



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109664

DfES Number: 515729

INSPECTION DETAILS

Inspection Date	07/07/2003
Inspector Name	Jenny Scarlett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	ABBOTTS ANN PLAYGROUP
Setting Address	WAR MEMORIAL HALL ABBOTTS ANN, ANDOVER ANDOVER HAMPSHIRE SP11 7BG

REGISTERED PROVIDER DETAILS

Name	The Committee of ABBOTTS ANN NURSERY SCHOOL
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ORGANISATION DETAILS

Name	ABBOTTS ANN NURSERY SCHOOL
Address	WAR MEMORIAL HALL ABBOTTS ANN ANDOVER HAMPSHIRE SP11 7BG

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

Abbots Ann Nursery School opened in 1983 and operates from the war memorial hall in the centre of the village approximately three miles outside of Andover. The nursery has access to a kitchen, toilets and the additional use of the Jubilee room. The nursery serves a wide catchment area including the local community and Andover.

The nursery opens five mornings a week during school term times. Sessions last from 9:30am to 12:00pm four days a week with extended opening to 12:30pm on the fifth morning. The nursery is registered to provide 24 places for children aged between two to five years.

There are currently 29 children on role. This includes 17 funded three and four year olds. The nursery accommodates children with special needs. There are no children attending who speak English as an additional language.

Nine part time members of staff work with the children. Six staff members have Early Years qualifications. Two staff members are currently attending additional training. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-school Learning Alliance.

How good is the Day Care?

Abbots Ann Nursery School offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are established within the nursery with the supervisor having worked in the nursery for over twenty years. The management committee provide good support to the staff and show sound knowledge of the requirements for registration and the National Standards for Sessional Care. All documentation is in place however some areas lack the necessary detail.

Staff give high priority to ensuring the safety of the children and consistently carry out procedures detailed in the policies for health and safety and child protection.

Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy snacks are offered and staff foster the children's independence appropriately. Children develop confidence and are secure in their environment.

The staff ensure the children have access to a wide range of interesting and stimulating activities indoors and outdoors. There is effective support for children with special needs. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the nursery and liaise with staff daily. Comprehensive children's progress records are recorded and shared with parents. Parents receive good quality information relating to the setting, its policies and curriculum.

What has improved since the last inspection?

N/A The previous inspection was Transitional and not applicable at this time.

What is being done well?

- The nursery provides an effective play and learning environment for the children indoors and out. Children are happy and settled in their environment. they move around freely and with confidence. (Standard 3)
- The hall is well prepared for children, encouraging them to participate and become involved in their learning. (Standard 4)
- Staff are aware of the individual needs of the children. Staff provide good support for children with special needs. (Standard 10)
- Children develop confidence and a sense of security in their surroundings. Their independence is encouraged in personal care and hygiene is fostered appropriately. Children relate well to staff and with each other. (Standard 7 & 8)

What needs to be improved?

- the procedures for completing the visitors book (standard 2);
- the procedures to inform parents of the regulatory body (Standard 12);

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
14	documentation to include:- information that provides details about the regulatory body; details of visitors to the setting;

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

How effective is the nursery education?

Abbots Ann Nursery School offers very good quality provision where the children enjoy learning through a wide range of stimulating and interesting activities. Effective teaching helps the children make very good progress towards most of the Early Learning Goals, with generally good progress in communication language and literacy.

Teaching is generally good with some very good aspects. The strengths in personal social and emotional development are due to the interaction from staff, engaging the children in suitable activities and nurturing their self esteem. Staff use good questioning techniques to consolidate and enhance the children's learning. Good language and questioning techniques encourage children to explore mathematical concepts of numbers, shapes and matching. Planning of the curriculum is effective and covers the Early Learning Goals and the stepping stones. Observations and assessments kept of the children are clearly recorded and show children's progress and development. There are effective systems in place to provide good support for children with special needs.

Leadership and management is generally good. The supervisor knows her staff well and utilises their individual strengths and skills within the nursery. Staff work well as a team with clearly defined roles. Staff receive good support through the committee.

Partnership with parents is generally good. Parents are well informed about the nursery its routines and activities. Good quality written information about the provision is made available for all parents. Records of children's progress are not actively shared with parents.

What is being done well?

- The staff establish a good working relationship with parents.
- Children's personal social and emotional development is excellent. They are confident, interested and able to work on their own.
- Behaviour is very good.
- Children are articulate and confident in their speaking skills. They explore new words and extend their vocabulary confidently.
- Children are skilled and advanced in their physical skills and competent teaching ensure that children's progress in physical development is outstanding.
- Staff set challenges for children that increase their thinking and skills with practical first hand experiences to explore and investigate.

What needs to be improved?

- opportunities for children to explore linking sounds to letters in practical every day activities.
- ensure children are encouraged to use the skills developed, such as writing their names in a variety of situations.

What has improved since the last inspection?

Session plans have been reviewed with staff deployed to oversee freely chosen activities and encourage all children's involvement during the session.

Children are encouraged to tidy up and portable storage has been purchased to allow staff to facilitate tidying up effectively without compromising the children's learning.

Staff have implemented a user friendly assessment and record keeping system and staff are key workers for all the children. Time is allocated within the sessions for staff to observe and complete progress records. Staff have implemented long and medium session plans to show children's individual development in all six areas of learning.

Resources to promote equality and lifestyles has been extended. The resources are used effectively to promote children's acceptance of other cultures and lifestyles.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. Children's behaviour is excellent they are sensitive to the needs of others, share toys and resources, readily take turns and co-operate with each other. Children are praised in their work and play helping build their self-esteem and confidence. They confidently use their initiative to expand activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident in their language skills and initiate conversations with each other and adults. They contribute their ideas, experiences and feelings with enthusiasm and explore new words such as pulpit confidently. Children have a good understand that print carries meaning. A number of the older children are able to recognise and write their own name and other letters, however there are missed opportunities for children to write their names on pieces of work and link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Many children count up to and beyond ten and most children are able to recognise numerals up to nine. Children are given good opportunities to use number and show that they understand size, shape and sequence through well planned one to one activities. They are able to calculate and compare groups of numbers through practical every day activities. Good questioning techniques encourage the children to explore mathematical concepts of shape, position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children talk confidently about events in their personal lives and are becoming aware of other cultures and lifestyles. They are confident in design and making skills and use a range of recycled materials. There are good opportunities though well planned topics for children to learn about their environment and look at differences and similarities in buildings and places. Children are confident in the use of technology resources.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children experience varied opportunities to promote their physical skills. They are advanced and skilled in their physical skills through well planned and spontaneous activities. Many of the children are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills. Children are confident in their independence skills and show good awareness of basic hygiene.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good range of resources and activities to explore a variety of media and materials. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children express their ideas freely through a range of activities including music and movement. Children use their imagination well with excellent resources available to promote their imaginative skills.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- provide opportunities for children to write their names on own pieces of work;
- explore ways to extend concepts of linking sounds to letters;

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.