



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119258

DfES Number: 583075

### INSPECTION DETAILS

Inspection Date	20/01/2005
Inspector Name	Carol Patricia Willett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lakeside Nursery
Setting Address	The Community Centre RMA Sandhurst Camberley Surrey GU15 4PQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Sandhurst Station Nursery Group 1063170/0
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### ORGANISATION DETAILS

Name	Sandhurst Station Nursery Group
Address	The Ark R.M.A Sandhurst Camberley Surrey GU15 4PQ

## 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

Sandhurst Station Nursery Group has been open since 1982. It operates within the grounds of the Royal Military Academy, Sandhurst. It serves both the military and civilian community of this military training establishment.

The premises consists of a large hall and a smaller room, the large hall is split into two areas. The group also have a kitchen, office and toilets including a disabled toilet. There is an enclosed outdoor area for the children to play.

The pre-school offers up to five sessions a week from 09:15 to 12:15 during term time.

A maximum of 42 children from 6 months to under 5 years can attend at any time. There are currently 35 children on role, 23 of whom are pre-school age. The group supports children who have special needs and seven who speak English as an additional language.

The pre-school employs five staff who work with the children, four hold appropriate early years qualifications and one is working towards a qualification. They also employ one member of staff to support a child with special needs.

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

### How effective is the nursery education?

Provision at Sandhurst Station Nursery Group is acceptable and of good quality. Children are making generally good progress to the Early Learning Goals. They make very good progress in mathematics and physical development.

Quality of teaching is generally good. Staff are kind and caring. They have a good knowledge of the early learning goals and use the session effectively to support children's learning. They plan a good range of activities that are linked to the stepping stones. Staff use good teaching strategies including good questioning techniques to extend children's language and thinking. Children with special needs are well supported. There is excellent support for children who speak English as an additional language. Children are mostly well behaved but staff do not always notice when children are behaving unacceptably. Children are not always effectively controlled.

Leadership and management is generally good. The new nursery group manager is committed to improving her own knowledge and skills. She is continually assessing the provision to improve all aspects. Staff are encouraged and committed to updating skills and knowledge. They have regular meetings to discuss all aspects of the preschool and plan activities. The manager observes staff at work and discusses issues as they arise.

Partnerships with parents are generally good. Parents are happy with all aspects of the pre-school finding the staff approachable and caring. Parents receive suitable information about the pre-school via the notice board and newsletters. They share information on a daily basis and through an open door policy to make sure children's needs are met. Parents do not have good opportunities to comment on children's achievement records. The prospectus does not contain the preschool aims and is missing other relevant detail.

### What is being done well?

- The program for mathematics is good and children develop good skills through a range of interesting activities and from tactile displays around the room.
- There is excellent support for children who speak English as an additional language with children sharing cultural celebrations, language and writing from both cultures represented in the group.
- Children's physical skills are developing well. There are good opportunities to develop fine manipulative skills and hand eye co-ordination through a range of interesting activities. The outside area is used effectively to develop climbing and balancing and pedalling skills.

- Staff are caring and offer children good support. They use effective questioning techniques to extend and reinforce learning.

#### **What needs to be improved?**

- opportunities for children to use books for information at everyday activities and develop links in learning
- opportunities for children to explore natural materials and to bring items from home to support topics
- the management of music sessions and children's behaviour
- children's ability to freely access craft resources to support their play and to independently select tools and materials in adult led craft to develop their own imagination and creativity.

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

At the last inspection the pre-school were given four actions and there has been generally good progress in these areas.

Staff were required to ensure that appropriate priority is given to mathematics and to consider how to effectively reinforce the letter and shape of the week and use displays to reinforce mathematics. The staff give high priority to mathematics and it is incorporated into many activities on a daily basis as staff reinforce concepts. Shape and letter of the week is effectively reinforced and children are encouraged to notice them in the room and link initial letters sounds with words they know. There are excellent tactile displays for children to see and use numbers which they spontaneously access. Children are making very good progress in mathematics.

Reconsider the deployment of staff in relation to the balance between teacher directed and self chosen activities. Staff are effectively deployed and children receive good support at most activities. Staff have good awareness of their responsibilities.

Develop children's ability to participate fully in large group activities, encouraging them to sit quietly and listen to each other. Children are making some progress in this area. Children are encouraged to participate in large group activities, staff sit with them and encourage them to sit and listen. The session with musical instruments is chaotic and staff need to assess the organisation of this.

Improve further the information given to parents to reinforce how learning is achieved and to allow informal exchanges. Parents are given information about children's learning through the plans put on the notice board and at termly feedback meetings. Parents freely exchange information on a daily basis and they are aware they can talk to their children's keyworker at any time. The prospectus does not include areas of learning. Parents are given opportunities to contribute to planning if they have any ideas as topics sheets are put on notice board.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and separate readily from their parents and settle quickly into the routine of the preschool. They form good relationships with the staff and each other enabling them to be happy and secure. They can operate independently within the environment with some selection of resources available. The children share and take turns. Good behaviour is encouraged through praise and encouragement but staff do not always notice when children behave unacceptably.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have good opportunities to develop language for imagination when they role play at the station. Children recognise their names and some can write their names on their work. There are good opportunities to practice emergent writing throughout the setting. Children are confident speakers in the group and to other adults. There are limited opportunities for children to use books for information at everyday activities and develop links between learning.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count to ten and higher at registration. Counting is reinforced throughout the session at a variety of activities. They compare cups and children at snack time. The effective number line displays around the room, such as the bead line allow children to spontaneously recognise correct numbers. Concepts of addition and subtraction are introduced in number songs. Children know basic shapes and find them in the room.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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All children learn about the culture, celebrations, observe writing and hear the language of both cultures represented in the group. Children are confident users of technology, many are developing very good mouse skills. They access a compact disc player, calculators and listen to story tapes with headphones. Staff plan a range of activities for children to explore senses including flour, jelly and feely bags. Children need more opportunities to observe the natural world.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and freely throughout the setting. They manoeuvre safely around each other. They have good hand eye co-ordination. They skilfully manipulate the computer mouse, thread beads and throw and catch beanbags. They reinforce and consolidate their fine motor skills using pencils, brushes, scissors and small scale construction. They climb, balance and pedal bikes with confidence and skill.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have good opportunities to explore a wide range of creative activities including group and individual collages, use a variety of painting techniques and explore textures such as gloop. They use their imaginations well in role play situations at the train station, where they play co-operatively. Children enjoy singing songs matching actions to words. Adult led craft activities limits children's use of their own imagination and creativity. The use of musical instruments is chaotic.	
<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**

- Provide opportunities for children to use books for information at everyday activities and develop links in learning.
- Develop opportunities for children to explore the natural world and for children to bring items from home to support topics.
- Review the way staff manage music sessions and the way they observe children's behaviour
- Increase opportunities for children to freely access craft resources to support their play and to select tools and materials in adult led craft to develop their own imagination and creativity.

*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.*