



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137751

DfES Number: 532146

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Bharti Vakil

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Acorn Nursery
Setting Address School House, Oakington Manor Drive
Wembley
Middlesex
HA9 6NF

REGISTERED PROVIDER DETAILS

Name The Committee of 'The Board of Governors, Oakington Manor School'

ORGANISATION DETAILS

Name 'The Board of Governors, Oakington Manor School'
Address School House
Oakington Manor Drive
Wembley
Middlesex
HA9 6NF

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

Acorn Nursery has been operating for four years. The Board of Governors of Oakington Manor School is responsible for the nursery. The head teacher is the nominated person for the Board.

The nursery serves the local and wider area. It opens Monday to Friday from 08:00 to 18:00 for 48 weeks a year. Children attend for a variety of sessions.

The nursery is based in a purpose built building on Oakington Manor School grounds in Wembley. There is access to a fully enclosed outdoor play area.

There are currently 28 children from 8 months old to 5 years old on roll. This includes 4 funded 3 year olds and 3 funded 4 year olds. The setting currently supports a number of children with special needs and those who have English as an additional language.

There are fourteen members of staff who work with the children and this include the co-ordinator and the manager. The co-ordinator is a qualified teacher. Over half of the rest of the staff hold recognised early years qualifications to National Vocational (NVQ) Level 2 or 3. Two members of staff are attending further training to improve their qualification level.

As well as English three staff members speak Hindi, Gujarati and Urdu.

How good is the Day Care?

Acorn Nursery provides good care for children.

The nursery is well organised and effectively managed. Suitably qualified and experienced staff are recruited. The co-ordinator, the manager and staff members have a very good understanding of their roles and responsibilities, and work well as a team. The children are very well cared for.

All of the required records are in place. They are well maintained, up to date and

securely stored.

The premises are well maintained and welcoming, the play areas are attractive and inviting to children. There is sufficient space available for children indoors as well as an adjacent outdoor play area to play, rest and move around comfortably. There are good standards of safety, hygiene and security in place to keep children safe.

The effective planning of daily routines helps children to feel secure and look forward to their day. The staff ensure children have access to suitable and exciting activities. This promotes learning in all areas and enables children to make very good progress.

The nursery provides very good support to children with English as an additional language and children with special educational needs.

The staff team manages the children's behaviour well and this helps the children to become highly involved in activities. The children receive sufficient attention and support to enable them to feel secure and confident as staff help them in making choices, and continually praise their efforts.

Partnership with parents is valued. A good range of written information about the setting is available to parents. Staff follow good recording routines throughout the day so that parents receive information about their child's welfare and well being at the end of each day.

What has improved since the last inspection?

There were no actions set at the previous inspection.

What is being done well?

- A comprehensive operational plan and well organised policies and procedures promote the efficient and safe running of the group.
- There are good contingency arrangements in place for staff breaks, absences and emergencies. This ensures the overall required staffing ratios.
- There is a strong commitment to staff training. The staff have opportunities to strengthen their knowledge through attending various training courses. This maintains an appropriate skill base for the care of children.
- Staff provide a range of suitable and exciting activities using the wide range of good quality toys and equipment. The children have many opportunities to make choices as they develop their knowledge, skills and understanding. They are stimulated and interested in their environment. This promotes learning and development in all areas and enables children to make very good progress.
- The nursery provides a wide range of toys and equipment. The resources include a good range of toys, books and puzzles to support children's learning about differences and diversity.

- There are good policies and procedures in place for all aspects of health and safety. The staff team is very vigilant about children's safety at all times.
- The staff have a consistent approach into the management of children's behaviour. Staff encourage children through praise and recognition. Children are clear about the boundaries of behaviour they should adhere to.
- Partnership with parents is very good. Parents are well informed about the setting's operational plan, such as activities, policies and procedures. Parents are asked to visit the setting with their child a few times before actually starting, in order to familiarise them with the environment. The staff provide written daily feedback about children's routines, activities and events. The good relationships with parents enables the children to be happy and feel secure whilst they are in the care of the nursery.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to the following:
- the written complaints procedure to include the address and telephone number of Ofsted
- the child protection statement to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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.

