



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106898

DfES Number: 519684

### INSPECTION DETAILS

Inspection Date 16/09/2003  
Inspector Name Sue Russell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ashgrove Park Day Nursery  
Setting Address 60 Ashgrove Road  
Ashley Down  
Bristol  
Avon  
BS7 9LQ

### REGISTERED PROVIDER DETAILS

Name Ian Mann

## 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

Ashgrove Park Day Nursery is a well established nursery of some years, situated on the north side of the city of Bristol, in the Ashley Down area. It has a sister nursery, Clyde House, also based in Bristol.

Ashgrove Park Nursery is situated in a two storey house, with additional staff and storage facilities at the rear. The ground floor of the nursery accommodates children aged between two and five years in two main playrooms with toilet facilities adjacent to these areas. The first floor has three rooms for children aged under two years, with a separate toilet and changing area located nearby. Outside play takes place in the rear enclosed garden, which consists of a grassed area, a secret garden for growing vegetables and flowers, a paved area used for mobile toys and a playhouse and safety surface area containing a small climbing frame.

Of the children attending 21 are in receipt of nursery funding.

The nursery is open Monday to Friday, from 08:15 until 17:45 all year around except for bank holidays. There are nine staff, eight of whom work directly with children. Six of these are appropriately qualified and two are in the process of completing their child care qualification training course. Staff have had experience of working with children with special needs and those for whom English is an additional language.

### How good is the Day Care?

Ashgrove Park nursery offers good care for children. The staff team create a welcoming friendly environment and have a good understanding of how children learn and skilfully support them in all areas of learning.

Children are provided with an interesting and varied programme. Each day follows a routine with a balance of free choice play and adult-guided activities. A wide range of imaginative two dimensional craft activities are provided, including, printing using hands, feet and potatoes, string and bubble painting, gluing and sticking; there are

fewer opportunities available for the creation of three dimensional art work.

There is a good programme for physical development which provides plenty of indoor and outdoor activities.

Staff have created good relationships with the children who are interested in and well occupied with the range of activities provided. Parents have stated that staff work well with children and are very approachable and helpful.

#### **What has improved since the last inspection?**

Since the transitional inspection, screens have been provided for the children's toilets door to increase their privacy and child protection training has been undertaken.

#### **What is being done well?**

- The physical play taking place in the garden. The garden has been improved and a bright mural with friendly looking animals painted on the walls. The garden has been divided into four different surfaced areas: a grassed area, a soft surface area, a paved area and a 'secret' garden used for growing flowers and vegetables; this has enabled more use to be made of the outside play space in different weather conditions and a wide range of different games and activities to take place.
- There is a range of information provided for parents keeping them well-informed and up-to-date on events taking place in the nursery.
- There is a wide range of painting, gluing and other creative activities that are on offer in both the nursery and the baby unit.

#### **What needs to be improved?**

- The opportunities provided for three dimensional art work to take place.

#### **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
3	provide more opportunities for children to plan and create their own three dimensional models

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

### How effective is the nursery education?

Children are making very good progress towards the early learning goals. The teaching of children is good. Staff have a very good knowledge and understanding of the foundation stage and the early learning goals. They have a clear understanding of how children learn and provide a varied programme to meet their needs. Learning is supported by a wide range of toys and equipment which is of good quality, well maintained and interesting for children to use.

Leadership and management is very good. There is a well qualified stable staff team who work well together. There is a dedicated management team who are committed to the development of staff skills and on-going professional development through training.

Partnership with parents is very good. Parents are given clear information about the aims and practice of the nursery. They are provided with newsletters and a noticeboard displaying further information and photographs of the staff team as well as information about the learning goals and staff roles.

### What is being done well?

- The staff team's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests.
- Staff work well as a team and have developed good relationships with parents and children, which enhances children's learning.
- An excellent range of physical activities ensures that children's progress in physical development is out standing.
- Children's personal, social and emotional development is excellent. They are confident, interested and able to make choices and work on their own. Their behaviour is good.

### What needs to be improved?

- The inclusion in planning of extension of learning for older /more able children
- The opportunities provided for children for the comparison of numbers.

### What has improved since the last inspection?

The nursery has reviewed and extended its whole physical development programme and provides a wide range of indoor and outdoor activities that further children's physical development.

The nursery has created a new information booklet for parents given at registration and provides information and access to further information regarding the foundation stage and the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development. Children are gaining independence skills; they dress themselves for outside play, select their own play equipment during free time and independently use the toilet. Children are learning to share and take turns. Their concentration span is increasing and they are able to persevere for lengthy periods with activities. Staff set clear expectations to which children respond. Children's behaviour is good

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication language and literacy. Children are developing negotiation and questioning skills. They talk confidently about their experiences to adults and other children. Children enjoy listening to stories and reading books. The book corner provides a wide range of good quality story and reference books from which children freely choose. Children understand that print has meaning and pretend to read to each other pointing at the words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Children are able to count confidently up to 10 and older children up to 22. Counting is a frequent part of the daily programme. The children know many counting rhymes which staff encourage them to illustrate using their fingers. Limited opportunities are provided for the comparison of numbers. Children's shape recognition is developing well and they are able to construct and recreate patterns using a variety of materials.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. All the required elements are covered in an imaginative range of topics. Children are developing understanding of different cultures, beliefs and life-styles. These are introduced in a meaningful way through cooking, craft activities and music making. Children are learning about the natural world through practical experiences of planting and growing vegetables, looking after and handling the nursery pets.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in physical development. Children are encouraged to move confidently and with imagination, such as crawling through a tunnel to experience what moving as a caterpillar feels like. Children confidently use bikes and wheeled toys outside and join in with enthusiasm music sessions and group games such as hoopla and ball throwing. Good use is made of the grassed, paved and safety surfaces in the garden, developing children's ability to move in different ways.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in creative development. Children enthusiastically participate in the wide range of two dimensional activities provided. Staff encourage children to use a variety of materials and different mediums to express themselves creatively. Children enjoy singing and dancing and are able in a large group to participate in complex action rhymes. Children explore sound by distinguishing between loud and soft and different types of music from around the world.

**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:*

- Ensure planning includes extension for older/more able children.
- Increase the opportunities provided for children to compare numbers.

*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.*