



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY100052

DfES Number: 558974

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Caroline Hearn

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Audlen House Day Nursery
Setting Address	131 Station Road Thatcham Berkshire RG19 4QH

REGISTERED PROVIDER DETAILS

Name	Mrs Helen Driscoll
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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

Audlen House Day Nursery is privately owned by Aesop Nurseries who run a chain of two nurseries. The nursery was opened in January 2002. It operates from a detached building and is set out over two floors. On the ground floor is the Fairies room for babies aged up to two years. On the first floor they have the Pixies room for children aged from two to three years. On this floor they also have the Pre-School room (Elves) for children aged from three to five years. The nursery is close to Thatcham town centre and is used by families who live outside the immediate area as well as those who live locally and in the nearby villages.

There are currently 49 children on roll. This includes 12 funded three year olds and 7 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The nursery opens five days a week between 08:00 and 18:00 with the exception of public holidays and the days between Christmas and New Year.

Nine staff (excluding the manager who is supernumery) work with the children. Seven staff (including the manager) hold recognised early years childcare qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (E.Y.D.C.P).

How good is the Day Care?

The over all quality and standard of day care is good. Staff are deployed effectively and work well as a team. This ensures the children are offered continuity of care. The nursery has a large selection of well maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged. They have a varied selection of resources, which reflect positive images of culture, ethnicity, disability and gender. These are used appropriately during planned activities to ensure the children obtain a good understanding of our diverse society. All of the relevant documentation is in place although in places this lacks certain minor detail.

The nursery has good safety arrangements in place and the reasons for these are explained in an age/stage appropriate way to the children. They maintain clear information regarding each child and staff have clearly taken the time to get to know all the children present. This is reflected in the type of individual care offered to the children. Mealtimes in each room are seen as a very social time. Staff sit with the children to offer them support using cutlery and praise their achievements.

Planning and preparation is well thought through and this results in the children being offered a wide range of appropriate activities and gaining as much as possible from them. The staff are consistent in their method of behaviour management. This ensures that the children have clear boundaries. The staff consult with parents about the need for any special services and equipment for children who have a special need. This helps to ensure the on going development of special needs children who attend the setting.

Time is made at the end of each session for staff to talk to parents regarding any concerns and to discuss their child's day and achievements. All of the relevant documentation is in place regarding the children thus ensuring they are able to offer them continuity of care.

What has improved since the last inspection?

Not applicable, as was registration visit.

What is being done well?

- Staff are offered a varied amount of additional training. They are encouraged to share this with their colleagues and implement what they have learned to enhance their existing good practise.
- Children appear to be confident and interacted well with their peers and adults present.
- The group has a large selection of well-maintained toys and equipment, which encourage children's development and ensures that they are sufficiently challenged.
- The staff have a clear understanding of health and safety issues and ensure this knowledge is put in to practise during direct work with the children.
- All children are included and their differences are acknowledged and valued.

What needs to be improved?

- documentation to include and ensure, parents acknowledge medication administered to their children by signing the record book and that the complaints procedure gives the contact address of the regulator (Ofsted).

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
14	Include and ensure parents acknowledge, medication administered to their children by signing the record book and that the complaints procedure gives the contact address of the regulator (Ofsted).

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

How effective is the nursery education?

Audlen House Day Nursery offers high quality pre-school education where the children make very good progress towards the stepping stones and early learning goals. They make very good progress in personal social and emotional development, communication language and literacy, maths, knowledge and understanding of the world, physical and creative development. Children are provided with varied selection of resources to support their learning. Staff use these resources appropriately during well planned sessions to ensure children gain as much as possible from them. Staff question the children about what they have learned and ensure children have time to consolidate their learning.

Teaching is very good. Staff work well as a team with clearly defined roles. They have very good knowledge of the stepping stones and use this to plan a varied selection of appropriate activities. All activities are comprehensively evaluated and these evaluations are taken in to consideration when undertaking future planning. There is a highly effective system in place to provide support for children with special needs. Staff are aware of the need to act as positive role models and are consistent in their method of behaviour management. This ensures that the children have clear boundaries. Staff complete regular observations of the children's achievements and these are clearly documented and used for planning individual development.

Leadership and management is very good. The manager and deputies have clearly defined roles and work well to support both each other and staff. They clearly evaluate their work and use these evaluations to further enhance their practise.

Partnership with parents is very good. Parents are kept well informed regarding their child's progress and achievements. Both formal and informal time is made for the parents to discuss their child's on going development. Staff work to create a warm and welcoming environment for the children and their parents.

What is being done well?

- Children show good concentration skills and express their ideas confidently to adults.
- Children show confidence when offering solutions to mathematical problems.
- Children engage confidently in imaginative role play activities.
- Staff have a good understanding of the foundation stage and this is clearly evident in their planning.
- Parents are kept well informed regarding their children's progress/achievements and are encouraged to be actively involved in their children's learning.
- Staff work well as a team and have clearly defined roles and responsibilities.

What needs to be improved?
<ul style="list-style-type: none"> • opportunities for children to practise writing their name.

What has improved since the last inspection?
Not applicable as first inspection of funded nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to confidently select and appropriately use resources to develop their own ideas. They are clearly aware of the needs of others and that their actions have consequences. Their independence is fully encouraged during activities, this was especially evident during mealtimes when the children take it in turns to set out the place settings and help dish out food. Staff praise children for their efforts, which helps to build their self confidence, self esteem and good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversations with each other, staff and visitors. They listen well and respond to stories, enjoying visual props to aid their learning. Children are keen to learn new words, sounds and extend their vocabulary. They are clearly aware print carries meaning and look for familiar letters in written words. They are not always encouraged to practise writing their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can clearly count up to ten and beyond with understanding. They are appropriately using mathematical language such as more and less in everyday situations. They are able to use correct terms to describe and compare shape, position, size and quantity. Children are also beginning to show confidence when offering solutions to mathematical problems. They are keen to find the solutions and work through problems by themselves before asking staff for help.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the world through planned and appropriate practical experiences. They are offered a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. Children are confident when exploring, investigating and asking questions. They have an understanding of their own culture and are learning about others. They are able to confidently use a varied selection of programmable toys and equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are offered an appropriate and varied selection of activities to encourage their physical development. Due to this they are able to negotiate space successfully. They are able to move confidently and freely around the environment, with an awareness of others. Children are developing good small and gross motor skills using a range of resources. They are beginning to recognise that good practises with regard to exercise and eating can contribute to their on going good health.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are able to engage confidently in imaginative role play using a variety of different props. They are given plenty of opportunities to explore and experiment using a variety of different textures and media in their art and play activities. The range of activities offered encourages the children to use all their senses. There are good opportunities for children to select their own materials, resources and tools when taking part in craft activities.	

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 the following:
- provide further opportunities for children to practise writing their name.

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.