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

How effective is the nursery education?

Acorn Nursery offers high quality nursery education where children are making very good progress towards the stepping stones of the early learning goals.

The quality of teaching is very good and this is a major strength of this setting. Staff have a thorough knowledge of the Foundation Stage of Learning and they plan very effectively to provide an exciting and well balanced curriculum in and outdoors. Staff assess children's learning against the stepping stones and use this information to plan what children should do next. Records clearly show how the children make progress. Staff provide very good support for children with English as an additional language and special educational needs. Children are able to learn at their own pace. Children's behaviour is managed extremely well. Staff deployment is excellent and a key strength is the staffs ability to question children, extending their vocabulary and thinking during practical activities.

The leadership and management of this setting is another major strength. The manager is very well organised and she offers very good support and guidance to the staff team. She has developed strong relationships with staff, parents and other professionals, which benefits the children's learning opportunities within the setting. There is a strong emphasis on staff development, which ensures that staff are continually extending their knowledge and skills. The manager and her team are very professional and dedicated. They work hard to provide very good learning opportunities for the children.

Partnership with parents is very good. Information about the setting and the nursery curriculum is available to parents. There are formal and informal opportunities for parents to discuss their child's progress with staff. Parents are encouraged to be involved with their children's learning and there are good links between home and the nursery environment.

What is being done well?

- Staff have a very good knowledge and understanding of the Foundation Stage of Learning and they plan a very exciting and well balanced curriculum.
- Staff work extremely well as a team and with parents and professionals to support children with English as an additional language and special educational needs within the setting.
- There are very good assessment procedures in place to help staff to provide suitable support and challenges for individual children. Children are able to progress at their own pace.
- Children are developing a high self-esteem. They have excellent opportunities to make very good progress in all areas of learning.

- Children are highly motivated, excited and enthusiastic to learn in this rich learning environment.

What needs to be improved?

- the organisation of a wide range of art and craft materials to offer children further opportunities to develop their own ideas in a creative and imaginative way.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good relationships with adults and each other. They play cooperatively together, sharing and taking turns. Children are developing their independent skills as they choose activities and select resources for themselves. They are learning a sense of right and wrong and help each other during their play. Children are able to concentrate for lengthy periods of time, for example, story time. They are developing an understanding of other cultures and their own beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and they initiate conversations with adults and each other. They are encouraged to express their thoughts and ideas during practical activities. Children link sounds to letters and name letters of the alphabet. They are developing good pencil control as they begin to write for a variety of purposes. Children enjoy using books and understand how they are organised. They have very good opportunities to role play stories for example, 'Mr Gumpy's Outing'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count confidently and reliably and they recognise some written numerals. There are very good opportunities for children to explore simple addition and subtraction through number rhymes and grouping objects. They are learning about shape and space as they fit puzzles together and use equipment in the water and sand play. Children are beginning to use mathematical language to describe size and position. They have good opportunities to solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about their environment, for example, mini-beasts: light and dark; and past and present events. They explore and investigate using a wide range of materials and they question why things happen and how they work. Children are confident when using the computer and programmable toys. They can build and construct using different materials. However, a wide range of art and craft materials is not available to help children to develop their own creative/ imaginative ideas.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with increasing control and they show an awareness of space as they steer wheeled toys around each other. They have very good opportunities to participate in a variety of outdoor activities. Children use a wide range of tools: equipment; and malleable materials with increasing confidence, for example, rolling pins, scissors, clay and dough. They are developing a good understanding of health and hygiene practises through different themes and the daily routine.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have very good opportunities to explore colour, shape, space, texture and form in two and three dimensions. They take part in a variety of activities, which encourage them to use their senses, for example, taste and smell. Children enjoy musical instruments and they sing a range of songs from memory. They have very good opportunities to explore and to write their own stories. Children are able to share their own ideas during imaginative play, for example, in the home corner.

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:
- provide a wide range of art and craft materials to offer children opportunities to implement their own ideas in a creative and imaginative way.

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.