



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 153450

DfES Number: 524207

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Mary Daniel

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bovington Nursery School
Setting Address	Cox Close Bovington Camp Nr Wareham Dorset BH20 6NU

REGISTERED PROVIDER DETAILS

Name	Bovington Nursery 1065483
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ORGANISATION DETAILS

Name	Bovington Nursery
Address	Cox Close Bovington Camp Nr Wareham Dorset BH20 6NU

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

Bovington Nursery School was established in 1979 and operates from a converted army barracks building situated in Bovington Camp, near to the town of Wareham. The nursery is managed by a committee of parents and army personnel. Children have use of four main play rooms, a large hall for physical play, toilet facilities, an office, staff room and a kitchen. There is also a library room and sensory room available. There is an enclosed, part-paved, part-grassed outdoor play area. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 15:00, term-time only.

There are currently 72 children on register aged from 2 to 5 years. Of these 44 receive Government funding for nursery education. Children attending come from the local community, the surrounding villages and town of Wareham. The nursery caters for children with special educational needs and those with English as an additional language.

The nursery employs 16 staff, the majority of whom are qualified and experienced in child care and early years education.

How good is the Day Care?

Bovington Nursery School is providing good care for children. There is a comfortable and inviting environment created for children, and they enter the nursery with excitement as they see the colourful and attractive entrance hall displays. Space is used effectively to provide interesting play areas which children explore happily. The nursery is very well organised with a clear management structure and staff recruitment procedures in place. There is a wide range of age appropriate, clean and colourful toys and resources which are overall accessible to children.

Safety prevention in place is suitable overall, although risk assessment has not identified some areas for improvement, for example, the physical play hall. Staff follow very clear hygiene procedures to help in preventing the spread of infection. Children's awareness of healthy eating is promoted well as they enjoy their fruit and

toast days. All children are welcomed at the group and those with particular special needs are catered for very well. There are appropriate child protection procedures in place to follow any concern arising.

Children under three years enjoy their singing and dancing session. They went on a 'bear hunt' in the local woods, showing great delight when they found a 'teddy' hiding in the trees. The pre-school children use their imagination very well as they become cavemen, doctors and policemen. All children contribute to the wonderful variety of artwork and displays around the premises. Staff promote good behaviour well with children and form good relationships. Staff give a reassuring approach and help children to settle in easily to the setting.

Emphasis is given to supporting parents at the nursery and welcoming their involvement in the provision offered to their child. Documentation is very well organised and regard given to confidentiality in use.

What has improved since the last inspection?

At last inspection the nursery were asked to develop an overall operational plan, including gaining relevant parental permissions, and to introduce a system of risk assessment for the provision.

These issues have been addressed satisfactorily with the implementation of clear operational procedures, which are overall used effectively to support the smooth running of the provision. These procedures now also include obtaining parental permission for emergency medical treatment and taking children on outings. Staff are no longer using their own cars to transport children for outings, so those related actions set at the last inspection are no longer applicable. The nursery have a risk assessment system in place and this is regularly completed. However, this system is not fully detailed to effectively cover all aspects of safety in the provision, and is being brought through as a recommendation to address from this inspection.

What is being done well?

- A bright, welcoming environment is created for children and parents. This is particularly evident with the exciting entrance displays, for example, as children explore the jungle and see the parrots in the trees, or they walk through a spring garden and dig in the flowerpots to see what they can find.
- The nursery is very well organised with a clear, overall framework of suitable policies and procedures in place to support staff in their responsibilities. There are clear daily routines maintained which help children feel secure and settle easily into the nursery.
- Staff are dedicated and support children well in their play, encouraging their participation and following their interests. Staff help children well in building up their self-esteem, for example, as they talk about the people they help. This approach results in children becoming confident in their play and showing a willingness to try out new experiences.

- There is a good range of suitable play resources available. These are well maintained and used to support children's interests in play, for example, as they enjoy making up a story with the large size puppets. Children and parents can explore the well resourced sensory room which provides a quiet, relaxing area where senses can be developed and stimulated.

What needs to be improved?

- the use of the risk assessment system to cover all aspects of safety within the provision.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Extend the risk assessment system to ensure all aspects of safety within the provision are included and sufficiently monitored, with particular regard to use of the physical play hall.

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

How effective is the nursery education?

Bovington Nursery School is of good quality overall and the children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects to support children's progress in their creative and personal, social and emotional development, their communication, language and literacy, and knowledge and understanding of the world. Staff form good relationships with the children and encourage discussion well through good use of open-ended questions. Staff are qualified and experienced and use a detailed planning and assessment system. This uses a wide range of motivating and exciting play activities, such as when children have fun building their own dinosaur land. However, planning does not clearly identify how activities can be modified or extended to support children's differing rates of learning. Staff promote good behaviour very well through regular praise and encouragement, for example, children enjoy receiving special stickers for particular achievements, or when they have been helpful or kind. Children generally become absorbed in activities, but some parts of the session are not sufficiently organised to support their varying concentration levels. This results in some losing interest within larger group activities. Staff create a stimulating learning environment, which children explore with enthusiasm.

