



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130612

DfES Number: 521180

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Anne Dowse

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rickmansworth Nursery School
Setting Address Scotsbridge Pavilion
Scots Hill
Rickmansworth
Hertfordshire
WD3 1HU

REGISTERED PROVIDER DETAILS

Name The Committee of Rickmansworth Nursery School 1059207

ORGANISATION DETAILS

Name Rickmansworth Nursery School
Address Scotsbridge Pavilion
Scots Hill
Rickmansworth
Hertfordshire
WD3 1HU

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

Rickmansworth Nursery school opened in 1993. It operates from Scotsbridge Pavillion in Rickmansworth serving Rickmansworth, Croxley Green and surrounding areas. The nursery is managed by a voluntary committee, who run as a private non-profit making charitable trust. The group have use of one large room which is divided into separate play areas. There are also toilets/cloakroom, storage areas, kitchen and a fenced outdoor play area, with access to nearby tennis courts and fields.

The nursery is registered to take 24 children aged 2 years 9 months to 5 years of age. There are currently 24 children from 3-5 years on roll. This includes 7 funded 4 year olds.

Children attend for a variety of sessions and are able to support children with special educational needs.

The nursery opens 5 days a week 09:00-12:00, term time only. Three full time and one part-time member of staff work directly with the children. All three full time members of staff have a recognised early years qualification and have a wealth of experience in working in a early years environment. The nursery leader holds a teaching qualification and is the recognised special educational needs co-ordinator. The part time member of staff is presently working towards gaining a recognised childcare qualification.

The nursery have strong links with the local primary school and offer a play based curriculum linked to the foundation stage.

The group are given support from the Early Years Development Childcare Partnership and are members of the Pre-School Learning Alliance.

The inspection took place over two days.

How good is the Day Care?

Rickmansworth Nursery School provides good quality care for children.

Staff complete ongoing training and are deployed effectively. Children and parents are welcomed into a warm and stimulating environment, however, procedures for their safe arrival and departure needs to be reviewed.

Children are given opportunities throughout the morning to access a substantial range of toys and resources. Children are able to make choices of planned and unplanned activities, and are able to move freely from one activity to another.

The nursery have working policies and procedures in place to ensure the safety of the children, and health and hygiene are promoted through discussion with the children and practising good hygiene procedures. A varied and healthy snack is provided at snack time which staff use as an opportunity for discussion and to develop the children's social skills.

Children are given opportunities for outdoor play on a daily basis. Children are involved in the daily routine of packing toys away and positive behaviour is encouraged through praise and discussion. Children are encouraged to respect one another.

Staff have a caring and sensitive approach when dealing with children with special educational needs and time is taken to ensure that all children are included in the activities offered.

Partnership with parents is good and questionnaire's reflect that parents are kept well informed, by way of regular consultations, notice board, newsletters and scrapbooks of children's work. Procedures for storing some documentation need to be reviewed. Parents sit on the committee and are encouraged to become involved in the nursery, through fund raising and helping out. Time is given to talk to parents on a regular basis.

What has improved since the last inspection?

At the last inspection the nursery were asked to ensure that a system is in place for registering children's attendance, showing times of arrival and departure. An extra sheet has been added to the register showing dates and times.

They were asked to review their equal opportunities policy to ensure that it is consistent and in line with current legislation and guidance. This has since been reviewed and re-written.

The nursery were asked to ensure there is a written statement on behaviour management, including bullying, which states the methods used to manage children's behaviour, and to ensure incidents are recorded. The policy has since been reviewed and re-written and incidents are recorded in a book.

The nursery were asked to ensure that the written complaints procedure included the contact details of the regulator. These have since been added to the complaints procedure.

What is being done well?

- Staff are deployed effectively within the nursery. They show commitment to carry out ongoing training. Space and resources are organised to meet the children's needs effectively.
- The environment is warm and welcoming to children. Rooms have been divided into different areas of play. Children's work and pictures are displayed and all resources are easily accessible and clearly labelled.
- A good range of toys, resources and equipment are available. They are of good quality and provide a balanced range of activities which promotes learning in all areas.
- All children are valued, included and their individual needs met. Staffing, resources and the environment are adapted to ensure all children can take part in activities.

An aspect of outstanding practice:

Staff successfully plan and provide a consistent and stimulating range of activities and resources which help children progress in all areas of learning with particular regard to creative development. Paints, sand, clay, playdough and an extensive range of role play resources are always accessible every day. Staff systematically question children throughout their play to extend the children's vocabulary and thinking. (Standard 3)

What needs to be improved?

- the reviewing of safety procedures for the safe arrival and departure of children
- the storing of confidential documentation.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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
6	Review safety procedures for children's arrival and departure.
14	Ensure confidentiality when storing documentation within the nursery.

