



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 130549

DfES Number: 546246

### INSPECTION DETAILS

Inspection Date 04/01/2005  
Inspector Name Lindsey Wright

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The House That Jack Built Nursery  
Setting Address Building Research Establishment  
Bucknalls Lane, Garston  
Watford  
Hertfordshire  
WD25 9XX

### REGISTERED PROVIDER DETAILS

Name Building Research Establishment Ltd 03319324

### ORGANISATION DETAILS

Name Building Research Establishment Ltd  
Address Bucknalls Lane  
Watford  
Hertfordshire  
WD25 9XX

## 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

The House That Jack Built day nursery opened in 1993. It operates from a self contained unit within the vast grounds of the Building Research Establishment, (BRE Ltd). The nursery serves staff working for BRE and staff working at HSBC who have four full time places reserved and work in partnership.

The nursery is divided into two main areas, the Little Learners Playpen for the under 2's and the Pre-school Playhouse for the 2-5year olds. The nursery has access to a fenced off garden easily accessed from the pre school. There are currently 25 children from 6 months to 5 years on roll. This includes 13 funded three year old children and 2 funded four year old children. Children attend for a variety of sessions. The nursery supports children who have special needs and children who speak English as an additional language.

The group opens five days a week all year round, closing for one week between Christmas and New Year. Sessions are from 08:00 until 18:00 Monday to Friday.

One part time staff and 3 full time staff work the funded children. All staff have early years qualifications. Three staff are currently on training programmes. The setting receives support from a teacher 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 for nursery education at The House That Jack Built Day Nursery is of good quality overall. Children are making very good progress towards the early learning goals within language, literacy and communication, physical and creative development and generally good in all other areas of learning.

The quality of teaching is generally good. Staff working with the funded children have a sound knowledge and understanding of the early learning goals. Curriculum plans cover all areas of learning, and highlight learning intentions for the younger and older children. Staff are generally well deployed, they promote positive role-models which children respect.

Staff are maintaining assessments on all children's progression which are related to the early learning goals. Staff know children well, they use assessments to inform future planning which is addressed accordingly. However, there are limited opportunities for children to access the resources independently.

The leadership and management of the day nursery is generally good. The staff are aware of their roles and responsibilities. They are committed to ongoing training and to the improvement of the setting. All staff are involved in the planning and assessments. However, senior staff need to formally identify the strengths and weaknesses of the setting.

The partnership with parents and carers is generally good. They have information about the setting. Newsletters, a daily diary and discussions, keep parents informed of what their children are doing and how they are progressing.

### What is being done well?

- Children's personal, social and emotional development is effectively met throughout the provision. Children work co-operatively within their play. They are happy to share resources and their behaviour is positive. Children use the cloakroom independently and dress themselves to play outside.
- Children's language and literacy skills are promoted well throughout the setting. Children have opportunities to observe the written word in the environment. They can attempt to make marks and write through practical activities provided. The children explore a letter each week including the sound and finding relevant items to match.
- Children enjoy creative activities on a regular basis. They participate in imaginative play and enjoy free painting, staff provide the relevant props to support their play.
- Staff provide children with a range of small and large equipment to promote their physical skills. The children enjoy regular outdoor play and access fresh

air and exercise. They have opportunities to use a range of tools and equipment to support their play and learning.

**What needs to be improved?**

- opportunities to promote children's independence to access toys and resources.

**What has improved since the last inspection?**

The setting has not received a nursery education inspection previously.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children arrive happily and confidently. They are excited to participate in outside play. Children form close relationships with staff and their peers. They listen and respond well to staff setting boundaries and play amicably together. Children eagerly help to tidy up and give the drinks out at snack time. Children wait to speak out in group sessions and can listen well. Children's independence would be encouraged if they were able to access toys and resources for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact and talk enthusiastically with their peers and staff. Children use their imagination in the 'toy shop' choosing what they can buy. Children explore the letter of the week and repeat words beginning with 'K'. They access books regularly and enjoy listening to stories and can anticipate the next event. Children are able to recognise their name cards at snack time. They have opportunities to write cheques in the 'toy shop' and write their names on their work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to count from 1 to 9 and explore numbers regularly. They count the children and calculate how many cups are needed at snack time. Children play 'What's The Time Mr Wolf', and match their steps to the number called out. They competently explore puzzles and recognise a square shape made out of cups by a member of staff. Children describe the tractors in the sand as big and little. Opportunities for children to explore calculation are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore ice cubes and observe them sink or float. They build and construct, and make a house using lego. Children enjoy play dough and select tools to make shapes. They have regular opportunities to access the computer and learn new skills. Children use a till in the 'toy shop' and calculator to work out how much to pay. They look at the weather and name the days of the week. Topics focus on children exploring cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing excellent physical skills. They can ride wheeled toys, and climb competently on various resources in the well equipped outside play area. Children can find a space on the floor at snack time. They are learning about eating healthily and developing an understanding of their own needs. Children have opportunities to use a range of equipment including cutlery at meal times, and can cut out pictures using scissors.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy exploring the texture of the sand, water play and vegetables for printing. They correctly match the colour of the vegetable to the paint to be used. Children fully participate in singing and movement sessions responding to commands. They play purposefully in the imaginative 'toy shop' and hospital, acting out roles such as a doctor. Children make sandwiches for tea and explore colour and taste. They have opportunities to independently explore creative materials.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- Ensure children are independently able to access toys and resources to further their learning development.

*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.*