



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507893

DfES Number: 518927

INSPECTION DETAILS

Inspection Date 28/10/2003
Inspector Name Caroline, Marie Hearn

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Jubilee Day Nursery
Setting Address Paddock View
Rectory Road, Padworth Common
Reading
Berkshire
RG7 4JD

REGISTERED PROVIDER DETAILS

Name Mr Brian Jenkins

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

Jubilee Day Nursery opened in 1979 and is a privately owned Nursery. The Nursery operates from a large purpose built two storey building. They have six separate childcare area's and these are, the Daisy unit for babies from 11 weeks to one year, the Poppies unit for children aged between 1 to 1 ½ years, the Badger unit for children aged between 1 ½ years to 2 years, the Squirrel unit for children aged between 2 to 2½ years, the Hedgehog unit for children aged between 2½ to 3 years and the Treetops Pre-School. The Pre-School is split into three area's and these are, Little Owls aged from 3 to 4 years, Barn Owls aged from 4 to 5 years and Tawny Owls for children preparing to start school. The Nursery also run's a holiday club, this is based in the Pre-School area. The Nursery is set in the rural location of Padworth Common and serves the local villages and near by towns.

There are currently 123 children on roll. This includes 24 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. Three children have special needs. They currently have no children attending who speak English as an additional language.

The Nursery opens five days a week 51 weeks of the year. Full time and part time day care is offered. Sessions are from 07:30 until 18:00.

Twenty seven staff (including the manager) work with the children. They employ a cook and two household staff. Fifteen of the permanent staff have early years qualifications and a further five are working towards a recognised early years qualification. Ten of the staff hold current first aid certificates which include paediatric care. Seven members of staff are employed to work with the funded children. Of these four hold a level three qualification. The setting receives support from a teacher from the Early years Development and Childcare Partnership (E.Y.D.C.P)

How good is the Day Care?

The over all quality and standard of day care is satisfactory. The ground floor is open

plan and divided by room dividers, as a result the noise levels are very high and this limits children's ability to hear what is being said during group activities. The selection of resources available to children aged from one to three years is limited. They have very few resources, which reflect positive images of culture, ethnicity, disability and gender. The Nursery is working on ways to ensure that all relevant documentation, policies and procedures are up to date and comprehensive. Staff are made aware of these during their induction and ongoing training. Although not all staff are consistent in their management of behaviour.

Clear health and safety procedures are in place but not all areas have been sufficiently risk assessed. Mealtimes are generally a social time for the children, although due to a lack of planning in some areas the needs of all children are not being met.

Planning is not fully thought through and planning for the older children reflects staffs limited understanding of the early learning goals. In some areas the records kept are insufficient and this limits the staffs abilities to plan the next steps for the children's play learning and development. The children are offered a balance of activities but due to these at times being very adult led children's independence is not always encouraged. Very limited steps are taken to promote the welfare and development of the special needs children. Therefore these children are not always offered equality of opportunity.

All parents receive copies of the prospectus and policies/procedures. They are kept informed regarding events at the Nursery through the newsletter although are not at all times consulted about changes at the Nursery involving their children.

What has improved since the last inspection?

N/A as first inspection.

What is being done well?

- New staff are offered a full induction within the required timescales set out by the national standards.
- Children appear to be confident and interacted well with their peers and adults present.
- Staff are clearly aware of the fire drill procedure and the nursery keeps full records of these and evaluates them to see if the procedure can be improved.
- The records kept for babies are very detailed and have information regarding their daily routines; staff are clearly aware of these and implement them during direct work with the babies.

What needs to be improved?

- ensure staff have access to appropriate training to build on their knowledge

and expertise.

- planning of activities
- quantity of toy's, resources and furniture in Little Learners and Learning Centre
- procedures for risk assessments
- arrangements for meal times and staff knowledge of dietary needs
- resources which reflect positive images of culture, ethnicity, gender and disability
- staff knowledge of policies, procedures and other relevant documentation

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
7	Ensure all accident records are signed by parents.	28/11/2003

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

Std	Recommendation
1	Consider further appropriate training for the nursery manager.
3	Ensure all children are offered a stimulating environment, where activities promote all areas of learning and are well planned to ensure all staff are clear about what children should gain from them.
4	Review organisation of the Nursery to ensure disruption to children through noise, other adults and children is kept to a minimum.
4	Ensure flooring in baby room is suitable for it's purpose
5	Continue to build on reasources for the younger children and those which reflect positive images of culture, ethnicity, disability and gender.

