



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119296

DfES Number: 514294

INSPECTION DETAILS

Inspection Date 31/03/2003
Inspector Name Elizabeth, Claire Price

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bramley Wood Day Nursery
Setting Address Old Bracknell House
Crowthorne Road North
BRACKNELL
Berkshire
RG12 7AJ

REGISTERED PROVIDER DETAILS

Name Kingsclere Nurseries Ltd 3092545

ORGANISATION DETAILS

Name Kingsclere Nurseries Ltd
Address Kingsclere, Forest Road
Wokingham
Berkshire
RG40 5SA

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

Bramley Wood Nursery is a large private day nursery forming part of Kingsclere Nurseries Limited which has six other nurseries, three in Wokingham, one in Reading and one in Newbury .It is situated in a large converted, mature property surrounded by approximately two acres of garden. It opened in October 1995 serving the urban area of Bracknell.

The nursery accepts children between the ages of three months and five years. There are currently 101 children on the register, 17 of whom are four year olds and 27 are three year olds. Sixteen of the four year olds are in receipt of funded education and 20 of the three year olds.

At the time of inspection there were no funded children for whom English is an additional language and no funded children with special educational needs.

The children aged three to five are taught within four rooms of the ground floor of the house. Younger children and babies up to two years are accommodated in rooms upstairs. Children aged from two to three years are accommodated in additional rooms on the ground floor. The children attend on either a sessional basis, with the choice of a morning or afternoon session with the option to take lunch, or on a full day basis. The nursery is open between the hours of 8.00am and 6.00pm Monday to Friday, 52 weeks of the year.

In general eight staff work across the rooms with the four year olds. All staff either hold , or are working towards a relevant qualification in Early Years work, with one member of staff having qualified teacher status at both nursery level and in the Montessori method of teaching. The staff team also includes a French teacher and a dance teacher who visit the nursery on a weekly basis, both are appropriately qualified.

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

How effective is the nursery education?

Bramley Wood Day Nursery offers good quality nursery education where the children learn through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the Stepping Stones. They make very good progress in personal, social and emotional development and mathematics.

Staff have a secure knowledge of the Stepping Stones, shown in the activities planned and observed, curriculum plans and through discussions with staff. The key strengths in personal, social and emotional development and mathematics derive from the high level of interaction, conversation with the children and well-planned activities. There are plenty of opportunities offered to children to develop their skills in mathematics in both planned and freely chosen activities. In the provision for communication, language and literacy, staff do not always ensure they have the required resources to provide children with the answers to their questions on the planned activity. They have high expectations of children's behaviour and encourage children to share and co-operate.

Relationships between staff and children are very good. Although there are no children with Special Educational Needs currently attending, there is an effective system in place to provide good support. The assessment of the children's learning is achieved with evaluated planning, monthly reports and quarterly assessment.

Leadership and management are very good. Much of the success is due to the well structured management system. This ensures a shared understanding of good early years practice. Management monitor the development plan and evaluate the nursery provision.

The partnership with parents is good. Parents are well informed about the nursery, its routines and the curriculum. Good quality written information for all aspects of the provision is made available to parents. Parents are less well informed about their child's areas for development and progress.

What is being done well?

- Leadership and management of the setting are very good. Through effective teamwork, support and planning, there is a commitment to improvement of quality in care and education.
- Children's personal, social and emotional development is very good. The children are confident, interested and able to work independently. They are well behaved and share toys and resources readily, taking turns.
- The wide range of mathematics activities and effective teaching in this area ensure that children's progress is very good.
- Children are confident in their language skills, listen well, and have a growing

understanding of the different ways in which writing can be used to communicate.

What needs to be improved?

- the provision of information to all parents on areas for development for their children, and how progress will be achieved;
- preparation for planned activities to ensure staff have the necessary information available to support the activity. This would enable them to reinforce the children's learning and achieve the educational aim.

What has improved since the last inspection?

The setting has made good progress since the last inspection. Planning has been modified so that the aims are more specific to individual activities, and it relates clearly to the Stepping Stones.

Parents receive some information on their child's areas of development through verbal communication. Individual education plans, recorded quarterly, are available on each child and parents are encouraged to view these. A monthly report related to the Early Learning Goals is given to parents and they are encouraged to write feedback comments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are interested, enthusiastic and approach staff confidently for help or attention. They are well behaved, sharing toys and resources readily and taking turns. The children co-operate well with each other and staff, and help to tidy and prepare for new activities. For example they help to lay the tables for lunch and serve each other at the table. They have a developing awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are confident in their language skills and initiate conversations with each other and with adults. They listen well and contribute enthusiastically experiences, ideas and feelings. Children have a growing understanding that print carries meaning and are confident in the use of mark making as a means of recording comments. Children see that their written work is valued from its use throughout the nursery for labelling and displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children explore the use of numbers in a variety of everyday activities for example dates, numbers of children, counting cups and imaginative story telling. Many children count up to and beyond ten. Some children are confident in comparing groups of numbers and distinguishing different shapes. Good group activities are provided to extend and promote children's understanding of matching and comparing as observed in a Logic Game with four year olds.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about events in their personal lives and are becoming aware of other cultures and traditions. They are developing an increasing knowledge and ability from a wide range of practical activities and resources. Children are confident in designing and making skills and in their use of technology. They use a range of recycled materials, construction activities, playdough and craft materials to extend their skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have opportunities to use a range of tools and activities to enhance their physical development. They are developing confidence in balancing, climbing, control and co-ordination in both indoor and outdoor activities. The children are confident and capable when undertaking routine activities, for example dressing themselves, and show a good awareness of basic hygiene.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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They respond well to the opportunities offered to express their ideas through a range of activities including music making, drama and singing. They are confident in their use of the musical instruments available and enjoy matching movements to music. Children experience a wide range of creative resources, which enable them to develop their skills. They enjoy imaginative play for example ,acting out the Enormous Turnip story and dressing up.

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

- ensure preparation for planned activities is thorough and includes all resources needed;
- provide all parents with information on areas for development for their children and how they will be achieved.

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.