



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY246900

DfES Number:

INSPECTION DETAILS

Inspection Date 19/11/2003
Inspector Name Valerie Thomas

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Springfields Private Day Nursery
Setting Address 26 Stone Road
 Eccleshall
 Stafford
 Staffordshire
 ST21 6DJ

REGISTERED PROVIDER DETAILS

Name Mrs Halina Teresa Paula Eve

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

Springfields Day Nursery is an established nursery that changed ownership in 2002. It operates from five rooms in a single storey building and there is a fully enclosed garden available for outside play. It is situated on the main road just outside the centre of Eccleshall village. It serves the local and surrounding areas.

There are currently 60 children from 0 to 8 years on roll. This includes 12 funded 3-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

Ten full time staff and one part time staff work with the children, with two additional staff available to cover staff absences. Twelve staff have early years qualification to NVQ level 2 or 3. Three staff are currently working towards a level 3 qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Springfields Day Nursery provides satisfactory care for children.

The nursery has good procedures in place to ensure staff have a consistent approach to their work. Regular staff meetings are held and the management monitors staff practices within the room. There is a high level of qualified staff to NVQ level 3 and staff work well together. There are well-documented policies and procedures in place, which helps the clear and organised operation of the setting. The management have worked hard to provide a very inviting and welcoming environment.

Staff place high priority on ensuring children's safety with detailed policies giving clear guidelines to staff. Children are always supervised and staff monitor access to

the group at all times. Risk assessments are completed and daily safety checks are made. Most areas are safe. Staff implement good health and hygiene procedures which help reduce the spread of infection. Suitable medication procedures are in place, although these lack detail.

Staff plan a varied range of interesting and exciting activities for children. There is a good range of toys and equipment to help children progress in all areas, although they are not fully utilised in the baby room. All staff have very caring attitudes with the children. They spend time talking and listening to the children and meet their individual needs well. Children behave very well and respond positively to staff. Assessment records are completed, however observations are not undertaken very regularly to inform them. There are clear routines in place for play, eating and resting. Most children are settled.

There is a good partnership with parents and carers. Parents are informed of how the setting operates through newsletters, a prospectus and discussion. However, not all parents are aware of the complaints policy. The communication books are used well to share information. Regular consultation takes place with parents to identify how the nursery can improve.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff build positive relationships with children and take an interest in what they say and do. The use of the key worker system helps staff to meet children's individual needs well.
- There is a good range of toys and equipment, which are well presented and are easily accessible to children, especially in the toddler and pre-school room. This enables free choice and promotes independence.
- There are very good hygiene procedures in place. The daily routines implemented ensure children know when and why they wash their hands.
- There are clear guidelines given to children, which enable staff to manage behaviour effectively. They encourage children to share and play together. Children use their manners and behave well.
- Staff build strong and trusting relationships with parents. They listen to them and respect their wishes. They exchange detailed information on individual routines, particularly in the baby room. This helps children to settle quickly and reassures parents.

What needs to be improved?

- the range of activities and access to books in the 0-2 year room to encourage children to develop their natural curiosity as learners and maintain their

interest

- the use of regular observations to inform progress reports and help staff plan for the next steps in children's play, learning and development
- the medication records to include parent's signature to acknowledge the entry
- the safety of the nappy changing areas to meet Health and Safety requirements
- the procedures for sharing the complaints policy with 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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Increase the range of activities and access to books in the baby room at each session to maintain their interest and develop their natural curiosity as learners.
3	Use regular observations of children to inform progress reports and plan for the next steps in children's play, learning and development.
6	Demonstrate how the nappy changing areas meet health and safety requirements.
7	Ensure written records kept of medicine administered include parent's signature to acknowledge the entry.
12	Improve the procedures to share the written complaints procedure with parents.

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

How effective is the nursery education?

