



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 110026

DfES Number: 521329

INSPECTION DETAILS

Inspection Date	17/02/2004
Inspector Name	Anne Munro

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	OAK NURSERY SCHOOL
Setting Address	11 Long Lane Holbury Southampton Hampshire SO45 2LF

REGISTERED PROVIDER DETAILS

Name	MRS JEAN SMITH
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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

Oak Nursery opened in 1991 and is privately owned. It operates in a house set back from the main road through Holbury. The house has been converted solely for nursery use.

The nursery is registered to accept 30 children aged from 1 to 5 years of age. There are currently 62 children on roll, including 35 funded 3-year-olds and 9 funded 4-year-olds. The nursery supports a small number of children with special needs.

The nursery opens 5 days a week all year round, except for Bank Holidays, from 08:00 to 18:00. Children attend for a variety of sessions.

Four full-time and three part-time members of staff work with the children. All have early years qualifications.

The nursery belongs to the National Day Nursery Association and the Pre-school Learning Alliance and is a member of the Hampshire Nursery Network. The nursery is currently working towards accreditation by the National Day Nursery Association.

How good is the Day Care?

Oak Nursery School provides good quality care for children.

There is a strong management structure. Staff are well-qualified and encouraged to develop their skills and expertise. Most policies and procedures are clear and underpin the running of the nursery. The nursery provides a bright and welcoming learning environment. There is an excellent range of toys and play equipment which is easily accessible to children.

Staff have a good understanding of safety issues and receive training during induction. Risk assessments are carried out annually and the premises are checked daily by staff. The premises are kept secure and precautions are in place to safeguard children. Staff give careful attention to cleanliness and encourage children to be independent in their personal hygiene. Appropriate procedures are in place to

handle illness or injury. The nursery provides healthy snacks and staff have experience of dealing with allergies and special diets. Staff receive training in child protection.

Staff carry out regular observations and keep comprehensive records of children's progress so that they have a good knowledge of the capabilities of individual children. They plan a balanced curriculum of exciting activities and liaise with parents and other professionals to ensure that special needs are met. They use praise and encouragement to build children's self-esteem and promote good behaviour.

Staff encourage communication with parents, sharing information about children's progress. Parents receive good information about the group, activities and events, through regular newsletters and on notice boards. They join in social and charity fund raising events.

What has improved since the last inspection?

Not applicable.

What is being done well?

- There are effective procedures in place for the recruitment and management of staff, with clear roles and responsibilities. As a result, there is a strong staff team who work well together. All staff members are well qualified and are committed to ongoing training and personal development. They are all involved in planning an exciting range of activities that promote learning across the six areas. They are particularly good at providing imaginative role play situations to stimulate children's learning, such as a dinosaur cave in a darkened room and a building site on the outside play area.
- The premises provide a bright and welcoming environment. Good use is made of space, with children working in small groups in comfortable surroundings. They have access to a secure outside play space, which is used imaginatively all year round.
- The nursery provides an excellent range of good quality toys and play equipment which is well-maintained and regularly renewed. There are accessible storage units in each room, allowing children independence in choosing activities and resources.
- The nursery provides healthy snacks and regular drinks. A weekly menu is displayed and there is milk or water to drink. Parents can provide alternatives if they prefer. Staff are aware of any special dietary needs and have experience with allergies.

What needs to be improved?

- the information on staff files

- the procedure for uncollected children
- the admissions policy.

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
2	Review the admissions policy so that it includes the criteria for accepting children aged under two.
2	Ensure that there are procedures in place to be followed in the event of a parent failing to collect a child, including if a parent is not contactable.
1	Ensure that records are stored in accordance with the Data Protection Act and CRB requirements.

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 Oak Nursery School is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the early learning goals and plan exciting activities that cover the six areas of learning. They provide a stimulating learning environment with easily accessible resources enabling children to develop independence. They use good questioning skills to promote learning and are particularly good at initiating imaginative role play. Staff liaise with other professionals to ensure that children with special needs are included. They use praise and encouragement to promote self-esteem and good behaviour. They operate an effective system of observing and assessing children's progress, although do not always identify the next steps for development. They have good knowledge of the children in their care.

Leadership and management are very good. A strong management structure with clear policies and procedures ensure that staff members are all aware of their roles and responsibilities and form a committed team. An effective staff appraisal system enables them to continue developing their expertise and practice in the nursery is constantly evaluated and improved.

