



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 108451

DfES Number: 540471

### INSPECTION DETAILS

Inspection Date	04/11/2004
Inspector Name	Judith, Mary Butler

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Computer Associates Child Development Centre
Setting Address	Ditton Park, Riding Court Road Datchet Slough Berkshire SL3 9LL

### REGISTERED PROVIDER DETAILS

Name	Computer Associates International Inc
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### ORGANISATION DETAILS

Name	Computer Associates International Inc
Address	One Computer Associates Plaza Islandia NY 11788 7000 U.S.A.

## 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

Computer Associates Child Development Centre opened in 1999. The nursery operates from the ground floor of Computer Associates in Datchet. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children share access to a secure outdoor play area.

There are currently 61 children aged from 6 weeks to under 5 years on roll. Of these 22 children receive funding for nursery education. Children attending come from a wide catchments area, as parents using the facility are employed by Computer Associates.

The nursery employs 26 staff. Of these 25 staff hold appropriate early years qualifications to at least level 2. The nursery follow the Montessori ethos and 12 staff hold Montessori qualifications. The setting receives support 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?

Computer Associates Child Development Centre offers acceptable nursery provision which is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff show a sound knowledge of the Foundation Stage and use this to plan a good range of interesting and stimulating activities and resources. Children are interested to learn and participate in the activities with enthusiasm and enjoyment. All staff are involved with the planning process with one staff member responsible for producing the final product. The planning does not identify the stepping stones expected to be achieved by children completing the activity. A key worker system is in place and children's progress is monitored through regular observations. There are systems in place to support children with special educational needs. Staff treat the children with kindness and respect. Children are well behaved and are able to share the toys and resources and show co-operation with their peers.

Leadership and management are very good. Staff are clear about their roles and responsibilities within the setting and work well together as a team. Staff hold regular room meetings to discuss the planned activities and individual children's progress. An established appraisal system is in place and staff are formally requested to identify their strengths, weaknesses and training needs.

Partnership with parents is very good. Parents receive information about the setting through the prospectus, computer system, newsletters, notice boards and daily discussions with staff. Parents are invited to twice annual formal meetings to discuss their child's progress. Parents are not requested to complete an entry profile when their child enters the pre-school.

### What is being done well?

- Children are settled in their surroundings, they leave their main carer with ease. They relate confidently to each other and adults within the setting. Staff treat the children with kindness and respect. Children are well behaved and are able to share the toys and resources and show co-operation with their peers in their play.
- Children are confident in recognising their names in print. Many children are able to write their own names. Children enjoy stories, they handle books with care and are aware that print carries meaning.
- Children have opportunities through everyday resources and practical activities to use numbers and simple addition and subtraction within their everyday play. Children count with confidence up to and beyond 10 and many children recognise written numerals from 0 to 9.

- Staff provide children with a good range of activities to enhance their gross motor skills. Children are able to climb over, under and through. They move with confidence around all areas of the nursery. Children steer, ride and pedal bikes and sit and ride toys with increasing confidence and ability.

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

- planning, to formally identify the expected learning outcome in relation to the stepping stones
- the development of a system to enable parents to share with staff what they know about their child at the beginning of the Foundation Stage.

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

The nursery has made very good progress since the last inspection.

An identified special educational needs co-ordinator has been identified within the nursery. A nominated staff member works with the funded children. The Code of Practice is held within the nursery and staff have attended relevant training and support sessions. Staff work closely with parents and outside agencies when caring for a child with identified special educational needs.

Parents are invited to visit the pre-school when their child starts the Foundation Stage. Staff discuss the early learning goals and developmental records held with parents at this time. Regular newsletters and notices inform parents of the current themes and planned activities. Seminars are held and these cover a range of topics including the Foundation Stage. Formal parents interviews are held every six months and these are used to discuss individual children's achievements and progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children leave their main carer with ease; they are confident in their surroundings. The staff and children form good relationships. Staff treat the children with kindness and respect. Children are well behaved and are able to share the resources and show co-operation with their peers in their play. Children are developing their independence skills and are able to self select the resources they wish to use and work alone at a number of tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate with confidence to each other and adults within the nursery. They sit and listen at group times and take turns in talking. Staff extend the children's vocabulary at every opportunity and children are enthusiastic to learn new words. They are able to recognise their names in print and many are able to write their names and recognisable letters. Children enjoy books and stories; they treat the books with care and are aware that print carries meaning.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to use resources to encourage them to use numbers within everyday activities. Staff encourage the children to use simple addition and subtraction through practical and fun activities. Children are able to count up to and beyond 10 and many children recognise written numerals from 0 to 9. Children use mathematical language with confidence in normal play situations, for example biggest, longer and higher. They are confident in their use of shape and pattern.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children experience a good range of activities and resources to learn through first hand experiences and aid them in using their senses. They are able to relate confidently events that have happened in their own lives and are becoming aware of other cultures and traditions. Staff make effective use of circle times to draw children's attention to how things work, the community and the environment. Children are confident in their design and making skills.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide children with a good range of resources to develop their gross motor skills, both in and outside the nursery. Children move confidently around all areas of the nursery and are able to climb over, under and through. They steer and pedal bikes, negotiating fixed and moving objects. Children are aware of their bodies and are competent in their personal hygiene. Children select from a wide range the tools they wish to use; they to use a variety of tools safely and with control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children respond with enthusiasm to new experiences. They really enjoy and participate at group times; they are confident in communicating their thoughts and feelings. Staff provide children with an interesting range of activities and resources to allow them to freely express themselves, for example role play, small world toys, art and dance. They enjoy singing and join in with the actions to a number of songs both new and familiar to them.	

**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:
- planning, to formally identify the expected learning outcome linking to the stepping stones
- the development of a system to enable parents to share with staff what they know about their child at the beginning of the Foundation Stage.

*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.*