



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223161

DfES Number: 595005

INSPECTION DETAILS

Inspection Date	18/08/2004
Inspector Name	Alison Edwards

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Progress House Day Nursery
Setting Address	96 Northampton Road Market Harborough Leicestershire LE16 9HF

REGISTERED PROVIDER DETAILS

Name	Progress House Day Nursery Limited 3230988
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ORGANISATION DETAILS

Name	Progress House Day Nursery Limited
Address	215 Swithland Lane Rothley Leicester Leicestershire LE7 7SJ

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

Progress House Day Nursery is privately-run and opened in 1997. It operates from a converted three-storey Victorian house on the outskirts of Market Harborough in the south of Leicestershire. Children under two years use two childcare rooms and associated toileting and nappy changing facilities on the ground floor. The first floor includes two inter-connecting rooms for children aged two to three years and two inter-connecting rooms for children aged three to five years with further children's toileting facilities. Office facilities are on the ground floor, with kitchen facilities on the first floor and storage and staff rooms on the second floor. There is an enclosed soft-surfaced playground for outdoor play.

The nursery serves the local community. It offers nursery education to funded three- and four-year-olds and makes provision for children with English as an additional language and with identified special needs. It opens from 08:00 to 18:00 from Monday to Friday throughout the year. Children attend a variety of sessions. There are currently 56 children on roll including 15 funded three-year-olds and 10 funded four-year-olds.

Including the manager there are 12 regular childcare staff of whom 8 hold early years qualifications at level 3. Most staff hold current first aid qualifications. The nursery receives support from the Leicestershire Early Years Development and Childcare Partnership. It is a member of the National Day Nurseries Association and was awarded Investors in People in 2003.

How good is the Day Care?

Progress House Day Nursery provides good quality care for children. There is a good proportion of qualified staff and paperwork is generally well-used to support the running of the nursery. However, as yet there is no clear key person system, linking each child to a member of staff who takes key responsibility for their wellbeing and for sharing appropriate information with parents. Staff use available indoor space well to provide a welcoming environment with scope for active play and relaxation. Frequent use of the outdoor play area enables children to take part in large physical

activity. Furnishings and equipment are in good repair and generally suitable for children's interests and needs. They include some resources reflecting different cultures and lifestyles.

Staff offer careful supervision to children and show a practical awareness of safety issues. Security is generally sound, despite occasional lapses in the system to manage access to the building. Appetising and nutritious meals help promote healthy eating. There are good arrangements to ensure children's individual health and care needs can be met. Child protection procedures are in place, but not fully in line with current guidance.

Children usually show enjoyment and interest in a broad range of activities, helping to support their development and learning. A warm and relaxed atmosphere helps children develop confident relationships with adults and each other. Staff generally manage children's behaviour consistently and positively. The nursery works with parents and relevant professionals to support the inclusion of children with identified special needs.

Many parents comment favourably on the friendly and open approach of staff and management. They receive useful information about the nursery's provision and children's activities through use of displays, written information and informal discussion and are encouraged to contribute their suggestions through methods such as surveys.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There is a relaxed and friendly environment helping children feel secure and confident, and develop an interest and enjoyment in a varied range of activities. Staff often spend time talking and listening to children, helping them develop and express their ideas and thinking. A positive and consistent approach to managing children's behaviour helps children learn what is expected of them and begin to understand their effect of their behaviour on others.
- Available indoor space is used flexibly to provide designated areas for different types of activities enabling children to rest or take part in creative or active play. Regular use of the enclosed, soft-surfaced outdoor play area provides children with frequent opportunities to be physically active.
- The nursery has established stable and long-term partnerships with many parents, who often emphasise the value they place on the nursery's approachability. Displays provide attractive and readily accessible information and examples of children's activities and there is a useful range of written information about the nursery's routines and policies. Arrangements are being developed to supplement the informal exchange of information about children's progress by greater use of written reports and parents' open days.

What needs to be improved?

- development of a key person system so each child is linked to a member of staff who is mainly responsible for his/her well-being and for ensuring that relevant information is exchanged with parents
- arrangements to minimise lapses in the system to manage access to the building
- the child protection policy, particularly with regard to procedures to be followed in the event of any allegation against staff, to ensure these are in line with current Area Child Protection Committee guidance and the National Standards for daycare.

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	Develop effective use of a key person system where each child has a member of staff who is mainly responsible for his/her wellbeing and for ensuring appropriate information is shared with parents.
6	Review arrangements to ensure there is an effective system for managing access to the premises.
13	Review child protection procedure to ensure compliance with current national guidance and local Area Child Protection Committee procedures, with regard to procedures to be followed in the event of any child protection allegation against staff.

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

How effective is the nursery education?

Progress House Day Nursery provides good quality nursery education where children make generally good progress towards the early learning goals in all areas of learning.

Teaching and learning is generally good. Children show confidence in their dealings with others and are often interested in their activities. However, resources and daily routines are not always planned and organised to best effect to promote children's independent, sustained and purposeful learning. A theme-based approach to long term planning provides generally balanced coverage across all aspects of learning. Staff assess and record children's developmental progress, but as yet do not use this information fully in short-term planning to match activities and teaching strategies with children's individual stage of development to provide appropriate challenge and progression. The nursery takes active steps to support children with identified special educational needs.