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

How effective is the nursery education?

The provision for nursery education at Rickmansworth Nursery School is of high quality. Children are making very good progress towards the early learning goals within all six areas of their development.

The quality of teaching is very good. Staff have a sound knowledge of the early learning goals, which enables them to plan an interesting and appropriate curriculum. Plans give due emphasis to all six areas, however, they do not show learning intentions or how they are to challenge children who are more or less able. Staff's interaction is meaningful and purposeful, they frequently ask them questions to make them think. Resources are of good quality and well organised to increase children's independence. Staff promote positive role-models, they praise and encourage children during tasks and are sensitive to children's individual requirements. Staff are recording regular observations and are working towards a new system where observations link to the stepping stones and show how children are progressing towards the early learning goals.

The leadership and management of the nursery school is very good. Staff are consistent, committed and enthusiastic. They continually update their skills through training and pass on information to other team members to improve the quality of the provision. Staff are well deployed and engaged with the children at all times. They strive to improve their provision through regular staff meetings. The teacher in charge values outside support and teacher input, she has developed good links with many schools in the local area and wider community.

The partnership with parents and carers is very good. Parents are encouraged to discuss any issues regarding their child. Parents receive good quality information about the early learning goals and how the nursery aims to develop these into the children's learning programme. Parents are encouraged to support their child's learning through topic work and focus letter of the week.

What is being done well?

- Children are happy and settled, they are excited to arrive in the mornings and fully engage themselves within the wide range of activities and resources available to them.
- Children's communicating, language and literacy development is fostered throughout the provision. Children are encouraged to make marks and write within all areas including the role-play hospital.
- Staff have developed good relationships with the children, they are aware of individual needs and meet these well. Staff plan a good balance of structured and free-play sessions. They fully participate within the children's self-chosen activities. Adult's interaction is purposeful and meaningful and have

developed some good questioning skills to encourage the children's thinking and communication.

- Staff have developed close links with parents and carers. Parents are very happy with the care and education their children receive, they have expressed how caring, approachable and friendly staff are.

What needs to be improved?

- staff's short term planning of activities, to highlight learning intentions and consider differentiation, to ensure children are being appropriately challenged
- the management and use of observations to assess learning and enable children to extend their progress and learning towards the early learning goals.

What has improved since the last inspection?

The nursery school has made good progress since the last inspection. They were requested to extend children's recording of numbers in mathematics through practical activities. Children have regular opportunities to explore numbers, counting and shapes, for example: comparing eye colour. Results are then recorded using graph work methods and tallying, which are displayed in the room.

The setting was to extend the observation and assessment of children to include records of attainment and progress within all six areas of learning. Staff have changed the assessment format to include all six areas of learning and are reviewing the process further following recent training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to access their environment, they are fully engaged and focused within activities. Behaviour is generally good, there are positive methods which are consistently reinforced appropriately and sensitively. Children respect adult role models and are pro-active to help at tidy up time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are good communicators, they listen to stories with enjoyment and can sing many songs from memory. Children have developed a positive approach to writing and use many tools/materials readily available to practise early writing skills, such as the writing table, easel, chalk board, sand tray and writing utensils incorporated in the home corner. A letter of the week supports children's correct naming and sounds of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy the challenges of puzzles and sit for sustained periods of time, developing good matching skills with minimal support, this is also reinforced well by the use of the computer. Children have access to a good range of resources to develop their concepts of weight, shape and numbers. Staff are on hand to support and extend children's understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Ongoing topics are utilised well. Plans give children good opportunities to develop concepts of the wider world. Staff take full opportunity during snack time, where many learning opportunities are exploited and revisited. Children enthusiastically discuss personal events in their lives, such as visiting the hospital or dentist and participate well within discussions around the topic, 'people who help us'. Resources are available to promote their skills within ICT.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children confidently ride bicycles forwards and backwards. They show developing batting and ball skills. Children move carefully around the environment, aware of others. Children are encouraged to talk about the importance of staying healthy, e.g. drinking milk at snack time to make their bones grow. Children can utilise pencils, glue sticks and scissors with growing expertise.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring texture and form of play dough, sand and clay. Children's imagination is extended through a well equipped hospital role-play area, they enjoy dressing up in special people outfits, to enact imaginative scenarios. Free painting is easily accessible for the children. A regular country dancing session supports this area well. Children fully participate and concentrate during music sessions, they each select an instrument and play this enthusiastically.

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, but consideration should be given to improving the following:
- maintain high standards of the education programme by continuing to improve staff's planning, to ensure short term plans highlight learning intentions and consider differentiation, to challenge children appropriately.
- continue to develop the use of observations relating to the stepping stones, to assess children's learning and enable children to extend their progress towards the early learning goals.

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.