



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 108419

DfES Number: 513339

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Elizabeth Juon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name White Waltham Nursery
Setting Address White Waltham Cricket Club
 White Waltham
 Maidenhead
 Berkshire
 SL6 3SH

REGISTERED PROVIDER DETAILS

Name Mrs Susan McCarthy

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

White Waltham Nursery opened, under its present owner, in 2000. It operates from the White Waltham Cricket Club pavilion, set in a rural location on the outskirts of Maidenhead. The nursery serves the local area.

There are currently 41 children from 2 years 9 months to 5 years on roll. This includes 27 funded 4 year olds. Children attend for a variety of sessions. The setting is able to support children with special needs and who speak English as an additional language.

The group opens from 09:00 until 16:00, five days a week, during school term times. Sessions are held morning, afternoon or full day.

There are three full time, and one part time, members of staff working directly with the children. Over half the staff have early years qualifications and the rest are working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

White Waltham Nursery provides good quality care for children. The qualified staff team are well organised. Staff deployment in the group is good and children are well supported. The staff arrange the space to be welcoming to the children, creating an environment where they feel happy and confident. There is a good range of toys and equipment available to the children. All the necessary paperwork is in place to comply with regulation and to underpin the working practices in the nursery.

The staff are aware of the need to maintain a safe environment for the children both inside and outside. Staff generally promote good hygiene practices and promote hand washing, but plates are not provided for the snack. The staff have a good understanding of children's individual needs. Resources are provided which promote positive images and diversity in society, but there are limited resources which

represent disability. The staff have a good understanding of special needs issues and work well with parents and other professionals to support children with special educational needs. The staff have a clear understanding of child protection procedures.

Children are able to take part in a wide range of activities which effectively promote development in all areas of learning. Children and staff interact well together. Children's behaviour is very good and staff use praise and encouragement effectively to encourage independence and promote good behaviour. The setting is carefully organised to ensure all children have access to a full range of activities at a level appropriate to their needs. Children are able to self select resources.

The nursery has a very good relationship with parents. Parents are welcomed into the nursery. The nursery works closely with parents to provide the care needed for their child. There are appropriate systems in place to share information with parents, covering all aspects of care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff have a good understanding of special education needs issues and have a policy of inclusion for all children. The staff support children with special needs well and this has been acknowledged by the special needs co-ordinator of the Early Years Development and Childcare Partnership.
- The staff and children form close relationships. The staff have a good understanding of the children and respond to their individual needs well.
- The selection of toys and activities is accessible to the children. The selection of resources encourages development in all areas of learning and promotes positive images of society.
- The partnership with parents is good which is reflected in the positive responses on the parental questionnaires.

What needs to be improved?

- hygiene practice so that snacks are served on a plate
- the range of activities and resources that promote disability in a positive way.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure good hygiene practices are in place regarding the provision of food at snack time.
9	Ensure that children have an appropriate range of activities and resources that promote disability in a positive way.

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 White Waltham Nursery is of high quality which helps children to make very good progress towards the early learning goals.

Teaching is very good. The staff have a sound knowledge of the foundation stage curriculum and a satisfactory understanding of the stepping stones to the early learning goals. Their effective planning enables them to provide a wide range of resources and activities to create a stimulating environment which supports children's learning. The staff have an observation and assessment system to check children's progress towards the early learning goals. They have a sound knowledge of the stage of development of each child. Children behave well in response to the adults encouragement and their good role models. There are appropriate systems in place to provide support for children with special needs and children for whom English is an additional language.

Leadership and management of the nursery is very good. The supervisor and staff have clear aims and objectives and policies and procedures to underpin working practices. The staff team have relevant qualifications and ongoing training is encouraged. The staff work well as a team to support the children. All staff are involved in planning. The staff evaluate the activities provided on a daily basis. The staff seek support from an early years teacher/mentor.

The partnership with parents and carers is very good. Regular opportunities for parents to complete a progress book provides a link with family and home that enables staff to provide appropriate care and meet the individual needs of the children. Parents are welcome in the setting and are encouraged to be involved in their child's learning.

What is being done well?

- Staff provide resources and practical activities which are appealing, fun and challenging to encourage the development of the children's communication, language and literacy
- Children can use a range of activities that support their mathematical learning, recognising numbers, matching and sorting according to size and shape and solving problems.
- Children gain an increasing understanding of where they live and the wider environment, through role play and a variety of appropriate resources.
- Partnership with parents is good. Parents are encouraged to come into the nursery and to share in their children's learning. Parents are provided with good written information about the setting and the early years curriculum.

What needs to be improved?

- the opportunity for children to use snack time to pour drinks and calculate.

What has improved since the last inspection?

At the last inspection four key issues were raised and the provider agreed to:

1. Improve group discussion to promote concentration and listening.
2. Provide guidance on letter formation.
3. Give information to parents on letter formation to support children's writing.
4. Ensure assessment records include information about children's development outside the nursery.

All these issues have been addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, have high self esteem and are eager to take part in the activities on offer. The children are developing independence and have a growing awareness and understanding of traditions other than their own, and of the wider world. Children have good relationships with each other and with adults, they interact well. The children behave well and are able to take turns and play co-operatively.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy books for stories and information. Children are confident communicators and good listeners. They enjoy storytime and participate fully. The children are involved in a range of play experiences to encourage conversation, writing, reading and listening skills while having fun.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence to 10 and beyond. They use a variety of resources and practical activities which enable them to learn about shape and size and simple mathematical concepts. Staff use positional language in context and ask appropriate questions to make children think. There are missed opportunities to do simple sums and calculations in everyday situations such as, snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have the opportunity to go out into the local area and draw maps of their surroundings to encourage a sense of place. Displays reflect society and family groupings. They talk about personal events in their lives and have a growing awareness of other cultures and traditions. The children are able to explore natural materials such as sand and water. They have confidence in their use of technology, computer, till, telephone.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently inside and outside the setting. They use a range of tools and equipment competently. Children have an awareness of their own needs and healthy practices. They negotiate space effectively and show an awareness of others. Children are confident and capable when undertaking routine tasks such as visiting the toilet and putting on coats.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children freely express themselves and use their imagination in the stimulating environment. Children enjoy singing nursery rhymes, dancing and using musical instruments to match the rhythm. Paint and art and craft activities are easily accessible. Children respond to a variety of stimuli with interest for example, textures and food.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- provide the opportunity for children to pour drinks and calculate in every day situations.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.