



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148638

DfES Number: 511683

INSPECTION DETAILS

Inspection Date 10/06/2004
Inspector Name Elizabeth, Claire Price

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name ASHRIDGE NURSERY
Setting Address Keep Hatch Primary School
Ashridge Road
Wokingham
Berkshire
RG40 1PG

REGISTERED PROVIDER DETAILS

Name The Committee of Ashridge Nursery Parents Association

ORGANISATION DETAILS

Name Ashridge Nursery Parents Association
Address Keep Hatch Primary School
Ashridge Road
Wokingham
Berkshire
RG40 1PG

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

Ashridge Nursery has been registered since 1980. The nursery which is operated by a parents committee was established to serve the local community in Wokingham catering for children from three to five years old. The nursery accommodation is in a modern purpose-built building in the grounds of Keephatch Infant School with a secure outdoor play area.

The setting is open from Monday to Friday between 09:00 and 11:30 and from 13:00 to 15:30pm for 39 weeks of the year during school term times. The nursery accommodates 30 children with 64 children on roll which includes 38 funded 3 year-olds and 16 funded 4 year-olds. Support is provided for children with special educational needs and English as an additional language.

There are seven staff with most qualified to level three and a qualified first aider is present at each nursery session. Ashridge Nursery receives support from the Early years Development Partnership and a qualified teacher mentor and is a member of the Pre-school Learning Alliance and the National Early Years Network.

How good is the Day Care?

Ashridge Nursery provides good quality care for children. The staff are well organised and provide close attention to the children's needs with a high staff to child ratio. The nursery premises provide a welcoming, bright and attractive, child friendly environment. A very good range of toys and resources are readily accessible and attractively displayed. Most required documentation is available with some requiring additional details.

Staff are well deployed to ensure children's health and safety both indoors and outside and carry out effective procedures to minimize hazards. Parents and children's preferences are observed and healthy and nutritious snacks with drinks are provided for children, who have fun serving themselves. Children are well supported by the staff team and all children are treated with equal concern.

The staff organise and plan a very good range of high quality, interesting and stimulating activities for the children. The children choose from the range available and are interested and absorbed throughout the session. Staff respond promptly if they need help and interact well with the children. They use praise and encouragement appropriately to develop positive behaviour. Children co-operate and play well together as a result of the methods used and the friendly atmosphere created.

Parents are welcomed in the nursery and staff are open and approachable, encouraging parents to discuss any concerns with them and share information on their child's progress. Daily verbal feedback and parents evenings are provided with formal appointments to discuss their child's progress. Parents have access to all policies and procedures and receive an informative prospectus.

What has improved since the last inspection?

Not applicable

What is being done well?

- The children were interested and absorbed throughout the session in a very good range of high quality activities. Staff support them well, attending to their requests and needs whilst allowing them to choose from the range provided. They are happy, settled and familiar with the routines and have good relationships with the staff. Children work well together and have formed close friendships, co-operating and sharing well.
- The children are well behaved and co-operative. They respond well to the atmosphere created and the positive role models of staff. Staff are consistent, show warmth and respect for the children as individuals and use praise and encouragement to reward good behaviour.
- Good levels of information are given to parents at registration and throughout the time their child attends the nursery. Staff are open and approachable, encouraging parents to discuss any concerns and share information on their child's progress. Parents all have access to the policies and procedures and are encouraged to be involved in their child's experiences at the nursery.
- The nursery premises and garden provide a welcoming, bright and attractive environment for both the children and their parents. Space is well organised to provide changes of environment with quiet areas, messy play areas and free access to outdoor play weather permitting. This encourages children's independence and curiosity whilst developing their confidence in their own abilities.

An aspect of outstanding practice:

The nursery is very well resourced to support children's play and learning both indoors and in the newly completed garden. A wide variety of resources and activities are well used and attractively presented at each session to stimulate children's interest and encourage their curiosity. The attractive and welcoming

environment created by the hard work of the staff offers a very good provision for the children attending.

What needs to be improved?

- the documentation, to include a record of staff attendance times and the procedure to be followed in the event of an allegation of abuse or neglect by a member of staff.

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	Ensure the child protection policy includes a statement on the procedure in the event of an allegation of abuse or neglect by staff.
14	Provide a record of staff attendance times.

