



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 119256

DfES Number: 513267

INSPECTION DETAILS

Inspection Date 17/11/2003
Inspector Name Linda Pearce

SETTING DETAILS

Day Care Type Full Day Care
Setting Name P A W S Nursery School
Setting Address Hayley Green
 Warfield
 BRACKNELL
 Berkshire
 RG42 6BS

REGISTERED PROVIDER DETAILS

Name Mrs Augusta Kate Fretwell

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

Paws Nursery School have been registered since 1995. The establishment operates from two rooms within a self-contained commercial building in the Hayley Green area of Warfield, Berkshire. The school serves the local community.

There are currently 65 children from 2 to 5 years on roll. This includes 29 funded 3 year olds and 15 funded 4 year olds. Opening hours are from 09:00 until 15:15 daily, for 39 weeks of the year. The children attend for a variety of sessions, which run from 09:15 until 11:45 or 12.45 and 11:45 or 12:45 until 15:15. Starting and finishing times vary according to whether the children attend the lunch club or not. The setting currently supports a number of children who speak English as an additional language.

Six part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Paws Nursery School provides a good standard of care for children in an organised and appropriately resourced setting. All staff members undertake regular training. The environment is warm and visually welcoming with lots of the children's art and other work displayed throughout the school. There is a large outdoor play area, with views of the adjacent farmland. Procedures and policies have been well considered for all Standards. Documentation is organised, stored securely and readily available for inspection.

General safety is satisfactory, with access to the premises by children and visitors beings appropriately monitored. Risk assessment is undertaken in all areas of the premises on a daily basis. Some attention is required to rear boundaries. The children are encouraged to observe personal hygiene, effectively. Snacks and meals are taken, seated together in a social setting. The children's individual needs are met

through observation, information about home life, health and care requirements.

Staff continually encourage independence and offer a variety of interesting activities based around the six learning areas. Resources and activities support and extend equal opportunities. The management of behaviour is consistent, with staff providing good role models. The children were all actively interested and occupied in their play.

There is a well documented parental policy and feedback from parents is very positive. Parental support and input is valued and encouraged and parents are asked to furnish details of special home events or outings that the children can share with their peers.

What has improved since the last inspection?

There have been some improvements to the safety of the boundary areas. A low substantial trellis has been erected to comply with an action set at the last inspection.

What is being done well?

- Policies and procedures are all well documented and supported by practise.
- All staff undertake ongoing training.
- A wide variety of resources and activities were made available to support all round development. The children had opportunities for creative, imaginative and free choice play, which included using the home corner, dressing-up-clothes, gluing, books, play-dough, water and sand pits.
- Access to the premises is carefully monitored at all times.
- Parental input is valued and actively encouraged. Parents are asked to participate in the school's activities, by attending outings, special events, sharing knowledge about the children and home life.
- A warm and welcoming environment is provided with a variety of wall displays showing the children's art, craft and topic work.

What needs to be improved?

- the security of the outside rear boundaries
- arrangements to ensure at least one member of staff on duty always has an up to date first aid qualification
- arrangements to ensure all members of staff are thoroughly conversant with child protection indicators.

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
6	Re-evaluate and implement safety of boundaries and exits from the rear outside play area, to allow full use of the outside facilities
7	Ensure that at least one member of staff with an up to date first aid qualification is present at all times.
13	Ensure that all staff, students and volunteers are familiar with the indicators of child protection issues.

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

How effective is the nursery education?

PAWS Nursery school offers a very good quality of nursery education where children learn through a wide range of activities. Children are making very good progress towards the early learning goals in all six area's of learning.

Teaching is very good. Staff have a good understanding of the early learning goals, they plan and evaluate effectively to ensure children are making good progress in all area's. There is a very good range of activities and resources which are enjoyed by the children and they are confident and motivated to learn. Behaviour is excellent and staff are very good role models.

Leadership and management of the setting is very good. The staff are well lead by the manager, they work extremely well together and are a strong team. The owner is currently living abroad but is in daily contact to support the manager and staff. Staff are encouraged and supported to attend further training to aid their personal development. Staff evaluate activities and plans daily, staff meetings take place regularly and all staff participate in planning of the curriculum.

Partnerships with parents are very good. Parents receive useful information on the setting, it's routines and planned curriculum including the early learning goals. They have access to children's individual records freely, are encouraged to share home observations and to attend regular parent sessions. Good staff interact enhances partnership with parents and aids children's development further.

What is being done well?

- Children are confident and effective communicators with both adults and one another. Children have many opportunities to develop and extend language and literacy skills, good staff extension and questioning supports this. Many children confidently recognise and write their own names and understand that print carries meaning;
- Children separate well from carers and relate well towards one another and adults. They are confident and respond enthusiastically to new experiences and are able to share resources and take turns at activities. Behaviour is excellent;
- Staff have a sound understanding of the early learning goals and plan and evaluate effectively to ensure children make very good progress towards them. Staff work well together as a team to provide an excellent range of activities and experiences for the children, they interact, support and encourage children well to ensure that all children are making good progress;
- Partnerships with parents are very good, parents have daily access to individual records and are encouraged to share information both formally and informally.

What needs to be improved?

- opportunities for children to further develop their independence skills at snack time;
- the use of opportunities to further enhance the children's awareness of numbers and simple calculations in everyday situations.

What has improved since the last inspection?

There where no significant weakness noted but points for consideration have been effectively addressed. Children now have access to pens, pencils and paper within the role play area which helps to further extend opportunities for independent writing and mark making. Activities and resources are effectively laid out within the constraints of the building, many at the children's level such as dressing up, puzzles and listening corner and children are able to select activities and resources freely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children respond enthusiastically to new and shared experiences and are confident in communicating their thoughts and feelings. They show very good concentration and express their needs and ideas well. They are developing independence skills and relate well both to adults and one another. They are well behaved and share toys and resources. Staff form good relationships with the children, show consistent interest and involve themselves in children's play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and eager to engage in conversation with children and adults. Good staff interaction and questioning helps to widen children's vocabulary. Children practise writing for a variety of purposes and many can write their own names. Children are confident in finding their name cards, enjoy books and are beginning to understand that print carries meaning. Children listen and respond well to stories, enjoy songs and rhymes and participate well at group time.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children count up to 9 with confidence and some beyond. Children use simple maths in everyday situations such as role play. Children are confident in recognising and comparing groups of numbers for example "Banana game" and are offered many opportunities to extend this knowledge. Many children use language to compare size, shape and position and are able to access a wide range of activities within the session to extend and reinforce this knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children have many opportunities to investigate, explore, build and construct through a range of practical activities. Planning ensures they talk confidently about events in their own lives and the world around them. They confidently use every day technology such as the computer and mouse, walkie talkies and telephone in the home corner.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show confidence in independence skills and show good awareness of personal hygiene. Children move confidently and with ease around the nursery and show good spatial awareness both in and outdoors. Many children can hop, skip, jump and gallop with ease. Staff plan for and provide a good range of tools and activities to enhance the children's physical skills for example music and movement, cutting and sticking and parachute.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express idea's through a wide range of activities and resources such as cooking, collage painting and construction. These enable them to explore colour, shape, taste and texture. They explore music through singing, dancing and using musical instruments. Children are involved in and enjoy role play in the home corner making cups of tea, using the phone, recording messages and putting out fires.

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:
- opportunities for children to further extend their independence skills at snack time;
- utilise everyday opportunities to further enhance children awareness of numbers and simple calculations.

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.