



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 125001

DfES Number: 584599

INSPECTION DETAILS

Inspection Date	22/06/2004
Inspector Name	Lisa-Marie Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Masons Nursery School
Setting Address	24th Croydon Scout Group Premises Between 48 - 50 Verdayne Gardens Shirley Surrey CR0 8TS

REGISTERED PROVIDER DETAILS

Name	Mrs Charlotte Figueira
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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

Masons Nusery school has open under the current registered provider since September 2001.

It operates from a scout hut which they have sole use of at all times. The group serves the local community and is located within a residential and commercial area of Shirley.

There are currently 51 children from two to five years on roll. There are 16 funded three year olds and 11 funded four year olds attending. Children attend for a variety of sessions. The setting is not currently supporting any children with special educational needs but does support one child who speaks English as an additional language.

The nursery school sessions are from 09:15 -11:45 Mondays and Wednesday with a lunchtime club from 11:45 -12:30 and a afternoon session from 12:30-15:00. Tuesdays, Thursday and Fridays they offer a morning session only. They are open term time only and close for staff training days.

13 part time staff work with the children. Over 50% of staff have an early years qualification, 2 members of staff are working towards a qualificatin in childcare. The setting receives training and support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Masons Nursery School provides good care for children ages two and half to five years.

Staff ensure children are safe both inside and outside by following detailed risk assessments and health and safety guidelines. Staff work well as a team and therefore are able to carryout duties efficiently to enable the smooth running of the pre-school. The setting is very calm and well organised. Children's and staff

attendance is recorded, but does not show arrival and departure times. Procedures need to be clear of how staff would care for a child should they become unwell and there needs to be clear procedures in place to follow if they needed to use physical intervention to manage a child's behaviour.

Children have a key worker assigned to them and spend time in small focused groups. Staff relate well to the children and take part in activities with them, they encourage and praise the children when appropriate. Children have good relationships with each other and organise themselves in to small groups and share well when taking part in activities. Children have access to an ample range of good quality resources and planned activities. Children with special educational needs are included fully into the pre-school environment.

Staff are very professional towards parents and promote confidentiality at all times. There are clear procedures and policies that are adhered to by parents, staff and children. Welcoming and friendly environments is provided for all parents and carers and they have ample opportunities to share information regarding their children's progress.

What has improved since the last inspection?

At the previous inspection the provider agreed to confirm that gas and electrical appliance conform to safety standards, ensure that staff are fully aware of health and safety requirements, produce an outings policy and procedures, develop an operational plan, produce a behaviour management policy and procedures, extend the sick children's policy, implement a system for recording arrival and departure times and conduct a risk assessment.

A detail risk assessment takes place and all staff have attended health and safety training. All certificates are in place regarding safety of equipment. All policies and procedures are now in place, however the sick child policy still needs to include how staff would care for children while waiting for an adult to arrive and the behaviour management policy needs to include details of physical intervention procedures. A record is kept for staff and children's attendance but does not show details of arrival and departure times.

What is being done well?

- Staff interact well with the children which ensures that children are motivated and enthusiastic to take part in activities.
- Staff plan a varied curriculum and ensure that resources are plentiful and of good quality. They organise the environment well to ensure children can access all activities independently both inside and outside.
- Staff have sound knowledge of special educational needs and are able to identify children's needs to ensure children are included in all aspects of the nursery environment.

What needs to be improved?

- the system for recording physical intervention
- the procedures for when a child becomes unwell
- the registration system.

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 and implement a system to show arrival and departure times of children and staff.
7	Devise and implement a policy about the care given to sick children while awaiting collection.
11	Devise and implement a system to record any incident of physical restraint.

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

How effective is the nursery education?

Masons Nursery School provides good quality education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world as well as physical development is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. They plan a variety of practical activities and understand what children learn from them. The outdoor area is used well as is an extension of the indoor classroom. Children with special educational needs are well supported by staff to ensure they can fully participate in the full range of nursery activities. Children have ample opportunities to take part in a range of creative activities, however they are not always organised to extend on children's knowledge and allow them to be independent learners and to develop their own ideas and imagination. Staff assess what children do but this is not always evaluative and incorporated into planning.

Leadership and Management is very good. The setting is clearly managed with the managers taking responsibility for the organisation and deployment of staff. Staff are given the opportunity to put forward ideas to contribute to the written planning. The provider and manager are committed to improvement and are aware of their own strengths and weaknesses but need to implement effective systems for monitoring and evaluating the education in order to do this.

The partnership with parents is generally good. Parents have ample opportunities to discuss children's progress formally and informally and are informed about forthcoming events and the curriculum. Parents are not aware of the importance of the six areas of learning and how they support children's development.

What is being done well?

- The garden area is an extension of the indoor classroom. Children explore the natural world with enthusiasm and are developing sound knowledge of things that live and grow. They take pride in caring for things they have planted and grown.
- Staff manage children's behaviour well and children are able to share and take turns during activities.
- Staff plan a well balanced curriculum both inside and outside. They ensure that the environment is well organised and that the children have access to a wide range of good quality resources.

- Children with special educational needs are well accommodated and fully included in to the pre-school. Staff work closely with parents and professionals and detailed records are kept to ensure that their development is monitored closely.

What needs to be improved?

- the opportunities for children to extend on their existing knowledge and to develop their imagination or experiment with their own ideas during creative activities
- the use of evaluative evidence for focus activities and observations to record how children move from one stage to the next of the early learning goals
- the use of observations to inform planning with regards to meeting children's individual needs
- the information given to parents regarding the six areas of learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, motivated and interested in their learning. They form good relationships, and are beginning to take turns and share. They are developing skills to manage their own behaviour and to understand right from wrong. They are independent in their learning and have good self help skills. Children explore cultures and beliefs of others and themselves regular visitors come to the nursery to make their learning experiences real.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children and adults talk freely and confidently to each other. Children enjoy looking at books, know how to handle them and enjoy having stories read to them. Children have regular opportunities to practice writing and to understand that print has meaning. Many children can write and recognise their names and other simple words.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can count confidently up to ten and older children beyond 20. Children know shapes and can recognise numbers and there are good opportunities to use maths in everyday activities. Children are beginning to use simple addition and subtraction and to compare size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are very interested in how things work and they design and construct purposefully and confidently. The children explore the natural world with enthusiasm and have sound knowledge of things that live and grow. Staff provide a good range of materials and activities for children to explore with all their senses. Children can recall past and present events and learn about the cultures and beliefs of others. Children have good opportunities to use everyday technology

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with control and co-ordination and have opportunities to ride bikes, use tunnels, trampolines and play with bean bags, hoops and balls both inside and outside Children are developing their fine motor skills with the use of pencils, rolling pins, cutters and scissors. Children have many opportunities to recognise the importance of staying healthy and how the body works.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are confident to use their imagination in role play, but are given limited opportunities to develop their own ideas during art, music activities and at storytime. Children know their colours and are able to match. They are given regular opportunities to take part in painting, sticking and other creative 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

- Within the programme for creative development provide opportunities for children to extend on their existing knowledge and to explore their own ideas and imagination.
- Develop the current system to use observations and evaluations of activities to inform planning for the next stage in children's development.
- Provide parents with detailed information regarding the six areas of learning and early learning goals and the impact they have on children's development.

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.