



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134032

DfES Number: 511536

INSPECTION DETAILS

Inspection Date	17/02/2004
Inspector Name	Carole Tyrrell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Balliol Day Nursey
Setting Address	2a Rawlinson Road Oxford Oxfordshire OX2 6UE

REGISTERED PROVIDER DETAILS

Name	The Committee of Balliol Day Nursery
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ORGANISATION DETAILS

Name	Balliol Day Nursery
Address	2a Rawlinson Road Oxford Oxfordshire OX2 6UE

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

Balliol Day Nursery is located in North Oxford on the ground floor of a large Victorian house. The group is registered to take in a maximum of 16 children aged from 3 months to 5 years. The group is currently in receipt of funding for 5 children aged 3-5 years. The nursery is family orientated and children can move freely between rooms. The group has access to a well equipped outside play area. Hours of opening are from 9:00-5:00, 46 weeks per year. Priority for places is given to staff and students at Balliol College., other places are available to the general public. There is always a minimum of 4 staff on duty.

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

How effective is the nursery education?

The nursery education at Balliol Day Nursery is generally good overall and provides a caring and welcoming environment for children. Children aged three and four years make good progress in all areas of the foundation stage.

The quality of teaching is generally good. Staff are well qualified and have good knowledge of the early learning goals. Effective planning helps children to make good progress. Staff know children well and are sensitive to their needs helping all children feel valued. They are committed and work well as a team. The system of assessment provides staff with information to monitor children's learning. Children with special needs are welcomed and staff accept many children who speak English as a second language. However, staff need to increase their knowledge of how children learn in different ways and ensure resources are always available to encourage children's independence. Staff manage children's behaviour well and set good models of behaviour so that children learn right from wrong and show consideration and politeness towards each other.

Leadership and management of the setting is generally good. The supervisors and staff work hard as a team and are committed to improvement by attending training courses. The management effectively monitors and evaluates the provision for nursery education and responds to requests to improve resources regularly. Although staff evaluate their own teaching regularly and discuss improvements, staff are not individually appraised.

The partnership with parents is very good, contributing to children's progress. Parents are provided with a range of information about the setting. They are well informed about their children's progress and what their children are doing through photographs, displays of children's work and well-presented notices. They have opportunities to discuss their child's progress and are welcomed into the group. There is a very good home/nursery reading scheme.

What is being done well?

- Partnership with parents is very good, contributing to children's progress particularly with the home/school reading scheme. Parents are provided with a range of information about the setting. They are well informed about their children's progress and what their children are doing through photographs and displays of children's work and well-presented notices.
- Staff work well as a team and are knowledgeable in the early learning goals. They provide a caring and welcoming environment for children where they are given individual attention as numbers are low so they are confident and happy to attend.
- Children are well behaved. They are polite and show consideration for each

other.

- The environment is attractive, stimulating and reflects the importance of language through well displayed colourful displays of children's work and pictures. The nursery is well resourced with an exciting indoor and outdoor play area to develop children's enthusiasm and desire to attend.
- Children with English as a second language are welcomed and become bi-lingual and other cultures are reflected well within the nursery.

What needs to be improved?

- children's independence, access to tools such as scissors;
- management of staff to ensure that effective assessment of their progress is made;
- staff knowledge of how children learn in different ways.

What has improved since the last inspection?

Improvements made since the last inspection have been very good. Planning and record keeping is now comprehensive. The aims and areas are now covered in planning and the outcomes are noted both in children's workbooks, individual teaching records and on activity planners.

The nursery has expanded the provision for information technology to include a computer, programmable toys and games to extend children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Staff manage children well and set good models of behaviour. Children are polite and staff have high expectations. They learn to care for themselves through good hygiene. They enjoy a happy, secure environment, making good relations with staff and peers. They show interest, excitement and motivation to learn as they concentrate and use their initiative but there need to be more opportunities for children to become independent. Photos of children record them showing a good range of feelings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are encouraged to talk, sharing ideas with their peers and adults. They write their names and some children can read/write simple sentences in books. Structured handwriting helps children learn to write correctly. A structured reading scheme is available for parents to help their children to read. Computer programmes are used to reinforce their learning for instance with sounds and letters. There are missed opportunities to extend group activities by full use of large print books.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most three year old children are beginning to count to ten and four year olds up to twenty. There are good incidental opportunities to count in everyday situations. They begin to calculate during cooking. They use language to describe and compare shape, size and quantity for instance on the wall display where length was measured using lego. Four year old children are effectively monitored and make good progress. However, staff need to extend their knowledge of how children learn.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The outdoor area is used well. Children have opportunities to explore and investigate living things such as mini beasts, leaves and flowers grown in the garden outside. They are learning to identify similarities and differences using magnifiers. There is a wide range of everyday technology and programmable toys to support children's learning. Planned activities help them notice changes as they cook. Children are exposed to a wide range of experiences of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing confidence in movement and an awareness of space. Staff are on hand to give support and encourage new skills such as hopping, skipping and balancing. They have regular opportunities to develop their large motor skills as they swing, balance, climb under/over and manoeuvre cars around. There is a good range of large and small equipment available in the outside adventure playground. Children are developing their fine manipulative skills using a range of tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a broad range of creative media around topics, producing excellent individual and group displays. They use their imagination freely in movement, stories and role play where activities are varied and interesting. Staff make good use of role play to develop children's understanding of the world. Activities are varied and interesting and children are supported to develop their creativity. Children have the opportunity to use musical instruments and sing nursery songs.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Increase children's independence by improving access to tools such as scissors.
- Ensure that the management of staff effectively assesses their progress.
- Increase staff knowledge of how children learn in different ways.

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.