



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120051

DfES Number: 517759

INSPECTION DETAILS

Inspection Date	29/06/2004
Inspector Name	Carol Patricia Willett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Greenways Nursery School
Setting Address	Methodist Church Hall, The Green Upper Hale Farnham Surrey GU9 0HJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Greenways Nursery
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ORGANISATION DETAILS

Name	Greenways Nursery
Address	Methodist Church Hall The Green, Upper Hale Farnham Surrey GU9 0HJ

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

Greenways Nursery School opened in the early 1970's. It operates from the Methodist church hall in Hale village on the north side of Farnham. The nursery school is managed by a parents committee. The nursery school serves the local area.

There are currently 31 children from 2 years 6 months to 5 years on roll. This includes 20 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The settings supports children with special needs. There are no children attending who have English as an additional language.

The group opens five days per week during school term times. The sessions are from 09:15 to 12:15.

There are seven members of staff who work with the children. Six have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Greenways Nursery School provides satisfactory care for the children. The staff work well together to ensure the children are safe and well cared for. They make good use of limited space and the outside play area to provide a welcoming environment where the children make good progress to the early learning goals. Comprehensive policies and documents are in place covering all aspects of preschool practice however some development is still needed.

Staff are attentive and ensure children's safety at all times both in the hall, in the outside play area and on outings. They encourage children's awareness of hygiene and independence in personal care. More knowledge of child protection would be beneficial to ensure children are fully protected.

Staff plan a good range of interesting and stimulating activities and provide suitable

resources and equipment to enable children to develop in all areas. Children need some opportunities to be more independent. Good relationships are formed with the children, staff use very good interactive skills to encourage and extend children's learning. Children respond with enthusiasm. They mostly behave well, can share and take turns as a result of positive praise and quiet encouragement from the staff.

Parents are an important part of the playgroup and they are encouraged to share expertise and form a committee to assist in the running of the group. They are provided with good information about the organisation of the playgroup via an informative prospectus. Staff are available daily for parents to discuss children's progress and development but more planned opportunities are needed to enable parents to contribute to the assessment process.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff act as good role models. They are kind and caring using good strategies to promote good behaviour.
- Space and resources are used effectively to support children's learning.
- Good relationships are formed with parents. Their friendly manner enables most parents to share information about children on a daily basis.
- Photographic displays of children at work and play provide colour and interest and make environment child friendly.

What needs to be improved?

- knowledge and understanding of child protection
- children's ability to independently select some resources and craft materials
- documentation including behaviour management policy and recording of injuries children arrive with.

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

Std	Recommendation
3	provide some opportunities for children to freely select resources and art and craft materials to enhance role play
12	provide opportunities for parents to receive regular information on their children's progress
13	develop knowledge and understanding of child protection issues

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

How effective is the nursery education?

Provision at Greenways Nursery School is acceptable and of good quality. Children are making generally good progress to the Early Learning Goals. They make very good progress in communication, language and literacy.

Teaching is generally good. Staff plan a suitable and interesting range of activities covering all areas of development using some good teaching strategies to reinforce learning. However planning and assessment documentation needs to be evaluated in greater depth. Staff form caring relationships with the children giving them lots of praise and encouragement enabling them to be confident and secure. Time and resources are used effectively within the small environment.

Leadership and management is generally good. The chair and supervisors are clear about their roles and responsibilities developing trusting relationships. The staff value the equality between the team members. They work well together to plan and provide a caring, supportive learning environment for the children. There is some weakness in the systems for monitoring and evaluation of the facility.

Partnership with parents is generally good. Parents support the staff well as committee members and through fund raising for new equipment. Parents are given informal opportunities to share information about their child. They have good opinions about the preschool and most are happy with the progress their children are making. Parents need more planned opportunities to share children's progress and comment on children's learning. Parents are provided with useful information about the preschools policies and procedures and themes via the notice board, newsletters and prospectus.

What is being done well?

