



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122529

DfES Number: 521844

INSPECTION DETAILS

Inspection Date 30/04/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Surrey Oaklands Day Nursery
Setting Address West Park
Horton Lane
Epsom
Surrey
KT19 8PB

REGISTERED PROVIDER DETAILS

Name Surrey Oaklands NHS Trust

ORGANISATION DETAILS

Name Surrey Oaklands NHS Trust
Address Trust Headquarters
Oaklands House, Coulsdon Road
Caterham
Surrey
CR3 5YA

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

Surrey Oaklands Day Nursery was established in 1984. It offers full and part time day care for children three months to five years and is registered for 47 places. The nursery is owed by the Surrey Oaklands National Health Service Trust.

The day nursery is open on Monday to Friday 8 a.m. to 6 p.m. for 52 weeks a year. Currently children 47 attend through the week on a full and part time basis. The children come from the Epsom area and from across the Surrey area as most of the parents work at the West Park Hospital or other Hospitals within the National Health Service Trust. A few places are made available for children to attend who live within the local community. There are 21 children that receive funding for nursery education, 15 are three year olds and 6 are four year olds. There are currently no children who speak English as a second language or with special educational needs.

The nursery is based in a three story self contained, converted Edwardian house in the grounds of the West Park Hospital. There is Badgers and Moles on the first floor for children aged two to five years of age. The Hedgehog room for babies aged three months to 16 months is on the ground floor, and Rabbits for children aged between 16 months and two years. All children share access to a large fully enclosed outdoor play area.

There are currently 19 staff at the nursery work on a full and part time basis. All staff hold or are working towards, either the Diploma in Nursery Nursing (NNEB) The Diploma in Playgroup Practice (DPP) or the National Vocational Qualification (NVQ) Early Years and Education level two or three. There is one qualified early years teacher working with the three to five year olds.

Staff receive support from an advisory teacher from the Surrey Early Years Development and Childcare Partnership.(EYDCP)

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

How effective is the nursery education?

The provision of nursery education at Surrey Oaklands day nursery is very good. It enables children to make very good progress in all six areas of learning towards the early learning goals.

The quality of teaching is very good. Staff plan a wide range of stimulating practical activities which capture the children's imagination. Grouping is effective ensuring that all children access all of the activities. Both younger and older children's individual development is reflected in the programme. Good emphasis is given to developing children's independence and bilingual children are supported appropriately. Resources are of good quality and organised very well to encourage children to make choices and learn. Staff are skilled at developing children's language, and encourage them to think. They encourage them to find out things, ask questions and talk about what they are doing. Free play activities for funded children are presented in an enthusiastic and lively manner. Children's work is well displayed by staff throughout the nursery.

Staff observe and make notes of children's learning in the each of the six areas of learning. This enables them to use assessment to target individual needs and to plan out the next steps in children's learning which is shared with parents.

The leadership and management of the group is very good. The two managers have been effective in developing a committed staff who have a collaborative approach to all aspects of their work. They work effectively as a team. There is an appraisal system in place that monitors and evaluates the quality of teaching.

The partnership with parents and carers is very good. Parents spend time talking informally and formally to staff about their children. A communication book goes home regularly to keep parents informed of their child's progress. There are newsletters to keep parents informed of project work and they are encouraged to contribute their skills where ever possible.

What is being done well?

- Children's creative work is valued and respected by staff. It is well displayed for children and parents to see.
- Bilingual children's language is well integrated into the programme through singing songs and counting.
- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain children's interests and efforts.
- Children's personal, social and emotional development is excellent. They are confident, interested and able to work on their own. Independence is actively encouraged by staff for example; Children find their own dinner mats, lay

their own place for lunch and pour their drinks. Behaviour is exemplary.

- Staff set challenges for all children that increase their thinking skills.

What needs to be improved?

- the support for bilingual children

What has improved since the last inspection?

At the last inspection the provider was asked to develop current record keeping and ensure it covered all six areas of learning. Assess children regularly and use information to inform planning. Ensure that children have easier access to resources to encourage them to make choices and make books more accessible in enable them to look at them independently. Good progress has been made the planning now covers all six areas of learning. The Surrey Profiles for assessment are in place used regularly and helped to inform planning. Additional shelves at children's height has been put up to give children more opportunities to choose equipment to use. The book corner has been moved to enable all children to access. The quantity of books reduced and changed more regularly with comfortable bean bags for sitting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are learning to understand about different cultures. They share and take turns and are beginning to understand right from wrong. Children's behaviour is exemplary.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Both younger and older children are keen to communicate with staff through talk and gesture. They listen intently to stories. They use the cosy book corner to enjoy books and understand how they work. Older children know well the sounds of letters and words. Children recognise their names and older children are beginning to write these correctly whilst younger children enjoy mark making opportunities in a variety of different ways at the writing table.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children are learning to count to 10 and beyond. Older children are aware of the order of numbers both forward and back. They recognise, shapes and are able to compare big and small, short and long. Good practical play and rhyme opportunities encourage all children to understand calculation. Children explore volume and capacity, matching, pattern making and solving problems through their play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A very good range of activities. Project work encourages children to explore living things and compare similarities and differences. They work with magnets and are becoming familiar with their local surroundings. They have opportunities to make models from construction and select, assemble and join together materials. They explore technology using the computer well. They work with time, exploring past and present. Festivals are celebrated. Easter displays are evident.

PHYSICAL DEVELOPMENT

Judgement: Very Good

All children are given regular opportunities to develop their skills as they confidently balance, run and jump. Staff are on hand to give support and encourage new skills such as helping children to manage bikes safely. They use large and small equipment well. All children are aware of their bodies and the space they have to move around in. Both younger and older children learn to handle scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT

Judgement: Very Good

All children participate enthusiastically, they draw freely and use a wide variety of creative materials including paints and play dough. Children enjoy the florist shop role play where they act out and make up their own scenarios. They make marshmallow hats and enjoy tasting them at tea time. There is planned music and movement and opportunities to explore instruments and sounds. Children sing a wide range of songs and enjoy using their voices accompanied by a guitar.

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 is no significant weaknesses to report, but consideration should be given to improving the following:
- strengthen the support for bilingual children by providing dual language labelling on work areas and familiar equipment.

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.