



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 402557

DfES Number: 542291

INSPECTION DETAILS

Inspection Date 20/07/2004
Inspector Name Amanda Jane Gray

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Rochford Day Nursery(The Rochford Kids Club)
Setting Address 2 - 4 Ashingdon Rd
 Rochford
 Essex
 SS14 1NJ

REGISTERED PROVIDER DETAILS

Name Mr Michael Peter Bradley

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

Rochford Day Nursery opened in 2001. It operates from an old school building and makes use of 2 buildings on the same site. The Nursery serves the local area.

There are currently 67 children from 0 to 8 years on roll. This includes 6 funded three year olds and 8 funded four year olds. Children attend for a variety of sessions. There are no children currently attending who have special needs or who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 07:00 until 18:30.

Sixteen members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Rochford Day Nursery provides good care for children.

The registered person, manager and staff are committed to expanding their knowledge. Ongoing professional development ensures that children are offered an up to date learning environment, which meets their individual needs. All aspects of organisation including documentation, use of the premises, equipment and staff are very good. Staff are well deployed within the setting and there is good use of space. The premises are clean, organised and child orientated. There is a good use of displays and information, providing parents, children and visitors with a warm and welcoming environment. There is a comprehensive set of policies and procedures available.

Staff are deployed effectively and are vigilant about children's safety at all times. Good health and safety procedures are in place and staff are active in promoting them in their practice. Children are provided with healthy snacks and can access

drinking water throughout the session. Staff have a good knowledge of child protection issues and ensure that any concerns are dealt with effectively.

Staff support children well and respond positively to their interests, listening to what they have to say. As a result children are calm and confident in their surroundings. There are a broad range of activities available, which provide children with sufficient challenge. Staff are aware that younger children attending have different care needs and sessions are organised to reflect this. Children are valued, and respected by staff, who work closely with parents and other professionals to ensure that children's needs are met. Children's good behaviour is positively acknowledged.

The partnership with parents is effective. Parents are kept well informed of the children's activities and care on a daily basis, and can discuss their child's progress at anytime. Parental comments are very positive.

What has improved since the last inspection?

N/A

What is being done well?

- The organisation of the nursery is excellent. Staff deployment is very effective and all staff are adaptable and work well as a team to make the sessions run smoothly.
- The activities for children are varied and stimulating, drawing on children's interests and experiences and presented in a fun way with plenty of scope for children to make choices.
- Older children have an interesting range of activities offered, including dance, drama, competitions, art and crafts, and a computer suite. Children also benefit from a quiet room where they can do their homework.
- Staff have a very good knowledge and understanding of health and safety issues which ensures that children are well cared for.

What needs to be improved?

- continuation of staff training and appraisals.

Outcome of the inspection

Good

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
2	Continue the programme of regular training and appraisals for staff, to ensure that staff are up to date with current legislation and working practices.

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

How effective is the nursery education?

The provision for nursery education at Rochford Day Nursery is good. It enables children to make very good progress towards personal, social and emotional development and knowledge and understanding of the world and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a clear and sound understanding of the Foundation Stage and of how children learn. They plan a range of activities based on the stepping stones, using topic themes. They encourage children to ask questions and experiment first hand with objects and materials. Staff interact sensitively and respectfully with the children and high levels of interaction are evident. They praise and encourage them frequently and behaviour is good. Children's work is valued and used to good effect on displays. Staff teamwork is excellent and ensures sessions are well paced, keeping children engaged and interested.

Leadership and management is generally good. Staff work well together as a team and are aware of their roles and responsibilities. Staff are supported and encouraged to attend training courses, showing a commitment to raising standards overall. Appraisal systems and staff meetings, ensure that staff knowledge is maintained and consistent. The group has a proactive and outward looking approach and welcomes new ideas for activities and resources. There are currently no formal procedures in place to monitor or evaluate the provision for nursery education.

The partnership with parents is generally good. Parents have an informative prospectus and regular newsletters to keep them informed of developments, special events and activities. However, there is limited information given regarding the themes and stepping stones, making it difficult for parents to become involved in children's learning. Children have detailed developmental records, parents can view these at any time and can have informal daily discussions with key workers.

What is being done well?

- Children's personal, social and emotional development is fostered well. They are motivated, happy, have fun and enjoy their activities. Children show good concentration skills and the ability to complete tasks. They work co-operatively together.
- The programme for knowledge and understanding of the world is very good. Children have the opportunity to learn about how their bodies work and can talk about how their heart pumps blood around the body and why we need oxygen. Children are encouraged to explore and investigate how things happen.
- Children's behaviour is excellent as a direct result of staff's expectations of

them. Staff manage children's behaviour in a consistent and positive way. Children are frequently praised and encouraged.

- Staff are friendly and approachable, form good relationships with the children and are committed to providing good quality care and education.

What needs to be improved?

- some aspects of the programme for mathematical development
- information given to parents regarding the Foundation Stage
- the monitoring and evaluation of the educational programme.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They are confident to try new activities and to speak in familiar group settings. They co-operate and work together well, often sharing resources. Older children have a good understanding of right and wrong and behaviour is excellent. Children have good personal independence and will concentrate and sit quietly when appropriate. There are opportunities for children to develop a respect for their own culture and beliefs and those of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children continually interact with staff and peers. They speak clearly and are displaying high levels of listening skills, especially at story time. Children are learning about the written word, however there are limited opportunities for children to use writing for a variety of purposes e.g. lists, stories and instructions. They understand that print carries meaning, and use books well and with enjoyment. There are some activities which help children link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use comparative and positional language in games and activities and show an interest in numbers and counting. Older children can confidentially count up to 10 and staff give children good opportunities to use numbers and learn the concept of counting within daily activities. Children are able to recognise shapes such as circles, squares and triangles. There are limited opportunities for children to explore measure or develop an awareness of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are inquisitive and ask questions about how things work and why they happen. They are keen to explore and experiment and make full use of all resources. They are developing a good understanding of where they live and will look at wall maps to identify places of interest within their play. Children are keen to explore the natural world which is supported through themes, such as mini beasts. They have good designing and making skills and will construct with purpose in mind.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the room and are developing a sense of space for themselves and peers. Children are beginning to have an understanding of health and bodily awareness, supported by topics, including the senses. They can handle tools and materials well, often selecting their own equipment. There are some activities which help children gain control and co-ordination e.g. parachute games and action songs and to further develop balancing skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children explore and identify colour well. They are keen to use their imagination and there are opportunities for role play, which is often directed by older children who direct younger children's participation. Children join in well with simple songs and music and there are some opportunities for them to explore sound patterns and match movements to music. Art and creative activities are planned well, providing children with a range of interesting ways to explore media and materials.

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

- provide more mathematical opportunities for children to develop their awareness of calculation and measure
- provide information for parents regarding the stepping stones, early learning goals and themes and encourage parents to become involved with children's learning
- devise and implement a system to monitor and evaluate the effectiveness of the nursery education provided.

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.