



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY231358

DfES Number: 517806

INSPECTION DETAILS

Inspection Date	02/02/2005
Inspector Name	Christine Clint

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wendy House Nursery
Setting Address	The Princess Royal Hospital, Lewes Road Haywards Heath West Sussex RH16 4EX

REGISTERED PROVIDER DETAILS

Name	Brighton and Sussex University Hospitals NHS Trust
------	--

ORGANISATION DETAILS

Name	Brighton and Sussex University Hospitals NHS Trust
Address	Sussex House Day Nursery Abbey Road Brighton East Sussex BN2 1ES

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Wendy House Nursery is situated in the lower ground floor of the Princess Royal Hospital in Haywards Heath and is used primarily by staff employed by the Brighton & Sussex University Hospitals NHS Trust. The nursery opened in 1975 and offers full day care for 35 children aged 2 to 5 years.

The nursery accommodation is self contained and organised to meet the needs of different aged children attending. There is an enclosed outdoor area.

The nursery is open from Monday to Friday, 07:00 to 17:45 hours, for fifty one weeks a year. There are currently 58 children on roll and 25 children aged 3 and 4 years who have funded educational places. The nursery supports children with additional needs.

There are 10 staff who hold qualifications in early years child care and education and the nursery has established close links with the early years network for support and guidance.

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

How effective is the nursery education?

The Wendy House Nursery offers acceptable, good quality provision for nursery education, children are making generally good progress in most areas of learning.

The quality of teaching is generally good. Staff show some knowledge and understanding of the early learning goals and plans for activities are in place. Staff have a good understanding of children's individual development and they provide strong support for children with additional needs. They have a gentle approach and respond swiftly to children, they encourage children to develop positive responses and they are good role models. Staff record observations of children's ability. The plans for activities do not fully show how children will learn or how they could be challenged. Some activities are limited by a lack of resources and staff miss opportunities to extend children's learning in many areas, especially mathematical and creative development. Children's records of progress are not up to date and do not inform future planning.

Leadership and management are generally good. There are well established aims and principles in place and regular staff meetings are held to assess the strengths and weaknesses of the provision; children appear secure in the established routines. All staff are qualified and have regular appraisals, they have opportunities to update training and receive support from the early years network. There is evidence of good team work and shared responsibilities, but there are no systems in place to monitor or evaluate the educational provision.

Partnership with parents is generally good. Parents are provided with full information about the provision and the funded educational places. They are informed about their children's development profiles and invited to attend annual parent evenings. Parents have opportunities to give detailed information about their children, however there is little evidence to support parents ongoing contribution to children's development profiles.

What is being done well?

- Children are encouraged to form relationships, staff use a daily routine of asking children by name, to choose a friend, to take to lunch; children hold hands and walk together to another room, they are organised and manage well.
- Children are learning to pour their own drinks at snack time, they are asked to choose what they will drink and staff supervise, children are gaining skills by practising.
- Staff manage children's behaviour well, they act as good role models and work together as a team. They have a quiet, gentle approach and respond to children with understanding.

- Parents have good opportunities to give ample information before children attend. They provide individual and family details in the 'All about me' forms and in the initial sections of the development profiles.
- Staff show a high level of awareness regarding children with additional needs, they liaise with other professionals and visit the special schools who also care for children. They use individual plans to ensure children progress through play.

What needs to be improved?

- staff knowledge and understanding of the stepping stones to ensure they provide opportunities for children to fully develop in all areas of learning, especially in mathematical and creative development
- provide sufficient resources to enable children to fully take part in all activities and increase their opportunity for self selection
- monitor and evaluate the provision to ensure that planning encompasses all areas of learning and provides challenge to ensure children's progress.
- the involvement of all parents in completing the children's development profiles.

What has improved since the last inspection?

The nursery has made limited progress since the last inspection.

The provider was asked to develop an assessment system to be used to identify challenges for all children and record their progress towards the early learning goals.

Staff are working towards assessing children's progress but do not fully identify challenges or use the observations to inform the future planning.

The medium and short term plans should be linked and should ensure that all learning areas are covered regularly in practice.

The medium and short term plans are linked and include areas of learning.

In particular maths activities should be planned in more detail, ensuring a balanced coverage of all aspects of the subject.

Maths activities are not fully planned in detail and all aspects of mathematical learning are not included.

Parents and carers should be given opportunities to become involved in their children's learning and to contribute to their assessment.

Parents are informed of children's records of achievement, they contribute initially but do not yet add details of progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show interest and involvement, they socialise at group time, they listen and respond; older children can identify their own needs and feelings. They share imaginary play and work together responsibly at tidy-up time, staff encourage friendships to develop. Children are polite towards each other and follow the nursery routines well. They are learning to manage their own personal needs. Children rarely select resources for themselves or have encouragement to speak in a familiar group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Most children talk and communicate well. They enjoy responding to stories and understand the use of descriptive words. They are able to show a widening vocabulary and use language to describe similarities. Children are encouraged to recognise their own names and to select books freely. Older children write their names on all drawings. There are missed opportunities to link sounds with letters or introduce letter names. Children have less encouragement to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Older children count spontaneously in their play, they recognise and match items. They identify and understand the pictures displayed to count the number of children in one area. Children follow patterns and copy a sequence, they are encouraged to use language to describe sections of the play dough cake. There are many missed opportunities to include problem solving in nursery routines and little evidence of introducing simple addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children explore with water and outside activities, they go for walks to look at nature and the environment. They are encouraged to talk about their families and life at home, they describe events outside the nursery. There are themes and topics in the planning to show that children are introduced to festivals from other cultures. Children have less opportunity to assemble and join materials or to follow their own ideas in design and there is limited availability of everyday technology.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently and show an awareness of their surroundings, they are encouraged to move to music and to warm up and slow down their bodies. They have access to outdoor equipment for sliding and crawling, they run and chase, they eagerly use a parachute and play as a team. Children are encouraged to relax to meditation tapes, they show an awareness of how they feel and of what they need to wear in cold weather. Some planned activities do not offer all children challenges.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children draw with pencils, wax crayons and chalk and planning shows that children print with vegetables and paint black and white pictures. They enjoy singing and action rhymes and use musical instruments to encourage matching sound patterns; children recognise slow and fast beats. There is some imaginary role play, however children have limited resources to fully extend their play and little opportunity to explore media and materials or respond to smell, taste or touch.	

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

- improve staff knowledge and understanding of the stepping stones to ensure opportunities are provided for children to progress in all areas of the curriculum, especially in mathematical and creative development
- provide sufficient resources to enable children to fully develop and take part in all activities and increase opportunities for self selection
- improve the monitoring and evaluation of the provision to ensure that planning encompasses all areas of learning and provides challenge to give children opportunities to progress.

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.