



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY224734

DfES Number: 558907

### INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Claudia Padfield

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Foxley Nursery School
Setting Address	Manor Drive Shurlock Row Reading Berkshire RG10 0PX

### REGISTERED PROVIDER DETAILS

Name	The partnership of Foxley Nursery School
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### ORGANISATION DETAILS

Name	Foxley Nursery School
Address	Manor Drive Shurlock Row Reading Berkshire RG10 0PX

## 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

Foxley Nursery School is situated in the rural location of Shurlock Row, a small village on the edge of the Royal Borough of Windsor and Maidenhead and close to Bracknell, Wokingham and Twyford.

A Foxley Nursery has been in the village since 1939 and in its present position since 1979. The nursery has been registered with its present owner and person in charge, Mrs. Sharon Trayling since April 2002.

It is open Monday to Friday, term-time only between 08.45 and 15.30 to care for 32 children aged 2 to 5 years. The nursery is registered with the local authority to receive funding for 3 and 4 year olds pre-school education. The group is a member of the Pre-school Learning Alliance.

At present, there are three qualified members of staff (Diploma in nursery nursing and B.A Certificate in Education) and one assistant. All members of staff have a valid First Aid certificate and all have previous childcare experience.

The nursery is set in a detached, single storey building, purpose built in 1990 and surrounded by a large garden. It is located down a private lane and parking is available along the main road. The children have use of a large L-shaped room and a smaller room, toilets and a kitchenette. There is disabled access and toilet.

Outside, part of the garden has a deep bark surface underneath the play equipment. The setting has two miniature Shetland ponies and a rabbit.

### How good is the Day Care?

Foxley Nursery School offers good quality care for children. The setting offers a clean bright and welcoming environment where children are valued and can feel secure in their play. Staff have good relationships with the children and are sensitive to their individual needs. Good use is made of the available space and children have opportunities to choose from the imaginative and interesting resources on offer.

Staff demonstrate an awareness of safety issues and have taken precautions to safeguard children. They are aware of the importance of closely supervising children at all times. Staff work well together as a team and are effectively deployed. Children follow good hygiene procedures and practice their independence skills at snack time and with in bathroom routines. Snack times are a sociable occasion and children have access to water from a dispenser at any time.

Children are confident and respond well to the known routine. They are interested and involved in their play and relate well to each other and the adults in the group. Staff are interested in what the children say and do, they talk and listen to the children, asking them questions to make them think. They frequently offer praise and encouragement to the children.

Partnership with parents is good. The friendly and approachable staff team welcomes them into the group. Newsletters, notice boards and well-written policies keep them informed about the provision and the children's activities. Staff keep detailed records of their key children's achievements. Parents have regular meetings and receive termly written reports to which they are able to contribute.

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

Not applicable.

#### **What is being done well?**

- There are excellent operational plans in place and staff understand where to access information as required.
- The children are in effective groups and the space is organised well to allow children to move confidently and safely within the setting.
- Staff keep detailed records which they share with parents to keep them informed of their children's progress.
- Children are involved in a stimulating range and balance of interesting activities, which help them make progress in all areas of development.
- Staff praise and encourage positive behaviour and children learn right from wrong.

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

- update contact address and telephone number of regulatory body for complaints.

#### **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
14	Ensure up to date contact for Ofsted is in complaints procedure.

## 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 Foxley Nursery School is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good, the staff have a sound knowledge of the early learning goals and planning is in use to develop a varied and stimulating curriculum. All activities are well resourced and staff plan for each child's individual learning and update observations on a daily basis. Challenge and support are set in place for children in every day activities. Children are encouraged to become independent thinkers, enjoy opportunities to self-select and make decisions. There are effective interest tables and role play areas, which change regularly to encourage the children to use their imagination and act out real life experiences. Staff have high expectations of behaviour and encourage children to share and co-operate. Good relationships between staff and children are evident, staff interact well with the children engaging them in conversation, encouraging them to listen and think for themselves.

The nursery accommodation and grounds has a positive impact on the children's learning. Staff use this within the planning to extend and provide new and different opportunities such as the vegetable patch, musical mobile frame and nursery animals.

Leadership and management is very good. Staff work well as a team with strong managerial direction and support. The deployment of staff is effective to enhance the children's learning. Planning and preparation is very good and there is regular evaluation of activities. Staff are receptive to new ideas and identify the groups strengths and weaknesses, this in turn contributes to the ongoing development of the group.

Partnership with parents is very good and contributes to the children's learning. The group produce well-written documentation and parents share in the observations and discussion about their child's progress.

### What is being done well?

- Staff create a well planned stimulating environment where children learn through a wide range of activities.
- Children's personal, social and emotional development is very good, staff are skilled in allowing children to be confident, use their initiative and become independent learners.
- Children speak clearly and confidently, as a result of staff's level of involvement in their play and conversations.
- Children are developing positive relationships with adults and peers, through encouraging communication and negotiation and frequent opportunities for

language related activities.

- Staff have a secure knowledge and understanding of how children learn and use the early learning goals to plan effectively. Children have good opportunities to explore shape and number through everyday activities.

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

- To continue to evaluate practise to maintain high standards and strive towards continuous improvement.

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

First Inspection under new ownership.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident; they speak individually in large group situations and listen at story times. They know the routine well and have good relationships with each other and staff. They demonstrate good self-care skills and enjoy talking about themselves, their families and their homes. All very eager to share the family book and discuss the photographs. Children take turns as they negotiate with each other to use equipment.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language skills are good. They are attentive during stories and respond appropriately to questions put to them. They enjoy singing songs and join in enthusiastically using actions. They handle books correctly and refer to information around them such as the interest table or display about sponsoring a child in India. Children understand print carries a meaning as they make marks or write their own names.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress exploring number in a variety of everyday situations, for example, numbers of children in the group and counting cups for snack time. Many of the children count beyond 10 and perform simple addition and subtraction in practical activities, "I need one more". Well planned activities to extend and promote the children's understanding of matching and shape, for example, shape lotto.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world through topics. They use their senses as they explore a varied range of materials and objects such as the growing daffodils. They are developing an increasing knowledge and ability from a wide range of practical activities and resources. They have confidence to share past and present events in their lives. They build, construct and investigate with purpose during free play, for example, making bonfires.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently around the nursery and outdoor play space. They continually use the climbing frame and outdoor activities to challenge and develop the children's physical development. Staff provide many opportunities for children to develop hand eye co-ordination. They move bikes with skill along the roadway and competently use a range of equipment to extend their fine motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy the freedom to use their imagination in role play. They participate in songs and rhymes making choices about the songs they wish to sing. They move skilfully during dance sessions. The children enjoy and extend their skills during free creative craft linking to the topics of the week, such as, " I am making noodles".	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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: Continue to evaluate practise to maintain high standards and strive towards continuous improvment.

*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.*