



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 116677

DfES Number: 581815

### INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Judith, Mary Butler

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Red Fox Day Nursery
Setting Address	Newfield Road Marlow Buckinghamshire SL7 1JW

### REGISTERED PROVIDER DETAILS

Name	Mrs Katrina Marjory Margaret Willsher
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## 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

Red Fox Day Nursery opened in 1993. It operates from a single storey building within the grounds of Foxes Piece School, close to the centre of Marlow. The nursery serves both the local and wider area.

A maximum of 52 children may attend at any one time. There are currently 126 children from five months to five years on roll. This includes 13 three-year-olds and 5 four-year-olds who are in receipt of nursery education funding. Children attend a variety of sessions. The setting supports children with special needs and children who speak English as an additional language.

The group opens five days a week for 51 weeks of the year. Sessions are from 08.00 until 18.00.

There are currently sixteen full and part time staff employed to work directly with the children. Of these fourteen hold early years qualifications to level 2 or 3. Further staff are working towards a level 3 qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Red Fox Day Nursery offers acceptable nursery provision which is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use this when planning an exciting and interesting range of activities and play experiences for the children. Children are interested on the activities and participate with enthusiasm and enjoyment. All staff are involved with the planning of the activities and this includes small group times for the children. Planning records the expected learning outcome, group size of children, resources required. Activities are evaluated, however, this evaluation does not record individual children's achievements as they take place. Developmental records are updated by all staff members on a regular basis. Staff treat the children with kindness and respect and have high expectations for behaviour. Children are well behaved. Children with special educational needs are supported within the setting.

Leadership and management are very good. Regular staff and room meetings are held and these are used to discuss staff training needs, planning of themes and individual children's development. Staff are aware of their individual responsibilities within the setting and work well together as a team. Annual appraisals are held with all staff and these identify individual staff's strengths, weaknesses and training needs.

Partnership with parents is very good. The parent pack, regular newsletters, notice boards and web site ensures parents receive regular information about the setting, routines, curriculum and current themes. Parents are encouraged to share what they know about their child by completing an entry profile when their child starts nursery. Parents and staff verbally share information about the child each day.

### What is being done well?

- Children show good concentration skills and are able to express their needs and ideas confidently to each other and adults. Children are able to select the toys and resources they wish to use from the range set up within the room. Staff treat the children with kindness and respect. Children are well behaved, share the toys and resources and show co-operation with their peers in their play.
- Staff provide children with an interesting and fun curriculum. Children participate in the activities with enjoyment and enthusiasm. Effective use is made of the resources, space and time available with quiet, active, structured and free play times included in the daily routines. Staff have a good awareness of the individual needs and stages of development of the individual children.

- Many children count up to and beyond 10. Children are able to recognise numerals from 0 to 9 and are beginning to recognise and compare groups of numbers. Staff use their initiative within daily activities to encourage the children to calculate and use simple addition and subtraction.
- Children show good spatial awareness and co-ordination skills; they move with confidence and ease around all areas of the nursery and garden. Children have opportunities to climb over, under and through and are able to steer and control a range of large equipment, for example cars and bikes.

#### **What needs to be improved?**

- evaluation to record individual children's achievements through the small group activities undertaken by the children each day.

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

The nursery has made very good progress since the last inspection.

Developmental records have been changed and now relate to the stepping stones. Staff record children's progress by colouring in the stepping stones when children are competent at a task; these records are dated.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show good concentration skills and are able to select the resources they wish to use from the range available each day. Children are able to work independently at a number of tasks. Good relationships have been developed between staff and children. Staff treat the children with kindness and respect; children are well behaved and show co-operation with their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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The children interact well with each other and adults. They show an awareness to the speaker and many are able to take turns in listening and speaking. Staff extend children's language through everyday activities. Children use language well to communicate their thoughts and feelings. They have opportunities to recognise their names and many children are able to write the letters in their name. Children enjoy and respond to stories with enthusiasm in both small and large group situations.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can count up to 10 and many are able to count beyond this. Activities are provided to encourage children to recognise written numerals from 0 to 9. Children are confident in their use of mathematical language within their everyday play, for example bigger and smaller. Staff use their initiative during the daily routine to encourage the children to use numbers for counting, addition and subtraction, for example sharing out the dough and comparing the number of legs on different animals.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Staff provide children with a good variety of resources to aid them in using their senses such as dough, rice, pasta, sand and water. Children are confident and able to recall events that have happened in their personal lives. They are developing an awareness of other cultures and traditions. Children have access to the computer both for planned and spontaneous activities. Staff make effective use of circle time to draw children's attention to the environment they live in.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with ease around all areas of the nursery and garden; they show good co-ordination and awareness of space. They are able to move in a variety of ways and staff provide children with further opportunities to develop these skills through outdoor play and music and movement. Children are confident in their use of tools. They are able to select the tools they wish to use, for example scissors, rolling pins, pens and brushes. Children show an awareness of personal hygiene.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children respond enthusiastically to new experiences and are confident in expressing their thoughts and ideas in both small and large group situations. Children are able to express themselves freely through role play, music, movement and creative activities. Staff provide children with a variety of role play situations such as the farm shop. Children especially enjoy the 'sticky kids' tape and join in with the familiar songs and actions.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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:
- evaluation, to further develop the processes for evaluation to include individual children's achievements following the small group activity times held each day.

*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.*