



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120040

DfES Number: 548276

INSPECTION DETAILS

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| Inspection Date | 25/01/2005 |
| Inspector Name | Carol Patricia Willett |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Friends Private Day Nursery Ltd. |
| Setting Address | Manor Road Ash Aldershot Hampshire GU12 6QH |

REGISTERED PROVIDER DETAILS

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| Name | Friends Private Day Nursery Ltd 3551494 |
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ORGANISATION DETAILS

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| Name | Friends Private Day Nursery Ltd |
| Address | 35 St. Andrews Gardens Cobham Surrey KT11 1HG |

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

Friends Private Day Nursery Ltd is a privately run nursery and is one of two owned by the same proprietor. It opened in 1999 and operates from premises situated in the grounds of Ash Manor School in Ash. The building consists of three rooms catering for a maximum of 43 children from six months to under five years. Children have access to a secure outside play area.

The nursery is open Monday to Friday from 08:00 to 18:00 all year round except bank holidays. Children can attend for a full day or for sessional care.

A maximum of children can attend the preschool room. There are currently fourteen children aged from rising three to under five years on roll. Children come from the local area. The nursery pre-school can support children with special needs and those who speak English as an additional language though there are none currently attending.

The nursery employs two members of staff in the pre-school room, both hold appropriate early years qualifications.

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

How effective is the nursery education?

Provision at Friends Private Day Nursery, Ash is acceptable and of good quality. Children are making generally good progress to the Early Learning Goals in all areas and very good progress in physical development.

Teaching is generally good. Staff are friendly, caring, calm and reassuring. They know the children well and form good relationships giving them praise and encouragement. The children are well behaved, confident and secure. Staff plan and provide a varied program of activities that the children enjoy to enable them to make good progress. Good questioning techniques are used to extend the children's thinking and learning. Time, space and resources are used effectively. Assessments show clear links to the early learning goals but do not acknowledge all learning that takes place. Evaluation of activities are not always effective.

Leadership and management is generally good. There are clearly defined responsibilities between the registered person and the manager with close co-operation to make sure the nursery is effectively managed. Staff are well deployed and work well as team, each is aware of roles and responsibilities. They are encouraged and committed to updating skills and knowledge. There are regular meetings to discuss the daily running of the nursery. Evaluation is not always effective with no plan for overall development in place.

Partnership with parents is generally good. Parents have a positive regard for the staff and the provision. They meet monthly to plan children's next learning steps which are written on the challenge tree. They share information informally on a daily basis to ensure children's needs are met and certificates are issued to celebrate children's achievements. Parents receive useful information about the nursery via newsletters, prospectus and the notice board. Some links between learning at nursery and home are not effectively developed.

What is being done well?

- Staff plan and provide an interesting range of activities to develop skills and understanding and enable children to make good progress to the early learning goals. They have good interactive skills and use good teaching methods to develop and reinforce learning.
- Children are well behaved and co-operative as a result of staffs caring calm manner, use of praise and positive language. They settle quickly into the routine of the day and adapt easily to changes. They are happy and busily occupied throughout the day.
- Children have good communication skills. They confidently approach adults and each other to share ideas and make needs known. They sit and listen well. They follow instructions which enables them to develop skills in a very

good music session.

- Children's physical skills are developing well as they make good use of the resources both inside the nursery and in the outside play area. They have good manipulative skills and enjoy climbing, running and pedalling on the ride-on toys.
- The partnership with parents is good and staff and parents work together to plan children's next steps for learning which are identified as challenges for learning on the challenge tree.

What needs to be improved?

- opportunities for children to develop calculation in practical activities, use and handle books and access books to locate information and develop links between learning
- opportunities for children to develop spontaneous role-play for issues that concern them and access resources, tools and materials to use their own imagination in role-play and craft
- planning to show how activities can be extended for children learning at different rates; evaluation of activities; and achievement records to show how all learning can be acknowledged
- systems for evaluation of all aspects of the provision to ensure continual improvement
- opportunities for children to find out about the past and discuss their lives and develop links between home and nursery.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children arrive and settle quickly in the group, engaging friends and staff in conversation. They adapt well to the change in routine and are happy and busily occupied. Children are well-behaved and co-operative. They help pack away, share and take turns. Their independence skills are developing well as they put on coats and aprons, go to the toilet and get tissues for noses. They do not freely select resources for craft or pour their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children confidently approach adults and each other to engage in conversation and ask for help. They sit and listen and follow instructions well especially at music time. They know initial letter sounds and words beginning with the weekly letter, staff do not link this to children's names. Some children write their names, many write recognisable letters. They use emergent writing in the role play area. Staff do not talk about title and author of books. Children do not access information books.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Many children can count to ten and higher. They recognise numbers to ten especially those relevant to them for example their age. Counting is reinforced throughout the session. They learn concepts of addition and subtraction through number songs and planned activities using plastic animals. Children do not have opportunities to develop calculation skills at practical activities. Children know basic shapes using interesting activities to reinforce.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children have good opportunities to investigate and explore. They see flowers changing when adding colouring. They make and melt ice. Some children have very good IT skills manipulating the mouse well. They access a range of technology including disc players and telephones. Visitors including animals develop children's understanding of the community and living things. They do not have good opportunities to learn about the past and share things from home.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children move safely and confidently in the room and when playing outside. They climb and balance and manoeuvre bikes with skill. They show good co-ordination when throwing and catching and kicking balls. They practice running, hopping and skipping. Children have good manipulative skills when using tools including paint brushes, rolling pins, scissors, glue sticks and play dough. They thread beads and manipulate jigsaw pieces well.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children explore colour and texture through a variety of craft activities. They enjoy singing matching words and actions. They play musical instruments developing a good sense of rhythm. They clap and tap to the song. Children use imaginations well, acting out scenarios with the car mat, train track and dolls house. They enjoy role play including at the office. Children do not have good opportunities to develop role-play for issues that concern them or freely select craft resources and tools. | |
| 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 more opportunities for children to find out about the past and discuss their lives and develop links between home and nursery
- develop opportunities for children to; use calculation in practical activities; use and handle books and access books to locate information and develop links between learning; independently access resources, tools and materials to develop spontaneous role-play for issues that concern them and use their own imagination in craft activities
- develop planning to show how activities can be extended for children learning at different rates; effectively evaluate activities; review achievement records to show how all learning can be acknowledged
- develop effective systems for critically evaluating all aspects of the provision to ensure there is continual improvement.

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.