Leadership and management are generally good. The proprietors and officer-in-charge have established a relaxed organisational approach where staff are able to contribute their own ideas. The recent introduction of staff appraisal systems encourages planned professional development and completion of the Investors in People award demonstrates a commitment to continued organisational improvement. Although staff currently responsible for nursery education provision are relatively inexperienced in this area they are receiving useful support from external mentors in developing their expertise.

Partnership with parents is generally good. Parents comment favourably on the nursery's approachability and receive useful information about its provision. There are many informal opportunities for staff and parents to share information on children's progress, but parents currently receive limited information on the foundation stage or about practical and purposeful ways to continue and extend planned learning at home.

What is being done well?

- The friendly and relaxed environment helps children establish secure and confident relationships with adults and peers, so providing a sound foundation for other areas of development and learning. Staff set positive and consistent expectations for behaviour, so helping children understand their own feelings and begin to understand the effect of their actions on others.
- Children show confidence in their use of spoken language, readily talking with adults and other children about their wants and activities. They begin to listen to, and take account of, other people's ideas and suggestions. Children also listen well to a good variety of stories, so developing their understanding of language and new vocabulary.

- Parents' confidence in staff approachability helps ensure that there is a good informal exchange of information about children's interests, activities and progress through frequent discussion. This is supplemented by extensive and attractive displays of children's work, and availability of activity plans in addition to access to developmental records.

What needs to be improved?

- effective use of assessments in short-term planning to match teaching strategies and activities to children's individual stage of development to provide more challenge and progression, particularly in mathematical and physical development
- effective use of routines (such as snack time) and resources (such as role play area) to extend the opportunities for children to develop their independent, purposeful and practical learning
- arrangements to share information with parents about the foundation stage and to provide suggestions to make links between nursery and practical home-based learning

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. It has taken steps to improve staff knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs by nominating the deputy officer in charge as its special educational needs co-ordinator and by ensuring she has attended relevant training, so enabling her to further support other staff in this area.

Staff knowledge and understanding of the early learning goals and stepping stones was increased through attendance at relevant local training courses although changes in staff responsible for delivery of the foundation stage within the last year necessitated further training for new staff, initially focussed on aspects of overall planning and provision. Additional training priorities are being identified through the nursery's appraisal process, and input from external professionals such as the nursery's mentor teacher are providing additional support.

The nursery has developed its long-term planning methods to ensure that there is generally balanced coverage across all aspects of learning. It has also developed ways of recording children's attainment and progress through the stepping stones in each area of learning. However, as yet these developmental records are not used to best effect to inform short-term planning to ensure there is clear progression in children's learning to fully meet the needs of both three and four year olds. This issues has therefore been identified as a continued key issue to be addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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A warm and relaxed atmosphere helps children settle and develop secure relationships with adults and each other. Children generally show confidence and interest in their activities, though organisation of resources and daily routines does not always promote independence or sustained purposeful involvement to best effect. Positive and consistent expectations for children's behaviour help them show care and concern for each other and their surroundings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well. Many children talk confidently with adults and peers, beginning to take account of others' point of view and to talk about their own experiences. They enjoy listening to a good range of stories and know how to handle books, although too rarely use them in purposeful ways. They take part in planned mark-making activities and have ready access to writing materials but too rarely use purposeful independent writing in their play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Many children count and recognise numbers to ten and above in planned activities and daily routines. They develop their understanding of shape, pattern and measurement through a good range of adult-led and child-chosen activities. Although children begin to show an understanding of simple calculation through some practical activities and daily routines, these do not always provide sufficient challenge to build on children's existing knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children begin to learn about their environment, different cultures and aspects of time through varied topic-based activities. They often design and build with construction sets and found materials. They begin to learn about technology, for example using simple computer programmes. They begin to investigate materials and processes by handling substances like playdough and growing plants. However activities too rarely extend their skills in problem-solving, decision-making and critical thinking.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children begin to learn about their bodies, hygiene and healthy eating in their daily routines and activities. They are often confident and competent when using equipment such as wheeled toys and climbing frames though these activities do not always provide enough challenge and progression in their large movement skills. They use simple tools such as pencils and cutlery with increasing control, though routines and resources are not always best organised to extend children's independent use.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Planned activities introduce children to a variety of art and craft materials and techniques, helping children learn about colour, texture, form and shape. Children enjoy a variety of songs and are introduced to a range of music and instruments. They enjoy simple pretend play in readily-accessible role play areas, although these are sometimes not organised to best effect to extend sustained, purposeful 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

- develop effective use of assessments in short-term planning to match teaching strategies and activities to children's individual stage of development to provide more challenge and progression, particularly in mathematical and physical development
- develop more effective use of routines and resources to enable children to extend their independence, for example in use of small equipment and tools, and to provide more effectively planned opportunities for children to develop their purposeful and practical learning, for example through incorporation of writing activities within the role play area
- arrangements to share information with parents about the foundation stage and to provide suggestions to make links between nursery and practical home-based learning

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.