



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY101120

DfES Number: 539930

INSPECTION DETAILS

Inspection Date 05/01/2004
Inspector Name Permjit Tanda

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Brampton Day Nursery
Setting Address Pitfield House
The Brampton
Newcastle under Lyme
Staffordshire
ST5 0QP

REGISTERED PROVIDER DETAILS

Name Brampton Day Nursery

ORGANISATION DETAILS

Name Brampton Day Nursery
Address Pitfield House
The Brampton
Newcastle under Lyme
Staffordshire
ST5 0QP

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

Brampton Day Nursery opened in 2002. It operates from a large Victorian building with five base classrooms and additional playrooms in Brampton, Newcastle under Lyme. There are local shops and a school within walking distance. The nursery is set in the grounds of a park and serves the local area.

There are currently 76 children on roll from 0 to 5 years. This includes eleven three-year-olds and one four-year-old. Children attend a variety of sessions. The setting supports three children with special needs. There are no children attending who speak English as an additional language.

The nursery is open five days a week throughout the year except bank holidays from 07:30 to 18:30.

Fifteen staff work directly with the children, most of whom hold an appropriate Early Years qualification.

How good is the Day Care?

Brampton Day Nursery provides satisfactory care for children. The nursery is well organised with clear routines which help make children feel secure. There is a formal risk assessment carried out on the premises to ensure the safety of the children. Children learn about the importance of personal hygiene and adopt good hygiene practices.

Children are provided with a good range of stimulating activities and play experiences to help them make progress in most areas of development. Children have some good opportunities to explore and investigate and are interested in their play. In some rooms, due to the limited planning of activities and organisation of resources, opportunities to extend the children's imagination and learning is sometimes limited. Toys and equipment used are interesting and stimulating but there are few resources promoting positive images of race, gender and disability.

The environment is inviting and well organised, however the temperature of some playrooms is not always monitored and maintained at a comfortable temperature.

Children respond well to behaviour boundaries and staff use effective strategies to manage their behaviour.

Staff work well with parents and information is shared on a daily basis. The procedures to keep parents fully informed are being developed. Most staff have an understanding of the policies and procedures, although some are unclear about child protection issues. All the required documentation is in place, however the recording of medication and the behaviour management policy needs to be further developed. All documentation is regularly reviewed and updated.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children are cared for in a safe environment, staff are updated on health and safety requirements through regular staff meetings. A formal written risk assessment is carried out on the premises and staff plan and reduce risks effectively when the children are taken on outings.
- Children learn about personal hygiene through good daily routines. There are good hygiene practices in place around nappy changing and written procedures to prevent the spread of infection.
- The setting provides a healthy, nutritious meal and snacks prepared on site for the children. The menu is varied and includes an alternative for children with special dietary requirements.
- Children's behaviour is good, they are learning to share and play well together. Staff use appropriate strategies to manage the children's behaviour and they are positive and consistent in their approach.

What needs to be improved?

- the temperature of some of the playrooms to ensure it is maintained at a comfortable temperature
- the staff's knowledge of child protection issues
- the system for planning and implementing a suitable range of activities to ensure children are provided with a broad range of activities
- the provision of suitable play materials and resources promoting positive images of race, gender and disability
- the written documentation for the recording of medication to ensure the parent's written consent is obtained for all medication administered,

- the written behaviour management policy to ensure it includes strategies used to manage the bullying of children

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
4	Ensure that the children's playrooms are maintained at an adequate and comfortable temperature	05/01/2004
13	Develop staff's knowledge and understanding of child protection issues.	05/01/2004

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

Std	Recommendation
3	Further develop the system for planning and implementing a suitable range of activities for the children's overall development.
5	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
7	Further develop medication recording to ensure written permission from parents is obtained before administering any medication to children.
11	Further develop the behaviour management policy to include strategies adopted to manage bullying.
12	Provide opportunities for parents to receive regular information on their children's progress.

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

How effective is the nursery education?

Brampton Day Nursery provides good quality education which helps make children make generally good progress towards the early learning goals. They especially make good progress in their personal, social and emotional development.

