



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 106282

DfES Number: 541635

INSPECTION DETAILS

Inspection Date	22/02/2005
Inspector Name	Sara Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care, Full Day Care
Setting Name	Woodlanders Kindergarten Nursery
Setting Address	Woodland Road Centre Woodland Road Ashburton Devon TQ13 7DR

REGISTERED PROVIDER DETAILS

Name	Ashburton Family Services 1076704
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ORGANISATION DETAILS

Name	Ashburton Family Services
Address	Woodland Road Centre Woodland Road Ashburton Devon TQ13 7DR

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

Woodlanders Kindergarten was registered in 1999 and is run as part of Ashburton Family Services. It is based in the town centre of Ashburton and serves the local community. The centre is run by a management committee. A kindergarten manager directly runs the group and is usually supported by a deputy and three part time staff. The group has use of two playrooms, toilet, kitchen and office facilities as well as a large enclosed playground area. Children and staff may also visit the adjacent large garden area.

The kindergarten is registered to provide full day care for 20 children aged three to five, and runs daily during the term from 09.15 to 15.15. Overnight care is not included.

There are currently 45 children on roll, all of whom receive early years education funding. Children with special educational needs are supported. The group are supported by the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Woodlanders Kindergarten Nursery provides high quality nursery education which enables children to make very good progress towards all of the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the early learning goals and plan an effective curriculum that covers all of the areas of learning. Individual needs are understood, monitored, assessed in line with the stepping stones and influence short term planning to ensure all children are appropriately challenged.

Staff have organised the rooms and routine well to maximise the potential for children to be independent. Low open shelving with easily accessible toys and equipment are clearly labelled and self selected by children. This is in addition to a wide variety of planned activities, incorporating daily outside play. Resources are plentiful and stimulating. Activities are child led but play is well supported by staff. Staff are particularly skilled at developing children's thought processes and problem solving. Children are managed well, shown respect and staff are good role models.

The leadership and management is very good. The kindergarten manager has been particularly effective in developing the education for all children and leading by example as a good childcare practitioner. There are currently vacancies for permanent staff members. The kindergarten manager has displayed good information around the room for relief staff to understand the importance of each area of learning, its aims and objectives. However, a proportion of her time is spent supporting the relief staff which, at times, detracts from her ability to deliver the curriculum.

Partnership with parents is very good. They are well informed about the provision and individual children's progress through a variety of ways and there is an open door policy welcoming parents at any time.

What is being done well?

- Children's personal, social and emotional development is promoted well. Children are very confident and independent learners. They learn from example with good staff role models, clear routines with clear boundaries explained to them regularly or reminded by posters, photos and sequencing cards around the room.
- Children show enthusiasm for all aspects of communication, language and literacy. Adults extend their vocabulary at every opportunity and encourage children to express themselves. Mark making and forming letters is routine, children link the sounds and letters spontaneously. Books and listening to stories is enjoyed.

- Staff organise the room and resources effectively to ensure children have easy access and can self select from a wide range of educational activities. Children have daily outdoor, physical play and free access to equipment across all areas of learning at all times.
- Children access the computer and printer independently. They are skilled at using the mouse and can navigate around the programmes. They show an interest for information technology and are involved in taking of digital photos and viewing them freely on the computer.
- Staff implement effective planning that is influenced by individual children's learning plans. Assessment is linked to the stepping stones and progress is recorded and shared with parents to ensure children are provided with sufficient challenge for their ability and their individual needs are met.

What needs to be improved?

- the provision of permanent staff to further support the kindergarten manager in the delivery of the foundation stage curriculum.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The kindergarten manager introduced a number of effective measures to improve information sharing between staff and parents.

An informative notice board greets parents. It contains detailed information about the setting, planning and current issues. There is a regular newsletter, twice annual parents evenings to discuss individual children and their progress.

All parents are given information about the Foundation Stage curriculum and the early learning goals. They have open access to their child's folder which contains work and observations linked to the stepping stones.

Information about each area of learning is displayed around the room to develop parents knowledge when they are used as parent helpers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and have good relationships with their peers and staff. They are very independent with self care skills and selecting their own toys and activities with ease. Photographs of themselves flushing toilet, hand washing, drying are used as sequencing cards to remind them of routines. Children are well behaved and remind each other of the group rules. They show respect to each other and have good manners, staff are excellent role models.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact confidently using good vocabulary. Their listening skills are advanced, they follow instructions well and sit quietly at story time. They show a love of books and have the ability to make up stories of their own to the pictures. Children spontaneously mark make and many three year olds can correctly form the letters of their names. They link sounds and letters routinely and show enthusiasm for all aspects of communication, language and literacy with child led activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count and recognise numerals in everyday situations. They independently use the posters around the room to point out numerals they know to their peers and enjoy identifying more at group time. Children are beginning to calculate within their supported play opportunities, counting and subtracting farm animals, sorting and comparing group sizes. Mathematics is fun and meaningful with good resources readily available for children to problem solve as they move around the room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are inquisitive about the world around them, asking lots of questions and making good use of vocabulary as they investigate and explore through supported play in the sand and water to look at floating, sinking and how things change. Children independently use the computer and printer, they are involved in how a digital camera works and view images through the computer. Children are knowledgeable about their own culture and that of others. Sequencing and sense of time is understood.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy daily outside experiences to develop their large motor skills. They show good co-ordination and control with large and small equipment. Their spatial awareness is good and developed through excellent play activities such as chasing a bouncing ball around the large playground. Children are knowledgeable about their bodies and independent in their dressing skills for the cold outside play. Tools are used with ease and they enjoy showing each other how to use a stick as a paintbrush.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination well in the role play area, with puppets, stories and small world play such as the farm. They are skilled at using construction sets to make vehicles. They express themselves and communicate their ideas really well. Children are expressive in their free painting using a variety of household objects to paint with as well as carefully following a diagram to copy a picture of a dinosaur made up of different shaped pieces of paper using pre-cut shapes and glue stick.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase permanent staffing levels to further support the kindergarten manager in delivering the Foundation Stage curriculum.

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.