



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 126951

DfES Number: 522372

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Julie Steeples

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Abbot House Nursery
Setting Address	Faversham Road Seasalter Whitstable Kent CT5 4AX

REGISTERED PROVIDER DETAILS

Name	The Committee of Abbot House Nursery
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ORGANISATION DETAILS

Name	Abbot House Nursery
Address	Seasalter Christian Centre Faversham Road, Seasalter Whitstable Kent CT5 4AX

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

Abbot House Nursery opened in 1998. It operates from the Church Hall in Seasalter. The nursery has access to two rooms, toilets, a kitchen and an outside area. The nursery serves the local area and surrounding towns.

The nursery is registered to provide 23 places for children aged two to five years old. There are currently 39 children on roll. This includes 12 funded four-year-old and 12 funded three-year-old children.

Children attend a variety of sessions each week. The nursery support children with special needs and those for whom English is an additional language. They receiving extra support from the Special Educational Needs Co-ordinator when required.

The nursery opens five days a week term time. Sessions last from 09:15 am to 12:00.

Seven staff work with the children. Four have early years qualifications and attend short courses. The nursery receives support from a Pre-school Learning Alliance fieldworker and a teacher from the Early Years Partnership.

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

How effective is the nursery education?

The provision for nursery education at Abbot House Nursery is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff interact with the children well, using open questions to challenge the children, encourage their thought processes and build on their past learning. Staff's sound knowledge of the early learning goals is effective in ensuring that children receive a balanced programme of interesting and stimulating activities. Children use the many quality books to support their learning but the facilities in the book corner do not always encourage children to relax and enjoy books. Children use information technology to support their learning but on occasions opportunities are limited. Children are confident, well behaved and work well together. Staff use daily observations and evaluations of all activities to inform planning and ensure they continue to meet children's individual needs. The nursery has experience of working with children who have special educational needs and English as an additional language. The Special Educational Needs Co-ordinator effectively uses individual educational plans to support children in their learning.

Leadership and management is very good. The manager and staff have worked hard to develop a strong team. They have a high level of commitment to ongoing evaluations and assessments of the education programme to ensure all children are challenged and progress in their learning. Staff are supported to train and develop their childcare knowledge and are encouraged to share their ideas for improving the provision.

Partnership with parents is very good and contributes to children's progress towards the early learning goals. Staff take time to offer and exchange information with parents. The nursery provides good quality information for parents. Individual children's folders are available for parents to share in their child's progress.

What is being done well?

- Staff have a very good knowledge of the Foundation Stage and how children learn. Children are making very good progress in all six areas of learning.
- Skilfully planned activities, using stimulating resources, excite and motivate children to learn.
- Leadership and management is very good. Staff are well supported in the care and education they provide for young children.
- Effective systems are in place to ensure individual children's needs are met.
- Staff consistently use open ended questions that support and extend

children's play, learning and language.

What needs to be improved?

- more opportunities for children to use information technology.
- facilities in the book corner to enable children to relax and enjoy the books they have selected.

What has improved since the last inspection?

The nursery has made very good progress in addressing the key issues highlighted in the last inspection.

A clear system of assessment has been developed and is now used effectively by all staff. This ensures that all areas are now regularly monitored and evaluated helping children to make very good progress in the six areas of learning.

Children now have regular opportunities to explore and investigate living things and natural objects. Topics, including Mini Bests, and Autumn Crops, encourage them to find out and identify some features of living and growing things.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, settled, well behaved, eager to learn and excited about what they do. Children play co-operatively, sharing and taking turns. Staff provide very good opportunities for children to confidently select resources to work independently, as well as part of a group. They are developing skills of personal independence and are helpful to each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and clearly, and listen well. Some children are able to write their own names clearly, and they are beginning to link sounds and letters. Writing is developing well through imaginative play activities, such as taking orders and writing on pads while on the telephone or in the garage 'work-shop'. Children read books for pleasure and understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count with confidence and are familiar with numbers. Staff encourage children to use mathematical language in everyday routines, such as snack time. Children are developing mathematical ideas and solve practical problems in activities, such as constructing wooden tracks for their vehicles and trains.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned projects, such as 'Travelling', introduce children to the wider world. They look closely and identify features of living things, observing the hibernation habits of the giant snail which is kept in the classroom. They have very good opportunities to use construction equipment and create their own designs and share their creations with others. Children have and use many good opportunities to question why things happen and how things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to balance and move confidently and safely in planned gym sessions. They move with control and co-ordination on wheeled vehicles. Children are learning about the importance of staying healthy, and recognise changes in their bodies when they are active. Through many good opportunities children are developing their fine manipulative skills, they handling tools and materials with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imaginations and express themselves through music, art and role play. They construct scenarios, such as 'the picnic' and explore ideas in extended role play activities. They are developing rhythm and exploring sound in music making and singing. They mix their own paints and experiment with shape and form in art work.	
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 the children with more opportunities to use information technology.
- improve facilities in the book corner so children can relax and enjoy the books they have chosen.

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.