



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 145849

DfES Number: 521169

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Beryl Baggs

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Westwood Nursery School
Setting Address Upper Westwood
Bradford on Avon
Wiltshire
BA15 2DP

REGISTERED PROVIDER DETAILS

Name The Committee of Westwood Nursery School

ORGANISATION DETAILS

Name Westwood Nursery School
Address Upper Westwood
Bradford-on-Avon
Wiltshire
BA15 2DP

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

Westwood Nursery School has been open since 1984. A committee of parents own the nursery school and employ the staff.

The nursery school is open term time only on Monday 09:15 to 11:45 and Tuesday to Friday 09:15 to 12:00. Afternoon sessions are from 12:30 to 14:30 on Monday and Thursday for two-year-olds.

The nursery school has its own building in Upper Westwood with an enclosed garden for outside play. There are 26 children on roll of whom 11 three-year-olds and two four-year-olds receive nursery education grant. One child has special educational needs, and one child has English as an additional language.

The play leader is a qualified teacher. There are four other staff, two of whom are working towards a childcare qualification. The nursery school is supported by the Early Years Development and Childcare Partnership.

How good is the Day Care?

Westwood Nursery School provides good quality care for children. The play leader holds a teaching qualification. The well organised sessions with clear plans for staff roles, ensure children are supported in their play and learning. The bright and welcoming sole use building has displays of children's work. The play space is used imaginatively to offer a variety of play activities. A wide range of interesting and challenging play materials are provided, added to by the staff for special topics e.g. spectacles and leaflets from an optician. Children's progress records are shared with parents.

The nursery school ensures the play space is safe for children, and that staff are used well to monitor their activities. There are clear accident and medication records. The nursery school provides healthy and nutritious snacks for children. Staff recognise the individual strengths and qualities of each child and know how to get funding for additional staff time for children with special needs. Staff have good

knowledge of children's circumstances and when changes affect their well being. Children share the same water to wash their hands because of difficulties in using the taps of the hand basins.

A very good range of interesting and attractive activities is offered to the children to learn through play. Children concentrate and enjoy the opportunities to develop activities in new ways. Children behave well, understand routines and are supported by good distraction techniques. The positive images of disability and gender roles in the play materials are limited.

Parents are informed about their children's progress, and have daily opportunities to share information about their children with the nursery staff.

What has improved since the last inspection?

The operational plan now contains the procedure to be followed in the event of a child being lost. The complaints policy now includes reference to Ofsted. The action plan on staff qualifications is being followed. The deputy is working towards a level three childcare qualification and half the staff now hold a childcare qualification. Parents give written permission to administer medication and sign the record kept by the nursery school when it has been given.

What is being done well?

- There is a strong commitment from the parent committee and the staff team towards developing knowledge and skills through training and qualifications.
- The adult involvement in children's play makes learning fun and the activities attractive.
- Staff know how to get funding for additional staff time for children with special needs.
- Parents are informed about their children's progress, and have daily opportunities to share information about their children with the nursery staff.

What needs to be improved?

- good hygiene practices are in place regarding hand washing
- the positive images of disability and gender roles in the play materials for the children.

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 hand washing.
9	Extend the positive images of disability and gender roles in the play materials for the children.

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

How effective is the nursery education?

Children are making very good progress towards the early learning goals. They are confident and eager to learn. They use language well and enjoy books and stories. They enjoy games using numbers and learn about the world about them. Children jump, play ball, balance and climb with confidence. They enjoy music and free expression in art and craft. Some opportunities are missed to encourage reading and writing.

Teaching is very good. Staff understand the learning intentions of each activity and how to extend activities for the more able child. Staff model what is expected and ask questions to make children think. Children with special educational needs are supported well, with individual care when required. The sessions are well organised so children are involved at all times and behave well. Staff assess children's progress against the stepping stones and use their knowledge of the children to plan the next steps.

Leadership and management is very good. The committee appraise the staff. The play leader organises staff meetings to share planning ideas to improve the curriculum. The play leader values how well they manage behaviour and makes learning fun. Activities are evaluated and children's progress is checked, to ensure the provision is effective in teaching children. Staff attend early years workshops and bring back ideas to improve the care and education for all children.

Partnership with parents is generally good. They have brief information about the topics and early learning goals in a brochure. They can see children's progress records at any time and share information on a daily basis. Open days allow parents to come and observe sessions. Parents are not informed, in a simple format, what children learn from everyday play activities.

What is being done well?

- Children explore their local community and people who help them. They have walks around the village to look at old buildings and trees. Visitors to the sessions include local farmer, nurse and policeman.
- Children learning about their bodies, eyes, teeth, hands and feet in interesting activities.
- Parents and staff share information about the children daily in a relaxed and friendly manner.
- Children have opportunities to extend their understanding of new words. They understand sign language for a range of words and remember them well.
- They enjoy music, sing well and use musical instruments to the beat of the

music. They have opportunities to move to music and use their imagination in art and role play.

What needs to be improved?

- Encouragement for children to write their name on all pieces of work and to use the book corner as individuals.
- Information for parents, in a simple format, about what children learn from play.

What has improved since the last inspection?

The improvement since the last inspection is very good. Physical play is now included in each session. Children have access to large equipment to develop skills in jumping, climbing and balancing. Staff are now more confident of the early learning goals, what children learn through play and attend regular training at early years workshops and through qualifications. Children's progress is assessed and used to plan the next steps for them. Plans give equal balance to all the areas of learning including personal and social, language and literacy and mathematics.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and keen to learn. They join in new activities such as the optician's role play with enthusiasm. They express their own needs and are building good relationships with other children. They trust the adults and feel secure when distressed. They behave well, have many opportunities to be independent and can link events outside to topics discussed within the nursery school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk well to each other and the adults. They have opportunities to extend their understanding of new words. They understand sign language for a range of words and remember them well. They link sounds to letters and identify words beginning with that sound. They enjoy stories and have access to a lovely range of fiction and factual books. Some opportunities are missed to encourage reading and writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count well. They use number in their play and games, rolling a dice to identify how many jumps. They link the pattern of dots on the dice to the number. They have opportunities to compare two numbers and are beginning to learn about addition and subtraction. They recognise shapes, and understand words describing position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a wide range of materials and observe the world around them. They look at themselves in mirrors, the life cycles of frogs and chickens, and what happens when water freezes. They build and construct with many resources and use everyday technology in their play. They use a computer with confidence. They learn about their local community and people who help them, as well as the food, dress and way of life of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have physical play everyday, outdoors whenever possible. The nursery school ensures fresh air as an important aspect of children's ability to learn and concentrate. Children move around the play space safely and space out well in circle time. They are learning about their bodies, eyes, teeth, hands and feet in appropriate activities. They use a wide variety of tools, materials, and equipment with growing skill and confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture and shape in two and three dimensions. They use clay, weaving and mix paint with bran for textured effects. They enjoy music, sing well and use musical instruments to the beat of the music. They have opportunities to move to music and use their imagination in art and role play. They respond to experiences of smell and taste.

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:

- ensure encouragement for children to write their name on all pieces of work and to use the book corner as individuals
- develop information for parents, using a simple format, about what children learn from 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.

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.