



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY286439

DfES Number: 517209

INSPECTION DETAILS

Inspection Date 13/12/2004
Inspector Name Deborah Jaqueline Newbury

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Asquith Nursery -Timbers
Setting Address 7 College Hill
Haslemere
Surrey
GU27 2JH

REGISTERED PROVIDER DETAILS

Name Asquith Court Nurseries Limited 3077271

ORGANISATION DETAILS

Name Asquith Court Nurseries Limited
Address Orbital House
Park View Road
Berkhamsted
Hertfordshire
HP4 3EY

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

Timbers Pre-school and Nursery opened in 1995. It is one of a group of nurseries owned by Asquith Court Schools Ltd. It operates from a Victorian building in Haslemere and is close to local amenities. Children are accommodated in age related rooms on the ground and first floors. They have access to an enclosed garden with a separate area for babies. The pre-school and nursery serves the local area. Meals are prepared on site. It is registered to provide care for 77 children from three months to under five years of age at any one time. There are currently 115 children from six months to four years on roll. This includes fourteen funded three year olds and fourteen funded four year olds. Children attend for a variety of sessions. The group welcomes children with special needs and those who speak English as an additional language. Timbers opens five days a week (Monday to Friday) for 51 weeks of the year. Opening hours are from 08.00 until 18.00. Sixteen full time and two part time members of staff work with the children. Thirteen have early years qualifications. Two staff members are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The provision of nursery education at Asquith Nursery Haslemere is very good. Children make very good progress in all areas of learning.

Children are accommodated in visually stimulating rooms and the provision of interesting and easily accessible resources allows them to choose what they wish to do and thus take responsibility for their learning. The outside play area is used effectively as an extension of the learning environment. Staff build supportive relationships with children and respond well to their interests. They are positive role models and have high expectations of children's behaviour. Quality of teaching is very good. Staff plan for all areas of the foundation stage curriculum and challenge individual children well. They enable children to work independently, in small and large groups and with different members of staff. Questioning techniques are particularly effective and encourage children to think. Written long term plans are quite brief but staff use children's achievement records to ensure that equal attention is given to all areas of the curriculum and that they monitor children's progress. Staff focus on specific activities each afternoon in the form of clubs, for example cookery or gardening club. Whilst staff feel sure that they ensure that all children are presented with similar opportunities over time, there is no system for monitoring this.

Leadership and management is very good. The nursery is committed to the continued improvement of care and education for all children. Staff work together well as a team and are well-supported. There is a positive attitude towards further development with staff encouraged to identify their own training needs.

Partnership with parents is very good. Parents are well informed about the nursery and its educational provision. They are invited to share in the life of the nursery through a variety of means. Information about children's achievements and progress is shared both informally and formally.

What is being done well?

- Personal, social and emotional development is a strength of this nursery. Children's developing skills are well fostered by staff who encourage them to be as independent as possible, for example by pouring their own drinks, serving themselves at mealtimes, taking off shoes and socks for P.E. sessions and helping each other.
- Staff encourage and extend children's communication and language skills at every opportunity. They are interested in what children have to say and allow them the time to express their ideas and thoughts. This unhurried approach helps build children's self-esteem as their efforts are valued. Staff introduce and explain new words to children and thus extend their vocabulary.
- Staff ensure that children have access to interesting resources to support

their learning and play. The provision of many real objects, for example packets of seeds and seed trays and the attention to detail, labelling, price tags and barcodes on items for sale in the "garden centre" enhances children's play. Children enjoy imaginative play both indoors and outside and participate in this enthusiastically.

- There is a strong focus on mathematics, especially in the pre-school room. Children have access to a broad range of mathematical resources and explore these freely. Staff use every opportunity to re-enforce children's understanding. Children are very secure in their understanding of number and their use of mathematical language.
- Parents receive detailed written information about the foundation stage curriculum. Staff spend time talking to them and they also receive regular written reports. Parents evenings about different aspects of the provision and invitations to events and activities the children are doing whilst at nursery allows them to be involved with their children's learning and provides them with opportunities to gain a deeper understanding of the purpose of pre-school activities. They have access to their children's files and the observations staff do.

What needs to be improved?

- There are no key issues to report but consideration should be given to developing monitoring procedures to ensure that all children have access to the type of activity presented during the afternoon clubs, especially if they do not normally attend during the afternoon.

What has improved since the last inspection?

Three key issues were identified at the last inspection which took place in 1999. These related to planning ways in which all staff would have the opportunity to gain a secure knowledge of the desirable learning outcomes, continuing to improve the quality of liaison between the morning and afternoon teachers and planning for ways to enable parents and carers to read and contribute to the assessment records kept on their children's progress on a regular basis. The nursery has made very good progress in addressing these issues overall. Staff working with funded children are qualified and have gained a secure understanding of the foundation stage curriculum and early learning goals. All contribute to the planning process and use the guidance booklet which helps to develop familiarity. Staff ensure that parents have access to the observations undertaken on their children and their records of achievements. Regular sharing of information, both informally and formally, allows them to contribute to this process. The third area identified for attention is no longer applicable as the nursery does not have different morning and afternoon teachers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and keen to participate in the very good range of activities provided. They express their needs and ideas confidently to adults. They explore the classroom freely and make decisions about what they wish to do. Children enjoy very good relationships with others and often engage in co-operative play as part of a larger group. They are familiar with the nursery routine and follow this well. They develop very good self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate freely and easily with each other and with adults. They explore new words and extend their vocabulary. They listen intently to well told stories with interest and explore books independently. Children learn to recognise letters and are confident in using writing in everyday activities, for example during role-play. Children recognise their own names and some write their names using recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with number. They recognise numerals and use number names freely during their play and in conversation with others. They count for a variety of purposes and display sound skills. They sort, match, explore capacity and make comparisons about size. They use positional language correctly and in meaningful contexts. Children recognise and name shapes using mathematical terms or describe them in their own way. They engage in problem solving activities and develop good skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy many interesting activities and first hand experiences that allow them to explore, investigate and use their senses. They are confident in design and making skills and use a variety of materials. They talk confidently about events in their own lives, referring to the past, present and future. They explore technology. Some children display very good skills in operating programmable toys such as the roamer. They learn about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and explore different ways of using their bodies. They negotiate space well, especially outside, when using wheeled toys. They explore a very good range of large and small equipment. Children are confident in using a variety of tools and materials, such as scissors, pencils, paintbrushes and knives. They seek help from staff where necessary and thus develop and improve their fine motor skills. They follow good hygiene practices and learn about keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy imaginative play immensely and make full use of the interesting role play scenarios presented to them. They participate enthusiastically in singing sessions and have a repertoire of songs and rhymes. They name colours and learn about colour mixing through unusual presentations. Children experience a good range of natural and man-made resources and take part in activities that enable them to explore a variety of materials and media. Their artwork is displayed attractively.

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:

- develop monitoring procedures to ensure all children have access to the type of activity presented during the afternoon clubs.

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.