Leadership and management is very good. The management team give clear direction and support to the staff, for example, they have been pro-active in providing regular training opportunities. There is a good framework of policies and procedures in place, to support the nursery's ongoing aims for improvement.

Partnership with parents is very good. Staff form good relationships with parents and respect them as their child's first educator. There are frequent opportunities provided for parents to share in their child's developmental progress, for example, at the nursery open mornings held each term.

What is being done well?

- Parents involvement is welcomed and encouraged. Parents are kept well informed of events and changes within the setting and given good support in helping their child to settle in easily. Staff maintain regular liaison with parents on their child's development, and they see their creative achievements within the attractive artwork displayed around the premises.
- Children are naturally curious and have great fun exploring and showing interest in their world. They discover how cavemen lived as they play in their cave. They help to plant bulbs, herbs and flowers in their 'garden patch', and look at the differences in their environment on a local walk. They visit the seaside and dig in the sand for shells and seaweed.

- Staff promote children's self-esteem very well, and emphasis is given to helping them feel valued and welcomed within the setting. Children develop a good sense of belonging as they 'sign themselves' in on arrival, and as they walk through the brightly decorated entrance hall and see the models they have contributed to the carefully presented and themed display.
- Staff give a positive approach to play which contributes to children's willingness to try out new experiences, for example, as a policeman visits and lets children investigate the handcuffs. Children enjoy acting out these experiences through a range of role play situations which supports and consolidates their learning.

What needs to be improved?

- the organisation of some parts of the session to maximise children's learning opportunities and support their concentration
- the planning and assessment system to clearly identify how activities can be modified or extended to support all children's needs.

What has improved since the last inspection?

The nursery have made generally good progress since their last inspection of the funded education. The key issues identified at that inspection were based on the planning and assessment system. Staff have developed the assessment process, and now use a format which covers all aspects of the early learning goals. Staff are becoming familiar with this system and and record children's achievements well. However, assessments are not used fully to help staff in provide sufficient challenges for some children. The planning system now clearly identifies an overall learning intention of the focussed themed activities, but does not show how the needs of those children who learn at differing rates are to be supported.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children enter the nursery confidently and settle happily to play. They show good independence skills in putting on their coats and shoes, or in taking a turn to be a 'helper'. Children show concern for others, for example, as a child smiles and gives a hug to a friend, asking 'Where have you been?'. They enjoy dressing up for a charity event, and most use good manners. There is great excitement when the policeman visits and children learn about those who help in their community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children respond happily to simple instructions, for example, in going to fetch some biscuits for snack time. They make good use of language to express their ideas, as a child talks about going on a 'proper' aeroplane with his Nanny. Most children show very good control with mark making tools, and often use them spontaneously within their play, to write a little note or invitation to a friend. Children enjoy choosing their own stories on their weekly visits to the nursery library.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming confident with using numbers and enjoy their counting rhymes and songs. They are beginning to use mathematical language such as 'more' or 'less', as they count how many boys and girls are present, but have less opportunity to independently solve simple practical number problems in their play. Children are learning that numbers have different meanings, for example, as they follow the simple recipe for their cakes, and discover quantity and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show keen interest in how and why things happen, as they make a windmill and watch how the sails go round. They excitedly use the magnifying glasses to see how their caterpillars are developing. Children join and construct with skill, and develop a good sense of time as they recognise the tambourine signal for snack time. They go on local walks, and use a simple picture chart to look for birds, trees and nature items.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children run and skip with pleasure. They enjoy combining a range of movements as they wobble like a jelly bean. Some confidently pedal their bikes with enthusiasm, but are not always negotiating a safe path or giving regard to other children's personal space. Children are developing good hand-eye co-ordination skills as they carefully pour their own drinks. They wash their own hands well and realise when they are hot and thirsty.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children discover colours with interest as they made a colourful bonfire picture. A child discovers he has made a 'bluey-whitey' colour, as he mixes paints. Children enjoy feeling their sticky hands as they make a papier mache dinosaur land. They become involved in their imaginative play as policemen, and as they tuck in their 'babies' to sleep. Children show amazement as they see how their caterpillar has grown, and delight as they smell the flowers and herbs in their beautiful sensory garden.

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

- develop the planning and assessment system to clearly identify how activities can be modified or extended to support all children's differing rates of learning and to provide sufficient challenges in all areas of learning
- improve the organisation of some parts of the session to maximise children's learning opportunities and ensure their concentration levels are supported effectively at all times.

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.