



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 130485

DfES Number: 546030

### INSPECTION DETAILS

Inspection Date 05/08/2004  
Inspector Name Sheila Harrison

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Charters Nursery  
Setting Address YMCA Woodlands Centre  
Off College Road  
Abbots Langley  
Hertfordshire  
WD5 0GN

### REGISTERED PROVIDER DETAILS

Name The Committee of Watford and District YMCA 250113

### ORGANISATION DETAILS

Name Watford and District YMCA  
Address YMCA Woodlands Centre  
Off College Road  
Abbots Langley  
Hertfordshire  
WD5 0GN

## 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

Charters Day Nursery opened in September 1998 and operates from the Woodlands Centre, Abbots Langley. It is a purpose built self contained building and is part of the Watford and District YMCA who also provide a crèche and out of school care. Children that attend come from Abbots Langley and the surrounding area. There are currently 77 children from 3 months to 5 years on roll. This includes 17 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. There are currently no children with special needs attending and 1 child who speak English as an additional language attend.

The group opens 5 days a week all year round excluding bank holidays, a week at Christmas and two days per year for staff training. Sessions are from 07:30 until 18:30. There are 23 members of staff who work with the children including the manager and deputy and 17 staff hold early years qualifications. The setting receives support from a qualified early years teacher and follow a High Scope method of teaching.

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

The quality of teaching is very good. Staff provide a broad, balanced and purposeful curriculum which includes a range of stimulating activities, both indoors and outside. Staff are secure in their knowledge of the Foundation Stage and use the curriculum guidance to good effect. Planning is undertaken by the senior practitioner and discussed amongst the team. The learning intentions are understood and evaluated. Assessment generally informs the planning with the areas of children's development being highlighted.

Staff have developed meaningful relationships with the children and are successful in supporting them during skilful interaction and questioning. Children's confidence and sense of belonging are fostered through the effective key worker system. Staff encourage the children to behave well with high expectations and positive reinforcement. They ensure worthwhile use is made of time and resources. Staff are confident to divert from the plans to allow the children's emerging questions and interests.

Appropriate systems are in place to support the children identified with special educational needs and they have some experience in strategies for children with English as an additional language.

Leadership and management are very good. The management is supportive in staff training and professional development. The information from staff observations, inset days and staff meetings are used to monitor and improve the quality of care and education.

The partnership with parents is very good. A welcoming and enthusiastic relationship has been established. Parents are given information about the Foundation Stage with a weekly newsletter. The children's development is regularly reported to parents. Photographs and plans are displayed in the corridor.

### What is being done well?

- Staff have created rich and stimulating experiences outdoors, encouraging the children to work enthusiastically on a larger, more active scale. Children have the opportunity to use the garden in all weathers stating, "There is no such thing as bad weather only inappropriate clothing".
- Children are inspired to learn through practical experiences. They observe a seahorse brought by a staff member after a book brought by a parent sparked some interest. They handle it carefully, observing it's feel and appearance.

- Staff use varied and suitable teaching methods including clear explanations and challenging questions extending children's spontaneous play. They make successful use of unforeseen opportunities to encourage the children's natural interest. Children went to see the tree that had been struck by lightning.
- Staff manage the children's behaviour carefully. They act in a consistent manner using positive methods of rewards and praise, enhancing the children's development to share, negotiate and take turns. Staff are skilful role models using appropriate praise and encouraging good manners. Staff encourage easy and trusting relationships with the children, they foster the children's self-confidence, extending their learning through the effective key worker scheme.

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

- links from the assessment of the children's progress to the planning of the curriculum
- the children's physical experiences from different perspectives such as from the top of a climbing frame.

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

The nursery has made very good progress since the last inspection. They have reviewed the handwriting style in cooperation with the local nursery schools and have agreed to concentrate on pencil control and pre-writing skills.

Staff have attended training on the Foundation stage and the High Scope teaching method. Part time staff are briefed about the learning intentions and helpful questioning techniques.

The children are grouped within appropriate key worker groups and activities are suitable adapted to meet the developmental needs of the children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children react well to staff and are excited to learn. They carefully handle a seahorse anticipating how it feels to touch. Staff encourage children to take turns and to negotiate differences. Children plan their choice of activity and cooperate with each other. They show care and friendship for each other, discussing their emotions following a thunderstorm. Their confidence and independence is promoted through the daily routine, taking turns to lay the table and helping at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to each other, adults and in groups. They can explain their ideas of how to pick the high fruit to the staff. Children can recognise and some can write their names. They respond with enjoyment at story time, concentrate and ask questions relating to the story. They handle books carefully and know that print carries meaning. Children attempt writing for different purposes in the role play area and when making and sending postcards to their homes.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are counting for a purpose as they count children and cups at snack time. They can count to more than ten and recognise the numerals. Outside the children take full part in acting out ten green bottles and "What's the time Mr Wolf." They compare sizes, knowing which staff member is the tallest and able to reach the high fruit. Children use mathematical and positional language within the group time and staff skilfully check the children's understanding.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop a rich understanding of the features of the local environment with trips to the park and a ride on the local train. Children grow, harvest and eat their own vegetables. They discuss changes as the fruit ripens and by adding water to the paint blocks. Children have chances to construct and make pathways with the train set and Duplo with staff allowing children time to develop and finish their ideas.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children exercise vigorously outside and there are many valuable chances to discuss the changes that happen to their bodies when active. They enjoy tricycles, running and playing with bean bags and hoops. Children are taken to the nearby park for some opportunities to climb and encourage new skills such as learning to swing. Children use real tools in the garden and a wide range of small -scale tools and equipment with increasing skill.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have access to varied and interesting role-play with exciting and realistic artefacts, many of which they have made themselves. They express joy and enthusiasm outside, making pirate ships from large cardboard boxes. Children are learning through their senses by tasting their vegetables and making lavender bags. Visitors have come to the nursery to share Indian music instruments and wind instruments. Children have chances to explore the properties of different types of paint.

**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:
- develop more formal links from the assessment of the children's progress to the planning
- extend the children's physical experiences from different perspectives such as from the top of a climbing frame.

*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.*