



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY256535

DfES Number: 543444

INSPECTION DETAILS

Inspection Date 13/12/2004
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Springles
Setting Address Axstane House
Hever Road, West Kingsdown
Sevenoaks
Kent
TN15 6HD

REGISTERED PROVIDER DETAILS

Name Springles LTD

ORGANISATION DETAILS

Name Springles LTD
Address 57 South Parade
Chiswick
London
W4 5LH

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

Springles Limited at Axstane House opened in 2003.

The Day Nursery is situated in the centre of West Kingsdown. The single storey premises have been converted from a Doctor's surgery and provide four large rooms for the care of babies, toddlers and pre-school children as well as a communal room for activities or meals; there is enclosed outdoor play space and car parking also available.

The Nursery is open Monday, Tuesday, Wednesday, Thursday and Friday from 08:00 until 18:00, throughout the year. The Nursery also accommodates drop offs at 07:00 when two staff are present.

There are currently 50 children on the register who attend for either full days or a number of sessions each week. There are 15 funded children of three and four years old. No children with special educational needs (SEN) attend at present although there are several with English as an additional language (EAL).

The Nursery has two directors, both of whom have early years qualifications. There are nine staff who work with the children. All of the staff have early years qualifications, one is currently working towards recognised a qualifications to NVQ level 2 and three are working towards NVQ level 3.

The group receive support and training from the Early Years Advisory teacher (EYDCP).

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

How effective is the nursery education?

The nursery education at Springles is acceptable and of good quality overall. Children are making very good progress in their creative development and generally good progress in the other five areas of learning.

The quality of teaching is generally good, activities are well planned and managed. Staff provide clear instructions and enable children to develop and progress by extending their play. Staff are patient and calm, offering very good opportunities for children to experience self selection, although provision for literacy is not always fully extended during activities and routines. The observations and assessments of children are thorough and systematic, providing a detailed and reliable account of progress. Children's records also identify the next steps in their learning. Procedures for children with special educational needs are inclusive and positive. Planning is flexible and clearly focussed on what children can do and how they need to progress.

Leadership and management is generally good. The manager and room supervisor work collaboratively, developing and reviewing the provision. Staff are familiar with the stepping stones and early learning goals and use these effectively when organising and delivering activities. Staff evaluate and monitor quality through discussion and with support from the early years advisory teacher. There is good documentation to support and guide staff.

Partnership with parents is generally good. Parents express their satisfaction with the service and the progress children make in the group. Staff provide frequent verbal feedback on children's development and regular opportunities to ensure parents access the records of their children's progress. However, there is no formal system to ensure parents can contribute what they know and identify areas for their children's development. Parents are provided with newsletters and encouraged to attend termly "drop in" and annual consultation sessions.

What is being done well?

- Good information and documentation is available to guide staff and parents and enable them to support children attending the nursery. Parents receive a variety of information at parent's
- evenings, through verbal feedback and on a 'commentary sheet' at the end of each topic.
- Self selection opportunities are promoted effectively; children have good access to a wide range of well organised resources and activities which are clearly labelled.
- Staff plan and organise a good variety of imaginative activities and opportunities and use good questions to extend children's understanding.

What needs to be improved?

- the opportunities children have to develop their literacy skills on a frequent and regular basis
- outdoor play and learning, so that children can experience a wide range of activities across the curriculum at all times of the year
- the procedure for drawing up an initial profile of children's knowledge and skills, when they become funded, so that parents can contribute what they know and assist in identifying areas for development

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children choose between activities, select resources to use and learn to make independent choices. They give out cups at snack time and help staff to tidy up. They learn to share and take turns, and help staff to tidy up during the routines. Their confidence and self-esteem are built up by staff who are sensitive to their needs and provide good opportunities for them to converse with adults and each other. Children behave well and are encouraged to contribute their "news" at registration time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy good opportunities to develop their speaking and listening skills at circle time. They enjoy listening to stories and can select books to take home. However, they are not consistently encouraged to notice print, or the sounds of letters and words during activities. Children have good opportunities for mark making and are encouraged to write their names on work, but activities such as role play are not fully exploited to include a variety of examples of written information to use.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and talk about quantities. They are beginning to recognise numerals as they find these on the number line during routines such as registration when they identify the date. They learn that coins have different values when they buy items using the shop. Children enjoy action songs and are developing their confidence to predict, guess, count and add up when they perform the actions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use the outdoor area to observe the natural world and features of the locality. They enjoy observing the shoppers walking past and talk about familiar sights. Staff take opportunities to help them notice changes that occur, for example, when they explore the shaving foam and compare it to snow, identifying animals that live in snowy climates. They learn about families, cultures and events in their lives through the visitors such as the warden and policeman who talk about their work.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use the outside play area for activities throughout the year. They enjoy climbing, pedalling on trikes, using hoops and the stepping stones. They have good opportunities to use construction sets, paintbrushes, pencils and glue spreaders independently to develop their fine motor skills. Children develop a sense of bodily awareness and understand the importance of staying healthy through routines such as brushing their teeth and washing their hands as well as discussing healthy foods.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in singing and music sessions, using their imagination to move like animals and imitate the sounds they make. They draw freely and learn to apply paint in different ways, enjoying opportunities to explore the use of decorative printing and the feel of materials like dough and shaving foam. They enjoy playing together in the role play area with "props" which are extended to include uniforms and equipment to support their imaginative play scenarios.

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

- provide frequent and regular opportunities for children to develop their use and understanding of written language, and to identify the sounds of letters and words
- provide a wide range of outdoor activities so that children can experience play and learning in many areas of the curriculum at all times of the year
- design and implement a procedure for drawing up an initial profile of children's knowledge and skills, when they become 'funded', so that parents can contribute what they know and assist in identifying areas for development.

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.