



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 220038

DfES Number: 580952

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Coral Hales

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Park Avenue Nursery School
Setting Address 20 Park Avenue
 Kettering
 Northants
 NN16 9RU

REGISTERED PROVIDER DETAILS

Name Mrs Jane Rosalind Scott

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

Park Avenue Nursery School has been registered since 1992. It operates from the ground floor of the proprietors own Victorian home in Park Avenue, Kettering, Northamptonshire. The nursery has four rooms a separate kitchen and toilet area which are used for the children. A secure garden to the rear of the nursery is available for outdoor play. The nursery offers a service to families from the local and surrounding areas.

The nursery provides both full and part-time sessions for children aged from two to under eight years. Children attend for a variety of sessions. There are currently 58 children on roll, this includes eight funded four-year-olds and 20 funded three-year-olds. There are no children currently attending with special educational needs or for whom English is an additional language.

The nursery is open from 08:00 to 17:30 from Monday to Friday throughout the year except for Bank holidays and Christmas week. A total of five staff work with the children throughout the week, three have appropriate early years qualifications, and two are currently training. The proprietor is a qualified practitioner and she manages the provision overall. The nursery also employs a cook.

The nursery is a member of the Pre-School Learning Alliance. They receive support from a teacher mentor from the Early Years Childcare Partnership, and are also members of their Quality Initiative Scheme.

How good is the Day Care?

Park Avenue Nursery School offers good care overall for the children. The premises have been well designed and decorated to create a warm and welcoming environment. The nursery is well kept and all areas are clean. There is a wide range of attractive toys and resources, which children can access, however they are not always encouraged to do so. Documentation is well kept and made available for inspection.

The premises are safe and secure. Staff have a good awareness of children's safety, and supervision is good at all times. The nursery provides nutritious and well presented home cooked meals and snacks, which the children enjoy. Staff work well together as a team and provide the children with a balanced range of interesting and stimulating activities. The staff team are caring and enthusiastic; they listen with interest to the children and act on their comments and ideas.

Resources are effectively used to support the children's learning. Staff's knowledge of equal opportunities and child protection issues however requires further development. Staff consistently offer support to the children and regularly praise and encourage them to attempt new tasks. Staff manage the children well, set clear boundaries and promote good behaviour, and as a result the children behave well.

The partnership with parents is good. They are provided with a prospectus which gives them information about the setting and the care and education that is provided. They are regularly updated on the progress of their child by the key worker who is responsible for their progress reports. Parents comment positively about the quality of care and the good progress that their children are making at the nursery.

What has improved since the last inspection?

Not applicable

What is being done well?

- The nursery provide nutritious and well presented home cooked meals and have been awarded the Heartbeat Award for their continued good practice.
- The children are happy, confident and enjoy playing with their friends and taking part in the variety of activities provided.
- The staff team are caring, enthusiastic and offer the children a safe, secure and happy environment.
- Partnership with parents is good; they are provided with a good selection of information on the care and education that their child receives. Staff routinely make time to talk to parents who are keen to support the nursery fundraising ideas.

What needs to be improved?

- staff's knowledge and awareness of equality of opportunity and anti-discriminatory practice
- staff's knowledge of current legislation and guidelines with regard to child protection issues

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
9	develop staff's knowledge and understanding of equal opportunities issues
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

The provision at Park Avenue Nursery School is acceptable and of good quality. Children are making generally good progress towards the early learning goals in all areas of learning, and very good progress in Knowledge and Understanding of the World.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage, and the early learning goals. Effective planning ensures that children have a varied range of activities across all areas of learning. However there is not always sufficient emphasis on enabling children to operate independently, or for them to recognise and use numbers on a regular basis. Staff use an appropriate range of teaching methods. Observations and assessments are made of the children's interests and achievements and these are used to inform future planning. The challenges set for three-year-olds are good, although more able children are not challenged sufficiently in all areas of learning. Staff have the knowledge and experience to support children with special educational needs and children who speak English as an additional language. Staff promote good behaviour through praise and encouragement and as a result the children behave well.

The leadership and management at the nursery is generally good. Clear channels of communication are in place. Staff meet regularly to discuss issues and to highlight training needs. They are committed to the care and education of the children, and work well together as a team. Effective systems are in place to ensure the smooth running of the nursery.

The partnership with parents and carers is generally good and this makes a positive contribution to the children's learning and progress. Parents are well informed about the provision through good quality information. They are supportive of the nursery and take an active part in their child's learning. Regular discussions between the staff and parents promotes the sharing of information about the children.

What is being done well?

- The children are happy, settled and confident learners, who enjoy their time at nursery.
- The programme for Knowledge and Understanding of the World is an area of particular strength. The children are provided with many interesting and stimulating activities, and they are developing a good understanding of different lifestyles and cultures. Staff's enthusiasm and ability to interest the children is very good.
- Staff manage the children very well, they have consistent expectations for their behaviour and the children behave well. They use encouragement and

praise which is having a positive impact on children's developing confidence and progress.

- Staff work together well as a team. They show knowledge and understanding of the children's needs and of the nursery aims and objectives.

What needs to be improved?

- opportunities for children to choose resources, develop their own creative ideas and to operate more independently
- opportunities for children to recognise and use numbers in everyday situations.

What has improved since the last inspection?

Generally good progress has been made in tackling the points for consideration identified at the last inspection. Additional resources have been purchased for physical development, and children have many planned opportunities to use them. Staff have implemented a number of practical activities to develop their understanding of simple addition and subtraction, however opportunities to count in everyday situations are still limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, confident and interested learners. They play well together as a group, have good relationships with each other and behave well. The children have a good understanding of their own and other cultures. Children have limited opportunities to develop their independence skills or choose their own resources. They are learning respect for each other, they share, take turns and work well in small and larger groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers with a good understanding of vocabulary, and enjoy sharing their news with others. They make marks regularly, for example the office role-play was much enjoyed by all children. Children use the new vocabulary well in their play. Some children are able to link letters to their names. They enjoy books, listen to story tapes and take part in regular story time sessions. However, children do not have sufficient opportunities to access books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use their developing mathematical vocabulary correctly. They see numbers as they use telephones and keyboards but other opportunities to recognise numerals or count in everyday situations is limited. Children take part in simple addition and subtraction tasks. They discuss different sizes as they measure themselves against the sunflower, compare shapes of familiar items, match, sort and create patterns using cotton reels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A wide variety of interesting and stimulating activities encourage the children to explore and investigate. They look closely at a variety of pets observing differences and similarities. Children have a good understanding of other lifestyles and cultures, and share significant events in their lives. They show an awareness of the local community, both past and present. Children build and construct with a purpose using a variety of equipment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing a good awareness of their own space and move confidently and with control. Children are encouraged to move in a variety of ways, over, under and around objects as they take part in an obstacle course, although access to larger climbing equipment is lacking. They develop hand eye co-ordination when throwing and catching and use a variety of equipment to further extend their skills. Children are beginning to understand changes to their body following exercise.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy a range of music, songs and movement and join in with enthusiasm. They use a range of instruments and explore how sounds can be changed. Children take part in a variety of creative art activities, however these are mostly adult directed and children are not able to fully develop their own creative ideas. They show good levels of imagination as they use the well-resourced role-play area. Children's senses are well stimulated by the variety of interesting 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

- review the organisation of sessions to enable children to operate more independently and to be able to choose their own resources
- further develop the programme for mathematical development to ensure children recognise and use numbers in everyday situations.

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.