



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 108379

DfES Number: 511748

INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Claudia Padfield

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ascot Nursery School
Setting Address	Silver Ring Ascot Racecourse Ascot Berkshire SL5 7JD

REGISTERED PROVIDER DETAILS

Name	Mrs Pat Evitt
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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 Ascot Nursery School opened in 1972. It operates from its own premises in the Silver Ring at Ascot Racecourse. The Nursery has access to two large rooms and storage area, toilets, and an outside area. The Nursery serves the local area.

The Nursery has 32 places for children aged 2 to 5 years old; two year olds are admitted in the term before their third birthday. There are currently 40 children on roll. This includes funded three and four year old children.

Children attend a variety of sessions each week. A child with special needs register receives extra support from the Special Educational Needs Co-ordinator. Six children speak English as a second language.

The nursery opens five days a week throughout the year. Sessions last from 09.15 to 12.00 and from 13.30 to 16.00. The nursery does not offer cooked meals. Lunch club operates Tuesday and Thursday offering sessions from 09:15 to 16:00 or 12:00 until 16:00 or 09:15 until 13:30.

Five members of staff work with the children, most have early years qualifications and all attend short courses. The Nursery receives support from a Pre-school Learning Alliance Fieldworker and a teacher from the Early Years Partnership.

How good is the Day Care?

Ascot Nursery School provides good quality care for children. The setting offers a warm and welcoming environment where parents and children feel part of the community. Children are secure and confident in their surroundings and good relationships with peers and staff are evident. Good use is made of the premises and the extensive grounds. Children are given good opportunities to choose from a range of stimulating and well presented activities.

Staff are aware of health and safety issues and take suitable precautions to safeguard the children by supervising them closely as required. Staff work well as a team

and deployment is effective to meet the children's needs. Children follow good hygiene procedures and practise their independence on a daily basis.

The children are confident and respond well to known routines. They are motivated, interested and keen to participate in group and play situations. The children enjoy each other's company and relate well to staff. The staff listen and are interested in what the children say asking questions to make them think. Good use of praise and encouragement by staff; they have realistic expectations and goals are set.

Partnership with parents is good. They are welcomed and valued by the staff team and invited to share knowledge and skills with the children at every opportunity. Notice boards newsletters, policies, and procedures keep parents well informed about the provision and children's activities. There are good systems in place to ensure parents can share information with staff on a regular basis.

What has improved since the last inspection?

Not applicable

What is being done well?

- There is an excellent operational plan in place.
- Children enjoy and participate in a wide range of stimulating and interesting activities to help them progress in all areas of development.
- Children with special needs are well integrated into the group there are effective working relationships with parents and outside professionals.
- Children are settled, confident and secure in the setting warm relationships with staff are evident. Praise and support is used effectively to encourage the very good behaviour and strong caring ethos.
- Partnership with parents is effective; they are warmly welcomed and provided with lots of information about the setting and their child's progress.

What needs to be improved?

- the addition of Ofsted's contact details to display copy of the complaints procedure.

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
12	Add Ofsted's contact details to displayed complaints procedure.

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

How effective is the nursery education?

Ascot Nursery School is acceptable and is of high quality. Children are making very good progress towards the early learning goals

Teaching is very good; the staff provide the children with a stimulating environment using a wide range of interesting topics and resources. The interest tables and role play areas are changed regularly and encourage the children to use their imagination and act out real life experiences. Staff give the children clear boundaries and have high expectations regarding behaviour. They offer regular praise and support acknowledging children's achievements and share these with parents. The group make very good use of visual displays and label every day activities to aid children's learning. They frequently use interesting words to extend children's vocabulary.

Leadership and management is very good; staff work well as a team, they are aware of roles and responsibilities and have a good understanding of the foundation stage. Effective planning and evaluation of activities and practise enable the team to meet the individual children's needs well. Staff assess the groups strengths and areas of the curriculum honestly and use these to move forward and progress learning.

Partnership with parents is very good they are actively involved in the children's learning. They help with projects such as family trees and likes and dislikes. Parents have ample information on the areas of learning through noticeboards, displays and verbal updates. Parents readily share observations about their child's progress.

What is being done well?

- Staff create a well planned stimulating environment where children learn through a wide range of activities. Good use is made of indoor and outdoor play spaces.
- Personal social and emotional development is very good. Staff are skilled at helping children to become confident and use their imitative progressing the children to be independent learners.
- Staff have good links with parents encouraging them to be actively involved in children's learning.
- There is good integration of children with special needs into the group. There are effective working relationships with parents and outside professionals.

What needs to be improved?

- There are no significant areas of weakness to improve upon. Consideration should be given to continue to develop and extend the use of

information,communication and technology.

What has improved since the last inspection?

The group have made very good progress with the point for consideration. The staff team values parents' skills and knowledge. Every newsletter now invites parents in to work with the children. They have come in to help with projects and celebrations such as house we live in and our bodies.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident; they speak individually in large and small group situations and listen quietly at story times. They know routines well and have good relationships with each other and staff. They have good manners and think of others during play saying "excuse me" and "please". Children take turns and enjoy making choices for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's language skills are good. They are attentive and respond appropriately to questions from staff. Children enjoy singing and enjoy participating with actions. The group have a growing awareness of how books work and can find information by using clues from pictures and text. The staff provide a print rich environment with clear labels used for everyday activities and role play situations.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children recognise numbers during everyday situations and count with purpose during daily routines. Staff plan a range of activities to promote understanding of size, shape and position. Children measure and compare during practical activities such as cooking and messy play. Well planned group activities give the children opportunities to plan and construct using more complex positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the natural world through topics and visits to the nursery. They use their senses as they explore a wide range of materials such as ice and growing. They prepare fruit for snack time and enjoy cooking for a wide variety of celebrations. Children enjoy sharing news and learning about events in the world. Staff value the children's contributions and encourage parents to participate.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence inside and out. The group make very good use of the outside space. Children have the space to practise large motor skills such as the snow play. The children show good skills with small tools; they enjoy preparing the fruits for tea. Through topics, they learn about the effects of exercise on their bodies and of keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to freely create during craft sessions. Staff value and promote the children's work taking trouble to display work for children and parents to see. Staff provide a wide range of role play situations which the children enjoy. Staff are skilled at asking questions to extend and promote the children's thinking; giving them skills to experiment and challenge there environment.	
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: Continue to develop and extend the use of information and technology.

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.