



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133626

DfES Number: 516876

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Saltway Day Nursery
Setting Address	Saltway House, White Post Road Bodicote Banbury Oxfordshire OX15 4BN

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Kathryn and Timothy O'Connor
Address	Saltway Day Nursery Saltway House, White Post Road Bodicote, Banbury Oxfordshire OX15 4BN

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

Saltway Day Nursery has been open since 1995. It operates from the whole of the ground floor of a Victorian vicarage which stands back from the main road leading into the village of Bodicote. There is a separate outside enclosed play area. The proprietors of the nursery and their family live on site. The nursery serves the local area and many surrounding villages.

There are currently 106 children aged under one to five years on roll. This includes 26 three year olds and 16 four year olds receiving funding for nursery education. Children attend for a variety of sessions. There are currently no children with special needs or children who speak English as an additional language on roll.

The nursery opens five days a week during term time. Sessions are from 08.00-18.00 Monday to Friday and is open for 51 weeks of the year. Fourteen staff work directly with the children and well over half the staff have early qualifications equivalent to NVQ level two or three.

The nursery receives support from Early Years Development and Childcare Partnership workers and has been awarded a Certificate of Quality Assurance. They are members of the Pre-School Learning Alliance and close links have been formed with the local reception class.

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

How effective is the nursery education?

Saltway Day Nursery provides high quality nursery education overall which enables children to make very good progress toward the early learning goals. Provision for knowledge and understanding of the world and mathematical development is particularly well planned and implemented. Children are provided with an inclusive environment.

The quality of teaching is very good. Staff provide a bright and stimulating learning environment where children are developing independence. Children select freely from a wide range of good quality and clearly labelled resources. However, non-fiction books are not effectively organised to encourage children's usage. Staff are skilled in extending children's learning and present exciting challenges which children eagerly respond to. Activities are creatively presented. Children explore their environment; they are curious and motivated to learn particularly when investigating as scientists. The quality of assessment is excellent, staff work closely together to assess and plan for children's individual needs. Clear and detailed records are kept of children's progress. Any children with special needs are identified early and in consultation with parents an individual learning programme is established.

Leadership and management are very good. Staff are well supported by an effective appraisal system and regular meetings with management. Management involve the staff in the running of the nursery, responsibilities are shared and staff are clear about their roles. Staff and management are fully committed to the improvement of care and education for children. Constant evaluation is effective in identifying weaknesses and implementing any improvements.

Partnership with parents and carers is very good. Parents are kept well informed about their children's progress and development and meet to discuss at open days. Parents involve themselves in their children's learning and contribute to ongoing assessments and reading records.

What is being done well?

- Children use number to problem solve in their everyday environment. Staff provide an environment rich in number and mathematical challenges. When using the home corner a notice written in numbers and also written in words in three languages clearly states only three children can be inside the area at one time. Children are constantly aware of the number of children in the area and negotiate with others to ensure they are always within the limit.
- Children are curious and motivated to learn particularly when investigating why things happen and how things work. While studying about other environments children rise to the challenge of creating a wind to make the

ducks cross the water tray. Children delight in flapping sheets of paper to create a wind. They select from a range of different coloured and sized sheets of paper and discuss which was the most effective and why.

- Children are confident and developing a strong sense of independence. Children have opportunities to select which activity they would like to involve themselves in and the routine is flexible enough to allow children to develop their play in a future activity session. Activity boxes are clearly labelled with pictures and text, allowing children to make choices.
- Staff's quality of planning and assessment are excellent. Assessment is daily and ongoing across all the areas of learning. Information obtained through assessment is used to plan for children's individual learning needs. Assessment feeds into comprehensive and detailed children's progress and development records.

What needs to be improved?

- presentation of reference books, review the way reference books are displayed to make them more accessible and to encourage children to use them as a tool during topic work.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Staff have evaluated the quality of the book area and have taken effective steps to make it more comfortable and inviting.

Cushions and a divider have been purchased making the area a more intimate and desirable place for children to visit. Children select from a bookshelf and a box containing big books. Amongst the collection of books are books written in different languages and showing positive images of other cultures. Children now have a greater choice of books and often share books together as the activity of their choice. Non-fiction books are also displayed nearby.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and developing strong independence. They are provided with an environment that is stimulating and full of resources that they select freely from. Children have high self-esteem, and are particularly proud of themselves when being praised by others for their achievements. Children are very well behaved and respond well to staff expectations. An inclusive environment is provided for all children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and respond to stories with enjoyment. They are learning about story structure and create their own stories. Children share books daily and staff keep ongoing records of assessments to share with parents. The environment is rich in print, the children label the work on display. Children are fostering a love of books, however, the organisation of reference books does not effectively encourage children to use them as a tool.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are provided with challenges of problem solving and calculation, which they are quick and eager to respond to. The environment is rich in number where children use number and numerals in everyday play situations. Staff are knowledgeable of what children know and activities are suited to the children's individual levels. Children are learning to use and respond to positional language in creatively planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are learning about the natural world and environments different to their own through involvement in a range of fun and exciting activities. They are learning to investigate and are developing an understanding of how things work. Children are developing a good sense of time. They use a photographic clock to inform them of what is happening next. Children use computers with confidence. Children discuss their design ideas and work collaboratively when using construction and model building.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are learning to balance and develop skills in co-ordination through participation in an exciting and well planned curriculum. They select from a wide range of large and small equipment both inside and out. Children follow simple instructions and move with an awareness of other's space. Children are developing a basic understanding of the effects of exercise on their bodies and how to best manage themselves. Children are confident using tools and explore a range of materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use the craft room to explore a range of colours, textures and materials. Children are using their senses to explore a variety of experiences and are confident in using language to express their ideas and feelings. The musical curriculum is planned to ensure all children share the same opportunities to explore musical instruments and singing. Children use their imaginations to explore real and imagined situations through role play.

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:
- the organisation of reference books to encourage children to use as a point of reference during topic work.

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.