Teaching is generally good with some areas of weakness, although staff have an understanding of the foundation stage they are sometimes unclear how to progress the children further in some areas of learning. Staff complete clear plans on a focused activity daily and plan around the six areas of learning. Children have access to a range of interesting practical activities throughout the day but opportunities for learning are not always extended due to the organisation and availability of resources. Staff engage well with the children and they show high levels of involvement in activities. Staff use positive behaviour strategies and help children respond well to behaviour boundaries.

Assessment of the children's learning is systematic and clearly link to the early learning goals. The setting supports children with identified special needs well and helps them make progress. Currently there are no children attending who speak English as an additional language, although there are effective systems in place to provide support.

Leadership and management is generally good. The developing management team are committed to improving standards through ongoing professional development at all levels. The system in place to monitor the education and quality of care is not always effective due to the dual role of the manager who is also the pre-school worker.

The partnership with parents is generally good, parents are well informed about the nursery ethos but have little information about the curriculum and their child's progress. Staff have a warm, welcoming approach and children settle easily.

What is being done well?

- There are clear routines in place, which help make children feel secure and confident. They are sociable and have caring relationships with each other and the staff. Staff manage the children well and have high expectations of behaviour, they are positive and help children understand what is expected of them. Staff are consistent in their approach and children respond well to behaviour boundaries.
- Staff work well with the children and maintain their interest in activities and provide opportunities for children to try and enjoy new experiences.

What needs to be improved?

- the staff's knowledge of the foundation stage and how to help children make good progress towards the early learning goals in all areas of learning
- the system in place for the monitoring of the education and care to ensure it is effective and clear
- the opportunities children have to write their names and use writing for a range of purposes during play
- the opportunities children have to solve number problems and use calculation through practical activities
- the opportunities to support the children's knowledge and understanding of the world, to encourage children to further explore and investigate the natural world and begin to learn about their own and others cultures
- the opportunities children have to express and communicate their ideas and imagination through a variety of material and the use of music for self-expression.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show a sense of belonging and adapt well to changes. Children are interested and motivated to learn. They show an increased independence in their self-help skills. They show concern for others and express their feelings appropriately with an awareness of set behaviour boundaries. They learn to show respect to each other but have little understanding of other cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to recognise their names and the sounds of the alphabet, however they do not show an interest in writing or use writing during play. Children speak confidently, interact and talk in groups and extend their vocabulary. Children listen and respond with enjoyment to songs and stories.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting during activities and some use number spontaneously. Older children show little interest in number problems and do not show an awareness of number comparison and calculation. Children are involved in a variety of practical activities to compare shape and size. Children are beginning to sequence and to recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's knowledge and understanding of the world has significant weaknesses. Whilst children show a curiosity in the natural world and exploration, their learning is not always extended and children are not always encouraged to use their senses and equipment to explore and investigate further. Children learn about objects and balance but there are limited opportunities for children to handle, assemble and join with a wide range of materials. Children show little awareness of other cultures

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing spatial awareness, they move confidently and safely using the space available. They use a range of equipment with increased skill and confidence. They have an understanding of good personal hygiene and health. Children independently use some tools and demonstrate an increased skill in the construction of toys.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's creative development has significant weaknesses. Although children are beginning to explore colour, texture and shape, they do not always express and communicate their ideas through a variety of materials, as access to resources is sometimes limited. Children enjoy dance and music but their self-expression to music is not always increased. Children play imaginatively with miniature toys but have limited opportunities for role-play

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

- Increase the staff's knowledge of the foundation stage and how to help children make good progress towards the early learning goals in all areas of learning.
- Ensure the system in place for the monitoring of the education and care of the children is effective and clear.
- Provide increased opportunities for children to write their names and use writing for a range of purposes during play.
- Provide increased opportunities for children solve number problems and use calculation through practical activities.
- Provide a range of opportunities to support the children's knowledge and understanding of the world to encourage children to further explore and investigate the natural world and begin to learn about their own and others cultures.
- Increase the opportunities children have to express and communicate their ideas and imagination through a variety of material and the use of music for self-expression.

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.