Springfields 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, knowledge and understanding of the world and physical 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. Activities are well managed and staff constantly encourage children to take part. 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 and develop children's imagination during stories. There is a good range of equipment to support children's learning in all areas, although staff's knowledge of the foundation stage, can limit how the equipment is used.

Staff use assessment records to identify the progress children are making towards the early learning goals. The system to support children with special educational needs is not fully developed and staff knowledge is limited. There are no children currently attending with special educational needs.

Leadership and management is generally good. The nursery benefits from strong leadership and a committed staff group. They work well together and constantly evaluate their practice through monitoring and staff meetings.

The partnership with parents is generally good. Parents are encouraged to help with their children's learning and this contributes towards their progress towards the early learning goals. Good opportunities are provided for parents to view their child's assessment records and discuss issues with the key worker.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested, able to work on their own and with each other. Children have positive relationships with staff and their peers.
- Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. Staff provide regular opportunities for children to talk about their experiences and children are able to express their needs confidently.
- There are good opportunities for children to count and recognise numbers. They are confident using numbers 1 to 10 and some children can count up to 20. They demonstrate well that they understand shape.
- Children's knowledge and understanding of the world is developing well.

They use the computer confidently and can click and drag objects to build a camera. Children learn about change through practical activities when baking bread and finding out that a dinosaur grows from an egg.

- Children move very well using various pieces of large and small equipment. They pedal bikes competently and are able to stop and start safely. Children's throwing and catching skills are good.
- Staff provide a very stimulating environment for children. There is a good range of resources which are easily accessible and help children to be self sufficient.

What needs to be improved?

- staff's knowledge of the Foundation Stage and the Code of Practice to ensure there is an effective system in place to support children with Special Educational Needs
- the opportunities for children to use writing as a way of communicating and the more able children to recognise their name during everyday activities
- increased opportunities for the more able children to develop problem solving skills through practical activities and routines
- the challenge for the more able children to develop their imagination in stories.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and involved in their play, which underpins their learning in many areas. Children show good concentration. They have a good understanding of right and wrong and behave very well. They help each other and seek each other out to share their experiences. Children confidently express their needs and manage their self care well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and fluent speakers and engage easily in conversations with each other and adults. Most children recognise their name and are able to recognise and name letters confidently at the alphabet session. They do not consolidate this through everyday routines. Children handle books well and are able to tell each other stories. There are opportunities for children to practise their writing skills, however opportunities to make marks to communicate in role play are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and size through practical activities. Most name shapes confidently and know that squares and rectangles have sides and corners. They have good opportunities to recognise numbers in the environment and can count to 10 confidently. They learn about patterns when threading and making bead sticks and know that zebras and tigers have stripes. Children do not often develop problem solving skills through routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are good opportunities for children to develop their knowledge of technology. They use the computer confidently. Children learn about the world in which they live and the natural world when walking to the library and looking at dolphins, crocodiles and dinosaurs. They have good opportunities to learn about the cultures and beliefs of others through a good range of resources and celebrating festivals. They explore how objects float and sink and learn how magnets work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

There is a wide range of equipment to use outdoors and staff encourage children to be active. They jump and balance on stilts well and are learning how to skip. Children use one handed tools competently and demonstrate good control when colouring in pictures. They learn about the importance of hygiene through daily routines and know why they wash their hands and flush the toilet.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to explore colour and texture through a varied range of media such as 'gloop', shaving foam, painting and dough. They demonstrate well that they know the difference between rough and smooth when playing with the 'treasure basket'. Children name a wide range of colours confidently. They are able to express their ideas through a varied range of role play, art and music and movement. They do not often develop their imagination during stories.

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

- develop staff's knowledge of the Foundation Stage and the Code of Practice for Special Educational Needs
- improve children's early literacy skills by providing increased opportunities for children to make marks to communicate and recognise their name during everyday routines
- plan more effectively to use activities and daily routines to develop and consolidate children's understanding of mathematics
- provide sufficient challenge in stories to encourage children to develop their imagination.

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.