- Staff form caring relationships with the children giving them lots of praise and encouragement enabling them to be confident and secure. They plan a suitable and interesting range of activities covering all areas of development using some good teaching strategies to reinforce learning.
- Children use the well stocked writing area to make marks, create lists, write letters and copy adults with clipboards. Many of the children can write their names on their work and on lists for face painting.
- Children have very good language skills. They are confident to talk and discuss ideas with staff and each other and especially at role play when running the garage, washing and selling and mending cars.
- Children like to investigate. They enjoy exploring the water tray using guttering to make water chutes. They grow runners beans and carrots in containers talking about shoots and roots.

What needs to be improved?

- opportunities for children to develop calculation skills in practical situations
- opportunities for parents to be involved in children's learning and contribute to the assessment records on a planned basis
- systems for monitoring and evaluation of the provision including appraising strengths and weakness of the staff and their training needs; activities provided and planning and assessment; to show clear links of how assessment of children and evaluation of activities informs planning; planning details to show how activities are adapted for children learning at different rates.

What has improved since the last inspection?

Generally good progress has been made since the last inspection in the action to track children's progress towards the Early learning Goals in all six areas. The new Surrey Child Profile is being used which indicates children's progress in all the stepping stones. The staff combine this with observational and anecdotal evidence to provide a rounded picture of the child. This ensures planning covers all areas of learning to ensure children are making good progress.

Some progress has been made for the action to give parents opportunities to contribute to children's assessment records. Some parents however are still not fully informed of their child's progress or contribute in planning the next steps in learning or given information on how learning can be continued at home. They are invited to complete a portfolio of the children's work which is sent home daily to build a picture of their child's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children join in activities with enthusiasm and are excited when the water runs down the chute showing perseverance to get the water to go in the right place. They can share and take turns pushing and pulling on the bike responding well to the use of a timer at some activities such as riding the bikes outside. Children are sensitive and caring of each other, they say sorry when accidentally bumping into another child, they form good relationships with other children holding hands in friendship.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently approach adults and peers to initiate conversations. They sit and listen well to stories and particularly enjoy the big book and the props. They retell the story of the hare and the tortoise using props and picture boards. Labelling of photos of the children at the nursery enables them to understand print. They recognise and select their names. The children use the well stocked writing area to create lists and letters. Many write their names on a list for face painting.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count up to ten. They count the number of cotton reels on the lace and the number of boxes in the display and when playing in the water and sand. Good range of resources are available with planned activities to develop number skills including counting and sorting and sequencing with cotton reels and card to match patterns. Children enjoy singing number rhymes using props to sing 'ten in the bed'. Practical opportunities are missed to enable children to calculate.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enthusiastically investigate. They enjoy exploring the water tray using guttering to make water chutes. They grow runners beans and carrots in containers talking about shoots and roots. Planned activities enable children to observe ice melting and mixing corn flour. Children create models using construction toys which are proudly displayed to parents with labelling of children's comments. They enjoy visitors such as babies and pets and activities associated with the local carnival.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use large and small equipment with confidence when climbing and sliding on the climbing frame. They walk and crawl on the balance beam taking great care. They manoeuvre the ride on toys and bounce on the space hoppers with increasing skill. Children use a variety of tools with confidence including paint brushes, rolling pins and scissors with the playdough. They show good spatial awareness when moving with safety and confidence in the small playroom and dancing to the carnival music.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy free painting at easels and are excited about the changes when paint is mixed. They make mask for the carnival where they paint and stick a range of materials including feathers, sequins, shiny and shredded paper. Carnival music is danced to with enthusiasm by the children using streamers to move to the tempo of the music. Children join in singing 'there was a princess' with enthusiasm. Opportunities are needed for children to self select art resources to develop 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

- provide opportunities for children to develop calculation skills in practical situations
- develop opportunities for parents to be involved in children's learning and contribute to the assessment records on a planned basis
- review and develop systems for monitoring and evaluation of the provision including appraising strengths and weakness of the staff and their training needs; activities provided and planning and assessment; to show clear links of how assessment of children and evaluation of activities informs planning; planning details to show how activities are adapted for children learning at different rates and how children will be grouped.

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.