



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 309576

DfES Number: 523672

INSPECTION DETAILS

Inspection Date 12/12/2003
Inspector Name Kathy Ann Leatherbarrow

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Oakmount Day Nursery
Setting Address Kellet Lane
 Bamber Bridge
 Preston
 Lancashire
 PR5 6AN

REGISTERED PROVIDER DETAILS

Name Mrs Rosemary Tildsley

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

Oakmount Children's Day Nursery has been established since 1994 with Mrs Rosemary Tildsley assuming ownership in 1997. The premises are located in Bamber Bridge, Preston. Most of the children attending the nursery live locally and come from broadly similar social, economic and cultural backgrounds. The facility operates from two converted and extended detached properties. The nursery facilities are provided on two floors, with all the children aged under three accommodated on the ground floor. The first floor offers the pre-school facilities. The nursery children also has access to a safe and secure outdoor play area.

The nursery is open all year round from 07:30 until 18:00 each week day. There are currently 120 children on roll 33 of these are funded children of whom ten are four year olds.

25 staff members work with the children, they are all appropriately qualified. The nursery supports children with special educational needs and for whom English is an additional language.

How good is the Day Care?

The nursery provides satisfactory care for the children.

Staff work well as a team and are good role models to the children. They give priority, in practice, to ensuring children are safe, both inside and outside the nursery and they carry out safety procedures, which are all clearly documented. Staff promote the welfare, care and learning of children but some of the written policies need to be expanded and shared with parents.

There are procedures in place to ensure that staff have a consistent approach to their work, such as regular team meetings and induction training. Staff recognise children as individuals and meet their differing needs. They actively develop the children's understanding of good hygiene practices. Staff have regard for the Code of Practice for the Identification and Assessment of Special Educational Needs.

Staff plan a programme of activities and set them up in an interesting and thoughtful way, with accessible resources to support the children's learning. Play materials are stored at the children's level which enables them to select resources independently. The children are interested and involved in activities and are keen to communicate with adults and each other. However behaviour management strategies are not consistent throughout the nursery.

The staff work very well with parents and carers. They are kept informed of the nursery activities, policies and procedure. Further attention is required to ensure parents sign appropriate consent forms. Information to promote the care and learning of children is also regularly exchanged and there is good attention to ensuring that confidentiality is maintained.

What has improved since the last inspection?

At the last inspection the nursery agreed to make the rear outdoor play area secure and ensure that the outside play space is free from hazards.

Since the last inspection the nursery has erected a small fence to secure all garden areas for the children and replaced damaged fence panels, thus enhancing the safety of children when using the outdoor play area.

What is being done well?

- Toys, books and resources including craft materials and tools are of good quality and are stored at the children's level to create an accessible and stimulating environment.
- Staff provide healthy and nutritious snacks and meals, which are well presented and encourage the children to develop a healthy balanced diet.
- A range of activities are planned to meet the needs of the children. Children have opportunities to be active indoors and outdoors.
- The staff give good attention to meeting the babies individual needs for eating, sleeping and exchanging information with parents. They plan activities well to give babies and toddlers interesting sensory experiences.
- The relationships staff have with parents is very good which, enables the children to be looked after in accordance with parental wishes. The staff give good attention to meeting the individual needs for eating, sleeping and exchanging information with parents.

What needs to be improved?

- the arrangements for ensuring that parental permission is sought to seek emergency medical advice or treatment and that all accident and medication records are completed
- the systems for ensuring documented behaviour management strategies are applied consistently

- the written policies and procedures on child protection and behaviour management.

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 medication and accident records are signed by parents to acknowledge the entry.	05/01/2004
13	Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and includes a procedure to be followed in the event of an allegation being made against a member of staff or volunteer.	05/01/2004

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

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.
11	Ensure documented behaviour management strategies are applied consistently and bullying is included within the behaviour management policy.

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

How effective is the nursery education?

The children are making generally good progress towards the early learning goals in Personal, Social and Emotional Development, Knowledge and Understanding of the World and Physical Development. They are making very good progress in creative development. There are two areas of learning where the children's progress towards the early learning goals is limited by some significant weaknesses these are Communication, Language and Literacy and Mathematical Development.