6	Ensure children are protected from the health risk posed by dust from the driveway during very dry weather, and are safely escorted around the inside of the building.
8	Ensure all staff are aware of children's dietary requirements and that mealtimes are organised to meet the needs of all children.
10	Ensure a procedure is in place for all staff to identify children with special educational needs, the processes to be followed and appropriate ways their needs may be met.
11	Ensure staff in Treetops are consistent in their methods of behaviour management.
12	Ensure parents are kept informed and consulted about changes at the nursery involving their children and are given information regarding their children's developmental progress.
14	Ensure documentation is up to date; registers completed to show when children are present; complaints procedures include the name and contact details of the regulatory body; behaviour policy is used in a consistent manner by staff.

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

How effective is the nursery education?

All children make generally good progress towards the early learning goals. Staff having appropriate expectations of children in their personal, social and emotional development. Children are making generally good progress in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world and creative development and very good progress in physical development. Some staff have a clear understanding of the stepping stones to the early learning goals and plan activities to interest the children and to sustain their efforts. Leadership and management in the nursery has recently changed and the nursery is committed to improving the standards of care and education for children. This includes training and support of staff to increase their knowledge and understanding of the stepping stones to the early learning goals. There are good resources for all areas of learning but there are limited opportunities for children to select resources for themselves.

Relationships between staff and children are good. As a result the children are confident and generally behave well. Staff know the children well and their individual needs. Children are assessed regularly using a format linked to the early learning goals. Children's assessments are taken into consideration when planning but there is no evidence in the plans to show how individual needs are to be met. Parents are informed verbally about their child's achievements and progress, with limited opportunities to contribute formally to or see the written records kept on their child. The nursery has an established partnership with parents and carers and is working on ways to ensure that the written information about the nursery is as good as the verbal communication. Information about the weekly plans and themes is

posted on display boards in the children's base areas. Parents are able to involve themselves in their child's learning by contributing items for themes.

What is being done well?

- Activities are presented which engage and sustain the children's interests and efforts.
- Relationships within the nursery between staff and children are good.
- The children are confident and engage easily in conversations with each other and adults.
- Staff have appropriate expectations of children's behaviour.
- Staff use praise and encouragement of children to build on their self confidence and self esteem.
- The management of the setting are proactive in supporting staff and working to improve the care and education for all children.

- Relationships with parents are good.

What needs to be improved?

- the written information given to parents about the nursery and its provision;
- the use of assessments made on the children to inform planning;
- the opportunities for parents to share what they know about their child and to contribute to their child's records;
- the opportunities for parents to become involved with their child's learning;
- the opportunities for older children to be independent, to self select resources and to take part in more challenging activities and to take part in planned, supported activities using information technology;
- the organisation of each area and sessions to ensure that there is sufficient space at group times for all children to be comfortable;
- the training and support of staff to increase their knowledge and understanding of the stepping stones to early learning goals, planning, assessment and teaching methods.

What has improved since the last inspection?

The nursery has made progress since the last inspection and has implemented the action to enhance the mathematical programme by displaying number friezes at child height.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff expectations of acceptable behaviour are good, so children's behaviour is generally good. Children have positive attitudes to learning and each other and are keen to be involved in activities. Staff praise, encourage and support them, which helps to build their self confidence and self esteem. They are learning to take turns, work co-operatively, share fairly and to show consideration for others. There are opportunities for all children to be independent but these are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to listen well to each other and adults, for example during story time. They listen to and respond to stories with enjoyment. They use appropriate language to recall events, to express ideas and feelings. Children are given opportunities for reading and writing but opportunities are missed for children to recognise their name in print and to link sounds and letters and to practice independent writing, on a daily basis.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children able to count to 10 and beyond with understanding. Children are learning to use numbers and have an understanding of addition and subtraction. Children are learning to use comparative language such as big and little, less than, more than and to use language appropriate to quantity, shape, space and size. There are limited opportunities for older children to count in everyday situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. They are learning about their world, their environment and the sequence of events in their lives and are able to describe their own experiences. Children have an understanding of their own culture and are learning about others. Opportunities to use information technology effectively are limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Through planned activities and everyday routines children are developing good co ordination, spatial awareness and small and gross motor skills. The children understand the importance of good hygiene practices. Children move confidently around the nursery environment and enjoy a wide range of activities both in and out of doors.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their ideas and feelings through a range of activities. They take part in imaginative role play. They have opportunities to sing familiar rhymes and make their own music. Children know their basic colours and have opportunities to use and explore different textures and media in their art and play activities. Opportunities are missed for older children to select own materials, resources and tools when taking part in craft activities.

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

- Expand the partnership with parents by improving the written information given about the nursery and its provision and by providing parents with more opportunities to share what they know about their child and to be involved with their child's learning.
- Provide older children with more opportunities to be independent and to take responsibility for selecting own materials and resources.
- Assess the areas used by the children and the sessions in order to create a more effective use of space and to ensure that there are planned opportunities for the use of information technology.
- Continue to evaluate planning systems to ensure that assessments made on children are linked to plans and take into account the needs and interests of all children.
- Ensure that staff have access to appropriate training to build on their knowledge and expertise.

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.