



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY253622

DfES Number: 535808

INSPECTION DETAILS

Inspection Date 06/01/2005
Inspector Name Doreen Forsyth

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Snapdragons Nursery & Out of School Club
Setting Address Henley Lodge, Weston Road
Bath
Avon
BA1 2XT

REGISTERED PROVIDER DETAILS

Name Snapdragons Nurseries Ltd 04399758

ORGANISATION DETAILS

Name Snapdragons Nurseries Ltd
Address 43 Bath Road
Atworth
Melksham
Wiltshire
SN12 8JW

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

Snapdragons Day Nursery and After School and Holiday Club is located in a large detached house near Victoria Park and the Royal United Hospital in Bath. It is one of five settings in a group of privately owned nurseries. This setting opened in 2003. The nursery is open all year round, including bank holidays, with the exception of the Christmas period. The nursery operates from 07.30 until 18.30 each day.

At present there are approximately two hundred and fifty children on roll, this includes forty-one children who are in receipt of government funded nursery education. The setting provides support for children with special educational needs or who speak English as an additional language.

Children have access to all areas of the house which includes the lower ground, ground and first floor rooms. There is a walled garden with grassed areas, vegetable plots and enclosed play areas for outdoor play.

The owner employs two qualified managers who oversee the day-to-day running of the nursery. There are in total 35 staff working throughout the building and with the children, most of whom are qualified in childcare.

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

How effective is the nursery education?

At Snapdragons Nursery the provision is of good quality overall, children are making generally good progress towards the early learning goals. In mathematics, knowledge and understanding of the world and in physical development children are making very good progress.

Teaching is generally good. The well-qualified staff plan a good range of interesting and worthwhile activities. The planning used is very effective and promotes all aspects of the learning goals, although in practice children's emergent writing is not sufficiently encouraged. Staff record the children's progress well, using this information when planning to meet children's individual learning needs. The teaching is suitable for both three and four-year-olds, but the daily programme is somewhat over-structured. Children often wait around for too long during daily routines, restricting their time for free and imaginative play. Good behaviour is promoted well. Both children with special educational needs or that speak English as an additional language have their needs well met. The setting is very well resourced and has the benefit of a large, attractive garden with good play equipment.

Leadership and management of the setting is generally good. Staff are encouraged to train; their development is regularly appraised. The setting has recently undertaken an outside assessment scheme to evaluate the provision offered. The managers spend time in the play rooms to monitor the teaching provided. The managers are aware of some of the nursery's strengths and weaknesses. They use and value appropriate outside professional help and advice.

There is a very good partnership with parents and carers. Parents are provided with good information about the setting, what the children learn and about their children's progress. They have opportunities to add to the children's records and share with staff what they know about their children. The setting encourages parents to be involved in their children's learning.

What is being done well?

- The spacious and well equipped garden is well used to promote the children's physical development offering them opportunities to move with freedom in a safe environment. The 'Sports Coach' sessions provide children with opportunities to develop their co-ordination and large muscle control.
- Children's mathematical development is promoted well, the children count and understand numbers. Staff encourage children to use mathematical ideas and language in their play and daily activities.
- The planning used is excellent. It is easy to understand, shows what children learn, and promotes all the aspects of the early learning goals. It is displayed attractively for parents to see.

- The setting has a very good partnership with parents. Parents are well informed about the setting, there is a good prospectus, newsletters, daily information slips and regular reports. The setting holds parents and information evenings. They are informed about the curriculum used and can be involved in their children's learning at home.
- Children are able to explore and investigate many different objects and materials. At the inspection they felt and tasted ice comparing it with warm water. They are learning about the natural world, for example they help care for the nursery's pet rabbits and fish.

What needs to be improved?

- the structure of the day, to allow children more time to play freely and develop their imaginative play
- the organisation of the daily programme so children are not waiting for unnecessary lengths of time
- the children's opportunities to practise their emergent writing, for example by labelling their own work and displays, and using mark making materials for a purpose in their role play.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are happy, confident and eager to learn. They leave their carers happily and settle to play. They work together well, for example, they co-operate to help tidy up. They take turns and share appropriately. They are learning that others have different views, feelings and cultures. They behave well and understand the rules of the setting. They have some choices in their activities and opportunities for self care, but their chances to develop personal independence are quite limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and the adults in the setting. They are skilled at expressing their thoughts and ideas in words. They enjoy stories and are able to retell some aspects of a story. They learn to name and sound letters, especially through the 'letter of the week'. Some children can write recognisable letters and their names. They do not have many opportunities to label their work for the wall displays or use their emergent writing in role play or to write for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children develop their mathematical skills well in the daily activities. They count and use numbers with confidence. In number rhymes and games they learn about simple addition and subtraction. They compare sizes and shapes using a range of suitable resources such as unifix and stickle bricks. When they helped to make play dough they used mathematical language, for example they added 'more' water and measured the amount of flour they needed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff use interesting topic work to help children learn about their environment, themselves and about the world around them. They go for walks in the local area and have visitors into the nursery. They are learning well about the natural world, they help care for the rabbits and fish and see a wealth of plants in the large garden. They have opportunities to use everyday technology and a computer. They are beginning to know about their own and other cultures, and celebrate different festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The nursery garden is large and contains very good equipment for children to freely practise climbing and balancing. They use the garden to run and move, learning an awareness of their own and others' space. A 'Sports Coach' visits each week, his sessions help children to move with control and co-ordination, and develop good ball skills. Children develop their small muscles when using different tools and materials, such as scissors, playdough, pencils, and paint brushes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to use different media and craft resources to explore colour, texture and form. They paint and use some collage materials. They sing songs from memory and often use instruments to accompany their music. A teacher visits the nursery each week to present music and movement to the children; children dance and match movements to music then. Because of the structured day, children's opportunities to role play, play freely and use their imaginations are quite limited.

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

- review the daily programme and routines, to ensure children are able to use the maximum amount of time in purposeful play. Include more opportunities for children to develop and extend their role, free and imaginative play
- ensure children's emerging writing is developed. Encourage children to label their own work and displays and use mark making resources for a purpose in their role and imaginative play.

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.