



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY231331

DfES Number: 523365

INSPECTION DETAILS

Inspection Date	01/12/2004
Inspector Name	Christine Goode

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Pennyfarthing Nursery School
Setting Address	Guide H.Q. Palace Drive Weybridge Surrey KT13 8ND

REGISTERED PROVIDER DETAILS

Name	Mrs Pauline Coleman
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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

Pennyfarthings Nursery school opened in 1974. It operates from a large room in the Girl Guide hall in Weybridge Surrey. There is a kitchen and separate toilet facilities. A maximum of 26 children may attend the nursery at any one time. The nursery is open each week day from 09:15 to 13:00 term time only. All children share a secure outdoor space.

There are currently 25 children aged from 2 to 5 years on roll and of these 14 children receive funding for nursery education. Children come from the local area. The nursery has experience of working with children with special needs and children who speak English as an additional language.

The nursery employs five staff. Four members of staff, including the manager, hold appropriate early years qualifications. All members of staff are undertaking training programmes.

How good is the Day Care?

Pennyfarthings Nursery School provides a satisfactory standard care for children. Most aspects of the provision are well organised and appropriate use is made of staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set of policies and procedures which most understand and consistently implement.

The key worker system enables staff to establish good relationships with their children and parents. Staff know the children well. Staff are aware of children's health, hygiene and individual dietary needs, including cultural and religious requirements. However, the recording of accidents is currently not kept confidential. There are currently no children with special needs attending but a trained member of staff is available if the situation changes. Staff are informed about children's safety both inside, outdoors and on outings. Staff are informed about child protection procedures and keeping children safe, although a statement of child protection

procedures has not been put into place.

Staff are sensitive to children's needs and provide a calm and caring atmosphere which helps children feel safe and secure. Staff keep notes of children's progress. Children benefit from consistent routines for playing, going out and snack time. Staff praise and encourage them and promote good behaviour. There are opportunities for children to work well together. The staff have been together a long time and work very well as a team. They plan out a range of age appropriate practical activities.

There is an effective partnership with parents and carers. Parents are aware of what is going on in the group through informal contact and the notice board. All parent questionnaires reflect they are satisfied with the service. The policies and procedures are accessible to parents.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work well as a team, they support each other and meet regularly to discuss and plan out future activities.
- Staff give good attention to meeting children's individual and cultural heritage needs well. They plan out activities that encourage children's learning.
- Behaviour is managed well by sensitive staff. Clear boundaries are set and children respond appropriately.
- Staff have a good relationship with parents and carers, who are encouraged to be involved in the group and contribute their skills.

What needs to be improved?

- the statement of child protection
- the confidentiality of accident recording.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
13	Ensure that the statement of child protection arrangements for the nursery school complies with local Area Child Protection Committee (ACPC) procedures.	28/02/2005

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

Std	Recommendation
7	Keep confidential written records signed by parents, of all accidents to children.

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 Pennyfarthings Nursery School is acceptable and of good quality. Children are making very good progress in personal, social and emotional development, mathematical development and knowledge and understanding of the world, and generally good in all other areas of learning.

The quality of teaching is generally good. Staff plan a wide variety of practical activities inside and out of doors. Resources are age appropriate and organised well. There is a good balance of child directed and adult directed activities. Effective small group work for older children helps promote learning. Staff are skilled at encouraging children to think and develop their language skills, ask questions and talk about what they are doing. Staff use a range of strategies to promote good behaviour and consideration of others. Staff are experienced in working with children with special educational needs. Children with English as a second language are included in all activities. Activities for funded children are presented with enthusiasm and commitment. However there is limited use of labelling, including dual language labelling, and limited opportunities for children to explore music. Staff target individual children's needs and this is used to inform planning.

The leadership and management of the group is generally good. Staff are encouraged to work well as a team. However, some aspects of the provision for literacy and creative development have not been identified as areas for improvement and there is no evaluation of programme planning in place. There are regular staff meetings and an evaluation in place to monitor the quality of teaching and identify staff training.

The partnership with parents and carers is very good. Parents spend time talking informally to staff about their children. They receive information about the group and the early learning goals.

What is being done well?

- Staff's understanding of how children progress leads to well planned learning activities. The activities engage and capture children's imagination, as well as sustaining their interest and supporting their progress and attainment in the early learning goals.
- Staff are effective in encouraging children to understand mathematics through practical play and rhymes for number operation and counting.
- Children are encouraged to find out how things work and to use construction materials well, as they assemble, build and join together.
- Parents are kept well informed about their child's progress through the Induction and Leavers meetings.

What needs to be improved?

- the evaluation of the programme
- the labelling of equipment and dual language labelling for children for whom English is a second language
- additional opportunities for children to explore music
- challenge and adventure for older children in physical play
- opportunities for children to increase their independence, such as pouring their own drinks.

What has improved since the last inspection?

The nursery has made generally good progress in improving practice from the last inspection.

They were asked to provide more detail in planning, giving emphasis to mathematics and knowledge and understanding of the world.

There is now detailed planning to target children's progress and very good emphasis is given to mathematics and knowledge and understanding of the world. Children are confident at counting and number work and use technology with confidence.

The provider was asked to improve assessment of children's progress and use this to inform planning and to evaluate the programme.

The group have introduced the Surrey assessment system and use this information to help with planning. However no evaluation of planning has been formally introduced and this remains an issue for this inspection.

Finally the provider was asked to provide more information about the early learning goals for parents. There is a notice board and regular meetings both formal and informal. Parents are now better informed about the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They concentrate well and sit quietly when making their Christmas cards. They select activities from available resources and are learning to take care of their personal needs. However, children do not pour their own drinks at snack time. They share and take turns and are becoming aware of other cultures and beliefs. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Both younger and older children talk confidently and clearly. They listen well to individual stories. They are encouraged to listen to the sounds of letters and words and make up their own scenarios. Children recognise their names and older children are beginning to write these correctly, whilst younger children enjoy mark making opportunities. Very few labels, including labels in dual languages, are in place to help children with their learning.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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All children are learning to count to well, younger ones to 5 and older children to 10 and beyond. Older children are aware of the order of numbers both forward and back. They recognise, shapes and colours and are able to compare big and small, as well as explore volume and capacity through their play and small group activities. Practical play situations, routines and finger rhymes are exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Good project work encourages children to explore living things. They discuss the weather and explore how things work whilst using pumps in the water play. They have opportunities to make construction models and to select, assemble and join together materials. They explore technology through the computer club and programmable toys. Children go on outings and receive visitors. Planning indicates children participate in a range of festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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All children are given regular opportunities to develop their skills as they use swings outside. Staff are on hand to give support and ensure children are safe. All children are aware of their bodies and the space they have to move around in. They use both large and small equipment well. However, there is limited challenge and adventure for older children. Both younger and older children are learning to handle scissors, pencils and paintbrushes with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
All children participate enthusiastically as they carefully iced their Christmas biscuits. They use paints, crayons and playdough. The variety of creative resources enables children to use their imagination. Children enjoy the role play corner and develop their own scenarios. Children sing songs and enjoy using their voices. However, there are limited musical opportunities where children can express their imagination. Cooking and tasting is in the planned programme.	
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

- evaluate the planned programme on a regular basis
- provide additional opportunities for children to explore and express their creativity through music
- provide more labelling to support children's learning and include dual language labelling for children for whom English is a second language.

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.