



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511150

DfES Number: 530283

INSPECTION DETAILS

Inspection Date 21/02/2005
Inspector Name Carol Cox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Yew Tree Nursery
Setting Address Yew Tree Farm
Tarnock
Axbridge
Somerset
BS26 2SA

REGISTERED PROVIDER DETAILS

Name Mrs Wendy Griffin

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

Yew Tree Nursery opened in 1998.

It operates from purpose built premises in Tarnock village. There are large playrooms for pre-school children, a baby unit and toddler rooms and a dining room shared by all the children. The children have access to a large enclosed play area. The setting also offers a breakfast club, after school care and a holiday club. The nursery serves the local and surrounding area.

There are currently 200 children from three months to eight years on roll. This includes 42 funded three and four year olds. Children attend for a variety of sessions. The setting has experience of supporting children with special educational needs and who speak English as an additional language.

The nursery opens five days a week all year round except for Bank Holidays, and closes between Christmas and New Year. Sessions are from 07:00 to 19:00. Kindergarten sessions are from 09:00 to 15:30.

Thirty full time and part time staff work with the children. Twenty four of the staff have early years qualifications to NVQ level 3. One member of staff is currently working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Yew Tree Nursery provides high quality nursery education and children are making very good progress in all areas of learning. They are making particularly good progress in personal, social and emotional development, knowledge and understanding of the world and physical development. Free access to a large well-planned outside play area provides children with exciting opportunities to explore and experiment with different materials and equipment and to observe their environment.

The quality of teaching is very good, staff are well qualified and planning ensures that all areas of the foundation stage curriculum are covered. Staff make regular observations of children's attainments but these are not always used to plan for the next steps in learning for individual children, consequently at times more able children are not always fully challenged. The pre-school staff are developing a clearer system to record and use observations of children's learning. Children enjoy good relationships with staff who help them understand how their behaviour impacts on others, generally children behave very well. Provision for children with special educational needs is very good and staff liaise closely with parents and other professionals.

Leadership and management is very good, the pre-school manager supports staff well with regular supervision and appraisals, however staff are not always able to access training. The pre-school team make regular evaluations of learning activities to monitor the quality of education on offer. The staff work closely together, are well qualified, share expertise and are committed to on going professional development.

Partnerships with parents are very good, there is information available for parents about the provision through regular newsletters and notices. Parents are invited to attend regular formal meetings with key workers to share records of their children's achievements. Staff work closely with parents to help children settle.

What is being done well?

- Children are making particularly good progress in personal, social and emotional development, knowledge and understanding of the world and physical development. Free access to a large well planned outside play area provides children with exciting opportunities to explore and experiment with different materials, tools and equipment. Staff use the local environment and visit local amenities to help children learn about their world, for example children visited a local garden centre to buy bird tables, feeders and food to attract wild birds.
- Staff are well qualified and planning ensures that all areas of the foundation stage curriculum are covered. Children have free choice of activities and are learning how to make good choices about their own learning and to select

appropriate resources. Staff support children well and allow them time to explore and develop learning.

- Staff have good relationships with children and help them understand how their behaviour impacts on others, generally children behave very well. Provision for children with special educational needs is very good and staff liaise closely with parents and other professionals.
- Staff are well supported with regular supervision and appraisals. The pre-school team work closely together, are well qualified and committed to on going professional development.
- There is clear information available for parents about the education provision and they are invited to attend regular formal meetings with key workers to share records of their children's achievements. Parents contribute resources and are involved with their children's learning through shared activities.

What needs to be improved?

- the use of regular observations and assessments of children's learning to plan for next steps in learning to ensure all children are challenged to fully progress in their learning
- opportunities for staff to access training.
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What has improved since the last inspection?

Very good progress has been made since the last inspection to improve the children's access to materials and resources and to provide opportunities for children to develop more personal independence. The nursery was also asked to ensure children have easy access to books, numbers and positive images of different people.

Staff now help children to develop good self care skills. They are encouraged to choose activities and select resources and to plan and develop their learning through particular interests. Children learn to recognise their own care needs and address them appropriately with sensitive support from staff when needed.

The planning of the activities and the development of children's free access to the large outside area offers improved opportunities for children to use a wide range of materials, tools and equipment to support their play. Staff offer support in both adult led and child initiated activities with the development of specific skills. Children have chances to explore, discuss and experiment with artefacts and objects. For example, children have learned to use wood working tools and are now starting to design and build their own models. They now use the outside area to observe wildlife and grow plants.

The book corner is now well used by children who also visit the local library. There are many examples of numbers in the nursery and posters and resources reflect positive images of how different people live. Books and resources are easily

available for children to develop and use of reading and mathematical skills in meaningful activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are helped to settle within the group and make relationships with each other and adults. They are encouraged to choose their own activities and staff support them well through talking and listening. Children learn about taking care of themselves and are given time to practise new skills. They understand the need for rules and routines and are learning about how their behaviour affects others and how to resolve difficulties. Children learn about the lives and needs of other people.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are encouraged to use language and extend their vocabulary through a range of activities. Small groups offer comfortable opportunities for younger or less confident children to share their news and ideas. Most children are able to recognise their own names and some children are beginning to write their own names. All the children enjoy story time and children discuss ideas and express themselves. Opportunities to use reading and writing skills are included in everyday activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting in everyday activities and most can count to five, some can count higher. Children enjoy singing number games and staff help younger children use their fingers and objects to count. There are many opportunities for children to use mathematical language to identify shapes, make comparisons and begin to solve simple problems. Some children are able to make simple additions and subtractions with support from staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy finding out about their world through different activities. They visit local amenities and use their outside area to make observations and give simple explanations about the world and living things. They talk confidently about their lives and engage with adults to plan for future activities. Children have free access to a wide range of materials and resources to design and build. They celebrate birthdays and events and are beginning to learn about the lives and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a wide range of well planned activities to explore movement using different equipment. They have a good awareness of each other and are able to make clear pathways on bikes and cars. They learn about their bodies and their physical needs and enjoy caring for themselves. Children use a range of large and small equipment and tools and are free to access resources as they need them. Younger children are well supported by staff to learn how to use tools safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to explore and enjoy creative activities. Children freely access musical instruments, dressing up clothes, role play props and craft materials to express and demonstrate their emotions, lives and imaginations. Children enjoy singing and dancing and make up stories to accompany their games. Staff are happy to participate in games and role play with children and help them develop their own ideas.

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:
- the further development and use of assessment records to plan for future learning for all children.

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.