on a regular basis. Parents are asked to share with staff, what they know about their child. However, there are few opportunities for home-based practical activities to support and extend planned learning.

What is being done well?

- Staff help children develop secure relationships with their peers and adults, helping them to feel confident in their learning environment.
- Children are generally interested and involved in their activities and show an understanding of what is expected of them
- Partnership with parents is good. Parents have a variety of information available to them, some of which support their children's learning and records are shared with them regarding their children's progress on a regular basis.

What needs to be improved?

- Staff's knowledge and understanding of the early learning goals.
- Effective use of planning to ensure all areas of learning receive balanced coverage.
- Opportunities for children to develop skills in writing and recognition of the sounds letters make in practical and freely chosen activities.
- Opportunities for children to explore information and communication technology.

What has improved since the last inspection?

Children have more opportunities to explore language through practical and imagined activities, but are still not exploring the sounds that alphabet letters make.

There are good opportunities for children to use their skills in balancing and climbing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop confident relationships with adults and peers. They show interest and enthusiasm in a varied range of activities. Children respond well to positive praise and behave well. They show care and concern for each other and their surroundings. Children are developing personal independence, for example, putting on their own aprons. There are limited opportunities for children to explore their sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in a group and are able to listen attentively. They show enthusiasm for a good range of songs, stories and books. Children are beginning to understand that print carries meaning, but they have limited opportunities to recognise their own names or the sounds that letters make. Children use opportunities in practical activities to mark make.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count well and most can count reliably up to 10. They are developing an understanding of the physical concept of number through a variety of counting songs and rhymes. They have few opportunities to develop their knowledge of simple number operations through practical activities. Children are confident in their ability and show that they understand size and shape through a variety of experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and use opportunities to explore the natural world around them through the introduction of living things and objects. The children access the nursery computer and are able to use this under supervision and independently, however the children have limited access to other programmable equipment. Children extend their knowledge of the world through discussion and books. They talk about past and present events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use the well-resourced outdoor play equipment with confidence. They negotiate space well, and are developing their skills in catching and throwing. Children are beginning to use small equipment to encourage their hand-eye co-ordination and are handling tools well. Children are aware of their own physical needs, such as needing a drink, and the clothes needed to keep warm.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children have access to a good range of resources and materials which enables them to develop their creativity. Children use their imagination well in role play, however there are limited resources to support their play effectively. They enjoy songs and rhymes and sing some from memory. Children respond well to a variety of different experiences which extends their sensory awareness in what they see, hear, smell, touch and taste.

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 and understanding of the early learning goals, and ensure that planning incorporates all areas of learning effectively.
- increase opportunities for children to develop their skills in writing and recognition of the sounds letters make in practical and freely chosen activities.
- ensure that children have opportunities to explore information and communication technology.

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.