



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511687

DfES Number: 516755

INSPECTION DETAILS

Inspection Date 13/11/2003
Inspector Name Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Maria Grey Nursery School
Setting Address 18a Friars Stile Road
Richmond
Surrey
TW10 6NE

REGISTERED PROVIDER DETAILS

Name The Maria Grey Nursery

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

The Maria Grey Nursery School is on the ground floor of Field House which is a former residential property located in the grounds of the Vineyard School, Richmond. In 1991 the Maria Grey Nursery School was registered as a charity, incorporated as a company limited by guarantee and managed by a committee of parents. The group serves the local community and the majority of the children live within walking distance. There are 2 playrooms, a kitchen, toilets, a large outdoor play area and is open for morning and afternoon sessions during term time. A two week summer holiday club is available to children already registered with the school. The Maria Grey Nursery School is a member of the Richmond Local Authority Early Years Partnership.

How good is the Day Care?

Maria Grey Nursery School provides a good standard of care.

The group has a high staff: child ratio. Recruitment and training issues are efficiently organised. Policies relating to standards are in place and reviewed regularly in order to reflect or modernise good practice though some records are incomplete.

The routine allows children opportunities for play, rest, meals and outings. All staff have a warm relationship with children and talk to and of them with understanding, pride and affection, taking into account individual need, temperament, ability and interests. Children go on outings to stimulate their knowledge of the wider world. They have access to a wide range and quantity of equipment, tools and materials suitable for differing ages, interests and abilities. These reflect a positive image of people from other backgrounds, cultures, ethnic origins, with a disability and in a non-traditional gender role. Snacks are nutritious, accommodating children's individual dietary needs. Drinks are readily available. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic origin, background, ability, religion or language. Children with a disability or special need are warmly welcomed into and integrated in the group and staff adapt resources and routines in order to engage them. Boundaries are clear, sensible and applied in a

skilful, fair and consistent manner.

Staff ensure that the environment is safe, that children are safe on outings and that policy reflects good practice. The environment is welcoming though lacking in storage space. Children understand and practice good hygiene and staff are vigilant in addressing matters relating to health and hygiene.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Child protection issues are properly addressed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Support and encouragement are given to children to participate in activities of their choice, learning through play and at their own individual pace which results in an eagerness to participate and become involved. Staff manage behaviour in a sensitive and age-appropriate manner which encourages children to develop an empathy with others.
- The environment is well-maintained and potential hazards are promptly identified which ensures children play in clean, warm and safe surroundings. Play equipment is varied, safe, easily accessible and children are eager to explore materials suitable for their ages, interests and abilities, promoting their understanding of the world around them.
- Play materials reflect a positive image of race, culture and disability and considerable efforts are made to welcome and involve children with an additional need. This approach encourages children to develop respect and tolerance for others.
- Parents take an active role in the group, are supportive and approving of the approach and the harmony in which they work with staff members ensures children feel secure and welcome.

What needs to be improved?

- the arrangements to store equipment safely.
- the arrangements to record essential details regarding medication and accidents.

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.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure storage arrangements are safe and sufficient for the quantity of materials.
7	Ensure essential details are included in records of accidents and medication.

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

How effective is the nursery education?

Maria Gray Day Nursery offers good quality education where effective teaching helps children make generally good progress towards the early learning goals (E.L.G.'s).

Teaching is very good. The key strengths in personal, social and emotional development are due to the staff making good role models and providing a busy but calm environment, in which children are eager to learn. Staff support children while allowing them to be independent and make choices. The key strengths in creative development are due to staff encouraging children to express their own ideas and opinions, and allow them to move activities in their own direction. Staff are knowledgeable of individual children's levels of ability, and extend or adjust activities accordingly.

The partnership with parents is generally good. There are very good opportunities for parents to be involved with their child's learning through parents being actively encouraged to take a role in the group, and many parents come in to help with sessions. Parents are provided with good written and verbal information on a regular basis to keep them informed of the educational provision and their child's learning, however there are limited opportunities for parents to share what they know about their child.

The leadership and management is very good. The manager monitors and improves the service, by gaining parental opinion and by monitoring and disseminating good practise amongst staff. The manager is very committed to development for both herself and her staff, to ensure they are knowledgeable and up to date with delivering the early years curriculum. The manager works directly with children and staff, and ensures staff are clear about their roles and responsibilities.

What is being done well?

- Children are well behaved due to them being motivated to learn, they choose freely from the resources but remain at activities until complete.
- Children make choices and are allowed to express their own ideas to develop their independence and creativity, for example children involved in a painting activity were allowed to paint the fruit and print with them when this had not been the intension of the member of staff.
- Children's physical development is good because staff plan for regular use of large and small equipment both inside and outside.
- Children make very good progress in mathematics because staff have a good understanding of children's abilities and adapt activities to extend the more able children.

- Staff have a very good understanding of the early learning goals and provide interesting stimulating activities.
- Good leadership and management provides a shared commitment to improvements through ongoing training and development.

What needs to be improved?

- The partnership with parents to ensure parents have the opportunity to share what they know about their child.

What has improved since the last inspection?

To improve literacy by encouraging children to listen more attentively to stories in whole group activities, the group have implemented listening strategies such as using props, puppets etc. Children who may find it difficult to listen to stories are given their own story time when books more appropriate to their development are used with more participation and interaction; this has meant that both groups benefit from whole group story activities.

To ensure that information for parents reflects the whole educational programme, the group have provided written information on all six areas of development and the stepping stones towards the E.L.G.'s. Information is provided on the activities which will promote development, and around the room there are posters and further information on how the stepping stones are implemented.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal, social and emotional development, they build good relationships and are sensitive to others; this underpins their learning in all other areas. Children are well behaved and staff help them to develop good behaviour strategies. Children are confident to speak in a group and have a developing awareness of their own views and feelings, which staff encourage, allowing children to explore and use their own imaginations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. They have a good understanding that print carries meaning due to the good use made of the inviting book area, for stories and information. Children have good communication skills, they interact with staff and each other, they negotiate and show awareness of the listener. Good resources allow children to use writing for a variety of purposes, and therefore they are beginning to form letters and write whole words. (4yro)

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The progress children are making in mathematical development is very good. Staff provide good opportunities for children to use mathematical language in everyday activities, the more able children are extended and challenged, and are beginning to relate addition to combining numbers and subtraction to taking away. Children count confidently and recognise numbers up to ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Children have very good opportunities to explore and investigate objects and materials, and find out about living things. Children know about their own environment and the natural world, through well planned activities and outings. They have good opportunities to take part in science experiments and are learning about cause and effect.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The progress children make in physical development is very good, they move with co-ordination and control, by travelling under, over and balancing. Staff plan for children to have regular use of large and small equipment, which ensures they use them with control and safety. Children are beginning to understand about healthy eating, due to healthy snacks being provided and staff using everyday activities to reinforce knowledge.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. They recognise sound patterns and can match movement to music. Their creativity is strong in music, role-play and art and craft, due to staff allowing children the opportunities to communicate their own ideas, even if it takes them away from their original learning objective.

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

- Review the assessments kept on children to ensure they are informative and objective, and to allow parents to contribute what they know about their child.

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.