



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 120213**

**DfES Number: 513686**

### **INSPECTION DETAILS**

Inspection Date	18/01/2005
Inspector Name	Helen Deegan

### **SETTING DETAILS**

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Springtime Nursery
Setting Address	Thorpe Road Staines Middlesex TW18 3HD

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Barbara Waldron
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## 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

Springtime Nursery opened in 1988. It provides full day care for children aged three months to five years and out of school care for children aged five to eight years. It operates from a Victorian building which was previously a school in Staines and facilities include four group rooms, a kitchen, toilets and an outdoor play area.

There are currently 76 children on roll and this includes 36 who are in receipt of nursery education grant funding. The setting supports children who have special educational needs and who speak English as an additional language.

Opening hours are 08:00 to 17:30 Monday to Friday all year round with the exception of bank holidays and one weeks closure at Christmas.

There are seven full time and seven part time staff who work directly with the children, of these ten have a recognised childcare qualification to level three. A further three staff have a level two childcare qualification and are working towards a level three. Ongoing training and support are accessed via the Early Years Development and Childcare Partnership (EYDCP)

## 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 Springtime Nursery is acceptable and of good quality overall which enables children to make generally good progress towards the early learning goals. Children's progress in communication, language and literacy is very good, in all other areas it is generally good.

The quality of teaching is generally good. The staff team provide a secure and friendly setting which builds on the children's confidence and self esteem, they work well together and provide good support for the children. They regularly record children's development but do not always support their observations with evaluative evidence and do not use the information to inform future planning and ensure sufficient challenge for the more able children. They plan a range of activities each week but do not include sufficient information about what they want the children to learn from them. They present some activities on small tables which do not allow enough space for children to play with them purposefully. Staff are effective in incorporating themes and topics into general activities.

Leadership and management are generally good. The whole staff team meet regularly to share information, plan and evaluate the provision, however monitoring has not highlighted all weaknesses in planning and practice. All staff receive an annual appraisal, training needs are identified and they are supported to attend ongoing training workshops. Managers complete self evaluation documentation on a regular basis.

Partnership with parents is generally good. Parents receive about the setting via the notice board, news letters, prospectus and twice yearly meetings with staff, however they do not always receive sufficient information about key workers and their child's development record. They are invited to share their skills and knowledge with the children and to contribute their comments on a feedback form twice per year.

### What is being done well?

- Children are confident and motivated to learn, staff provide a secure and friendly setting which builds on children's self esteem.
- Children have opportunities to mark make and write for a purpose at activities such as the role play area and writing table and staff provide word labelling in various languages including Braille, so that children gain an awareness that print carries meaning.

### What needs to be improved?

- planning, to include information about the learning aims of activities

- the current practice in recording children's development, to ensure that evaluative evidence is recorded and that the information is used to inform future planning and provide sufficient challenge for the more able children
- the provision of activities which encourage children to gain an awareness of different beliefs
- the organisation of sessions, to prevent children sitting for long periods (for example at snack time)
- the presentation of activities, to ensure that children have space to utilise them purposefully.

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

Improvement since the last inspection is very good. At the last inspection the setting was asked to forge stronger links with the schools that the children go on to attend. Teachers from the schools that children will move on to are now invited to visit the nursery and observe the child prior to them leaving. Stronger links have also been formed with the teacher from the adjoining school, who visits the nursery and liaises with the manager.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and motivated to learn. They concentrate well at group activities such as registration time and relate well to staff and each other. Opportunities for children to develop their self help skills and independence are sometimes missed at activities such as snack time. Children's self esteem is promoted by the pride tree, where their achievements are written and displayed on the leaves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children link sounds to letters at activities such as letter of the week and speak confidently in group situations. They have opportunities to mark make and write for a purpose in the role play area and staff provide word labelling around the room so that children gain an awareness that print carries meaning. Children recognise and can write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children enjoy singing number rhymes and can name different shapes and sizes. Opportunities to introduce simple mathematical concepts such as recreating patterns or problem solving into general activities are sometimes missed. Children count confidently up to ten and beyond and experiment with weight and capacity as they pour and fill the sand and water.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use equipment such as telephones and tills imaginatively during role play and use the computer and tape recorder confidently. They learn about the features of living things as they grow bulbs and explore conkers, leaves and pine cones using magnifying glasses. They learn about different cultures and race via positive reflection of diversity within the resources and images in the setting, however they are not encouraged to gain an awareness of religions and beliefs other than Christian.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely with good control. They develop their climbing and balancing skills on the climbing frame and balance beam and develop a sense of space in the play tunnels. Opportunities for children to develop their health and bodily awareness are missed at activities such as snack time. Children use small equipment such as scissors, rolling pins and pastry cutters with increasing confidence.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children play imaginatively and act out familiar roles in the role play area. They draw and paint to represent images and explore different textures at activities such as play dough, sand play and the textures display, however their own artwork is not displayed in the setting. They have good opportunities to move to music, play musical instruments and sing action rhymes.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- develop current planning methods so that greater information is included regarding the learning aims of activities and ways to extend them to meet the needs of the more able children
- develop current practice in recording children's development to ensure that the information is supported with evaluative evidence and is used to inform future planning
- ensure that children have opportunities to gain an awareness of different religions and beliefs.

*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.*