



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY234600

DfES Number: 583697

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Anne Dowse

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Brock House Nursery School
Setting Address 6 Lemsford Road
St. Albans
Hertfordshire
AL1 3PB

REGISTERED PROVIDER DETAILS

Name Brock House Nursery School Ltd 3261877

ORGANISATION DETAILS

Name Brock House Nursery School Ltd
Address 6 Lemsford Road
St. Albans
Hertfordshire
AL1 3PB

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

Brock House Nursery School and Baby Unit is privately owned and has been established since 1992. Mr Keith Hudson and Mrs J Hudson are the proprietors. Mrs Caroline Lawlor is the principal and an experienced member of staff who oversees the day-to-day running of the nursery.

The nursery is based in a large three storey, detached house in the centre of St Albans, within walking distance to the city centre and railway station.

Children are allocated to rooms according to their age and stage of development. The older children use several rooms situated on the ground and first floor. The baby unit has a separate entrance and is located on the lower ground floor of the building. Brockhouse is open every day from 07:30 to 18:45 for 51 weeks of the year.

Eight staff are fully qualified and a further three are training in the workplace towards their NVQ in early years.

No overnight care is provided. There are currently 20 funded 3 year olds and 9 funded 4 year olds on the register at the time of the funded nursery inspection.

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 Brock House Nursery is of good quality. Children are making generally good progress in the areas of physical, knowledge and understanding of the world and creative development. In the other three areas, children are making very good progress.

The quality of teaching is generally good. Staff manage children's behaviour well using appropriate strategies and language. Staff plan a wide range of activities which cover all six areas of learning, however, not enough time is planned for the children to access some resources freely. Effective strategies are in place to support children with special educational needs. Staff are dedicated to training but their knowledge of the Foundation Stage is limited in some areas. They are developing assessments on all the children but these are not linked to planning.

Leadership and management is generally good. The principal deploys staff effectively and communicates well, organising regular meetings to exchange information and share ideas. She spends time within each area of the nursery, communicating with staff and children. The nursery is good at self evaluation and is committed to making ongoing improvements.

Partnership with parents is very good. There are good procedures in place to keep parents well informed such as regular meetings, consultations, noticeboards and parent packs. Parents are fully involved in their children's learning. Children are encouraged to take books and work home to share with parents. Topics, phonics, numbers and colours of the week are also discussed. Parents are encouraged to share their own skills and knowledge with the children. All parent questionnaires reflect that they are pleased with their children's learning.

What is being done well?

- Children are confident and settle into the group well. They are keen to learn and independently select resources. They enjoy small group activities and concentrate well when listening to stories or group discussions.
- Staff interact with the children well and use open ended questions to develop the children's language skills. Staff plan a range of fun activities based on themes to build on children's learning and natural curiosity. Children are well supported by staff throughout the day and have good relationships with them. Procedures ensure children with special educational needs are fully included.
- Parents are fully involved in their children's learning. Children are encouraged to bring items from home relating to the shape, number and colour of the week and to take reading books home to share with the parents.
- Staff set very clear boundaries for behaviour management and explain the impact unacceptable behaviour has on other children. Staff act as good role

models and behave in a calm and consistent manner.

What needs to be improved?

- the staff's knowledge of the Foundation Stage
- the opportunities for children to freely access malleable materials and engage in imaginative free play
- the access and use of ICT equipment and
- the resources and opportunities to develop climbing skills.

What has improved since the last inspection?

The nursery have made generally good progress since the last funded nursery inspection. The group have since relocated to different premises, therefore there is more space available to develop physical skills. Resources are used indoors and outdoors to challenge and experience balancing activities, although opportunities to develop climbing skills are still limited. Resources have been obtained to develop skills in technology. These are used in planned activities and during role play, however, there are limited opportunities to access ICT equipment regularly and freely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settle quickly into the group, they are well supported by the staff. They have formed good relationships with staff and peers and are given regular opportunities to develop their social skills, sharing and taking turns. Children confidently work independently and in small groups. Children are able to concentrate for sustained periods of time during large circle time. Children confidently help to tidy up their environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are good opportunities for children to regularly participate in discussion and to reflect on past events. Most children confidently join in and initiate conversations independently. Children regularly begin writing through role play and organised group work. Letter recognition and linking sounds to letters is promoted through discussion and looking at letters and phonics of the week. Children listen to stories and confidently share books both at nursery and at home.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count and subtract through regular activities such as counting children on the register, or seeing how many children there are for snack time. Weights and measures are promoted through everyday activities, such as, cooking, sand and water play. The 'shape of the week' initiates discussion and comparison of shapes and groups of objects. Staff encourage mathematical language whilst engaging with children in construction play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given good opportunities to participate and learn about different cultures through organised events and activities, for example, adults coming in to talk to children about a different country. Construction materials, such as bricks, and creative materials are regularly accessed to make and design. There are limited opportunities, however, for children to explore natural materials outside and freely access or develop their ICT skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Many opportunities exist for children to use materials both inside and outside, enabling them to develop their fine manipulative skills. Children use paintbrushes, pencils, and scissors confidently with increasing control. Children practise running, stretching, throwing, pushing, catching and kicking, through outdoor play and music and movement. However, there are limited resources for climbing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children enthusiastically join in singing and music sessions. They explore sounds through instruments and learn new songs during music and movement sessions. Although children have access to malleable materials such as sand, water and paint, limited time prevents the children experimenting with these materials freely. Children are able to use additional props during role play but again, organisation of planned activities inhibits opportunities for children to freely use their imaginations.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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

- develop staff's knowledge and understanding of the curriculum guidance for the Foundation Stage
- increase opportunities for children to freely access malleable materials and engage in imaginative free play
- monitor the access to ICT equipment and develop resources to allow opportunities for children to experience climbing activities.

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.