The staff respond well to the children. They greet them and parents warmly. All three and four year old funded children are well settled and confidently take part in the activities. Children form good relationships with adults, and show care and concern for others. The teaching of children has significant weaknesses. This is due to the consistency, quality of teaching and staff support in children's play experiences in order that they can effectively learn and acceptable behaviour is maintained. As a result of this there are some missed learning opportunities for the more able children.

The leadership and management of the setting is generally good. The setting is able to assess it's own strengths and weaknesses and are working with the Early Years Partnership to support staff in this area. All the staff are qualified and continuing with training. There is generally good documentation in place including policies, procedures and proforma's for the nursery education. New assessment records have recently been introduced. There is support in place for children with special educational needs and children for whom English is an additional language.

The settings partnership with parents is very good. Parents are made to feel welcome, and encouraged to stay to settle their children. They are kept informed of the settings activities and events through newsletters, notice board and daily informal exchange of information.

What is being done well?

- The happy and relaxed environment set by staff.
- The children are warmly welcomed and separate from their carers confidently.
- The plans give good priority to all aspects of the children's learning and ensure that all children have access to activities and learning experiences.
- The good opportunities for the children to act out imaginary situations within a well resources role play area.
- The range of materials provided by the staff to enable the children to explore and respond creatively.

- The very good progress the children make in creative development.
- The very good partnership with parents that enables children to be looked after in accordance with parental wishes.

What needs to be improved?

- the quality of teaching including staff's interaction and support in children's play experiences in order that effective learning can take place and acceptable behaviour is maintained
- children's learning in the area of communication, language and literacy
- children's learning in the area of mathematical development.

What has improved since the last inspection?

Reviewed and updated policy for children with special educational needs. Training for staff in the assessment and identification of children and defined SENCO roles.

More opportunities built into planned activities for children to make own choices to express themselves through art work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and relaxed at the provision. They listen with enthusiasm during registration time and story time. They are grouped appropriately. There are some missed opportunities during every day activities to encourage independency skills. Children freely talk to each other about the days events with enthusiasm. Children demonstrate a sense of pride in their own achievements. They are confident, happy and caring of each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children listen and respond with enjoyment to songs and rhymes. Children have few opportunities to read a range of familiar words and understand that print carries meaning. Children have few opportunities to 'mark make' for a variety of purposes and opportunities are lost by staff to capitalise on children's individual learning, interest, language development and confidence. They are able to sound initial letters and link letters of the alphabet to their name.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children recite numbers up to ten and beyond. There are limited opportunities for more able children to problem solve, and extend their learning. Children have little opportunity through practical activity to show an understanding of addition and subtraction and begin to use the vocabulary involved. Children are insufficiently challenged in this area, through the use of freely chosen and every day practical activities. Children are beginning to use some mathematical language in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children demonstrate good expression, movement and sound in re-enacting various stories and situations. Children investigate with enthusiasm a variety of materials including natural materials and show curiosity and interest by exploration. Children are able to design and construct. Children's development requires recording as it happens. They have access to everyday technological and communication equipment. Children are able to differentiate between past and present.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Good equipment is provided for physical play and staff effectively guide the children into developing good hand and eye co-ordination skills by catching and throwing balls with them, for example. Activities for more able children require extending. Children move confidently and are interested in music and associated movements. Children in their final year have access to swimming lessons. Children are confident and can initiate new combinations of movements to express their feelings.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of malleable materials and implements to support their play and learning. Children can construct vertically and horizontally with ease, they work on a large scale and in smaller groups with increasing confidence. Children engage in a wide variety of role-play situations, hospital, home corner, for example. Children spontaneously re-enact situations. Children are able to communicate their ideas and feelings well.

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

- monitor the quality of teaching including staff's interaction and support in children's play experiences in order that effective learning can take place and acceptable behaviour is maintained
- devise more frequent opportunities for children to learn in the area of communication, language and literacy
- devise more frequent opportunities for children to learn in the area of mathematical development.

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.