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

How effective is the nursery education?

Ashridge Nursery is acceptable and provides high quality educational provision. Children are making very good progress towards the early learning goals in all areas of learning. Children are keen and well motivated to learn through the varied indoor and outdoor environment and wealth of resources, which stimulate and develop their interest.

Teaching is very good. Staff have a secure knowledge of the early learning goals to promote children's learning shown by the wide range of activities planned, the detailed curriculum plans and through discussions with staff. Staff interact well with children and use a range of teaching strategies to aid skill development. They manage children's behaviour effectively with positive praise and encouragement, and act as good role models. Staff make ongoing assessments of children's progress although these are not used formally to plan for the child's next step. Activities are extended for more or less able children. These are not detailed in the planning. Children with special educational needs and English as an additional language are well supported.

Leadership and management are very good. The teamwork and close working relationships between the management and staff are a strength of this group. Staff are well organised and deploy themselves effectively to support the children. The manager shows clear leadership, commitment and enthusiasm for the continual improvement of the provision for education.

Regular and ongoing evaluation of the provision by the staff team supports continual improvements in the programme of education for the children.

Partnership with parents is very good. Parents are well informed and regularly consulted about the nursery and their child's activities. Regular newsletters, formal appointments, daily verbal feedback and open invitation to talk to staff ensures parents are involved in and informed of their child's progress and development.

What is being done well?

- Children's progress in all areas of learning is very good. They show enthusiasm for new experiences, independence in selecting resources and personal care and are well motivated to experience the activities on offer.
- Children co-operate well with adults and each other. They are well behaved, respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management, praise and encouragement to develop children's self esteem and promote good behaviour.
- Parents are well informed and regularly consulted about the school and their

child's activities. Regular newsletters, daily verbal feedback, formal appointments and open invitation to talk to staff, ensure they are involved in and informed of their child's progress and development.

- The provision of a wide range of resources and activities and free access to the outdoor environment stimulates children's interest and promotes exploration and investigation of their environment.

What needs to be improved?

- further development of the evaluation and planning of activities to provide information when planning for individual children's progress and reflect the adaptation of activities provided for more or less able children.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The curriculum planning and records of children's achievements have all been updated to refer to the Foundation Stage of learning and the early learning goals. The changes made enable staff to plan effectively to support the children's learning and evaluate the children's progress in the Foundation Stage.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their ideas and needs confidently to adults and each other. They are developing independence skills which are encouraged by staff and they are well motivated to experience the activities on offer. Most children separate easily from their main carer, co-operate and behave well with each other and adults. Children assist staff and involve themselves in their learning helping staff to tidy at the end of each part of the session.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversation. They listen well and explain their thoughts clearly to staff. Children's spoken language and writing skills are developing well as a result of well planned activities. They are beginning to recognise letters and sounds and confidently practise emergent writing on their work. Children are learning that print carries meaning. They show awareness of the elements of stories, show enjoyment in books and use them to support their learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count up to and beyond ten and most recognise numerals up to nine. They independently apply mathematical skills during play counting on fingers and using resources. Children enjoy using shape language, singing number rhymes and counting in arranged activities for example five currant buns. Children have regular opportunities to develop understanding of simple calculation for example Compare Bears and number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident in designing and making skills using a range of materials and construction activities. They talk confidently about personal events in their own lives and environment and are becoming aware of a range of cultures and traditions. They are provided with a very good range of activities to learn from first hand experiences to explore and investigate their world. Children have regular access to technology and show familiarity in their use of the computer and audio equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can access a range of tools and construction materials which help to develop their hand eye co-ordination skills. They are confident and independent in their personal care and show awareness of health and good hygiene. Children have regular opportunities to access the garden area and develop their spatial awareness and co-ordination skills, for example playing in the sand, pedalling and climbing. They showed confidence in movement and manoeuvring skills around the room and garden.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children express their ideas freely through a good range of activities including role play and creative ideas which enable them to explore and develop their skills. They participate well at group times, helping each other and co-operating with staff. Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings. Children are enthusiastic about music and enjoy singing familiar songs and rhymes.

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 improving the following:
- further develop the evaluation and planning of activities to provide information when planning for children's individual progress, and reflect the adaptation of activities provided for more or less able children.

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.