Partnership with parents and carers is very good. Parents are given good information about the group in a comprehensive prospectus and in regular newsletters. Notice boards inform them of current activities and events. Parents have plenty of opportunity to discuss their children's progress and receive regular written reports, although receive limited guidance on the stepping stones and how to support children's development at home. Their expertise is used in the nursery and they join in social and charity fund raising events.

What is being done well?

- Well-qualified and experienced staff members are committed to the development of their own expertise and of practice in the nursery. They demonstrate very good teaching skills and work well together to provide an exciting and stimulating learning environment.
- Staff use exciting role play situations to trigger learning across the six areas. An imaginative 'building site' on the outside play area involves much physical activity with tractors, diggers and wheelbarrows and provides opportunities for making lists, using books for reference, drawing plans and measuring materials, as well as learning about aspects of their environment.
- Children learn to recognise and write their names and become familiar with written words throughout their activities. They use emergent writing skills for

a variety of purposes, for example making notes in role play, writing lists and letters. Staff help them to build a firm understanding of the link between letters and sounds as they involve them in writing labels for displays and captions on their work.

- Children are very good at listening and concentrating. Staff members are all skilful in holding their attention in story times and in using questioning to develop children's interest and involvement in group discussions.
- Children are encouraged to be independent in their personal care and in choosing their activities and resources. They are able to use the toilet independently and are taught to wash their hands and use tissues. Accessible storage throughout the nursery enables children to choose their activities and staff help them to put things away and keep their play rooms tidy.

What needs to be improved?

- the use of children's records of achievement to plan for the next steps for development
- methods to increase parents' understanding of the stepping stones and help them to support their children's development at home.

What has improved since the last inspection?

The recommendation from the last inspection was that the nursery should maintain existing high standards. Managers and staff constantly evaluate the provision and discuss areas for improvement, bringing new ideas from training and from liaison with other groups.

The use of rooms has been re-organised to allow a small room to be used solely for imaginative play. It is transformed according to the current topic and provides children with exciting opportunities to learn.

The system of observation and assessment continues to evolve and improve, and ensures that staff have a very good knowledge of individual children.

Toys and equipment are continually reviewed and updated, so the nursery has an excellent range of good quality equipment. Accessible storage units have been provided in each room, allowing children choice and independence.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children sit quietly to listen and are able to concentrate for long periods. They are confident in their interaction with other children and staff, and learn to take turns and share. Staff use praise and encouragement to build self-esteem and promote good behaviour, so children are generally well-behaved. Children learn to be independent in their personal care and in choosing activities and resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children can all recognise their written names and sometimes the names of others. They are developing a good understanding of the link between sounds and letters. Many children can write their names and they confidently use emergent writing in role play situations. They enjoy looking at books and are taught to handle them with care. They listen attentively to stories and join in rhymes with enthusiasm. They develop confidence in speaking in a group and listen to each other with interest.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Most children can count to five and several to ten and beyond. Most are able to recognise numerals to five. They can make simple calculations, such as the number of cups needed at snack time, and practise weighing and measuring in mixing playdough and in cooking biscuits. They learn to sort, match and sequence with a range of good resources and staff enable them to develop mathematical language throughout activities, for example in comparing the heights of children standing in line.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about their environment on outings around the neighbourhood, for example a trip to a local builders' merchant to collect materials for their own 'building site'. They talk about themselves and their families and learn about the cultures and beliefs of others. They design and build with construction toys and with a variety of tools and materials. Children enjoy using a computer to support their learning, as well as programmable toys and simple powered equipment such as torches.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop spatial awareness manoeuvring ride-on toys around the outside area and learn to respect the space of other children. They climb, balance and move with confidence over a range of large apparatus and are supported by staff in learning new skills with small equipment such as balls and ropes. They successfully develop manipulative skills with a good variety of tools and materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour, shape and texture using a variety of techniques and materials. They help to design imaginative displays which promote pride in their work and reinforce their learning. They explore sound and rhythm with musical instruments and move imaginatively to music. Staff initiate exciting role play situations which stimulate children's interest and enable them to communicate their ideas and develop their imagination.	
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 key issues for action but the following are points for consideration:
- ensure that children's records of achievement show progress through the stepping stones and identify the next steps for development
- Consider ways of increasing parents' understanding of the stepping stones and helping them to support their children's development at home.

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.