



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120243

DfES Number: 522245

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Pauline Goldrick

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Summerfield House Day Nursery
Setting Address Chertsey Road
Chobham
Woking
Surrey
GU24 8HF

REGISTERED PROVIDER DETAILS

Name Mrs Adele Elizabeth Doran

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

Summerfield House Day Nursery opened in 1991.

It operates from a converted residential building near the village of Chobham in Surrey. Children are accommodated in age related groups. There are enclosed areas for outside play. Children have their own allotments and there are ducks and chickens on adjoining Nursery land which the children are regularly taken to see. The nursery serves the local area.

It is registered for forty children under five years of age.

There are currently sixty children from six months to four years on roll. This includes fifteen funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The nursery welcomes children with special needs and those who speak English as an additional language.

The group opens five days a week (Monday to Friday) all year round. Sessions are from 08.00 until 18.00.

Twelve full time and three part time members of staff work with the children. The nursery also has a volunteer helper who regularly spends time within the nursery. Nine staff members have early years qualifications and one is a qualified teacher. Two staff members are currently on appropriate training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

Summerfield House Day Nursery provides high quality education and children are making very good progress towards all areas of learning.

The quality of teaching is very good. Children enjoy learning through a wide range of interesting and stimulating activities, both inside and outside. Children concentrate well and are encouraged to think and express their own ideas by skilful questioning from the staff. Children behave well in response to high expectations and good relationships are being formed. Staff have a very good understanding of the Foundation Stage and strong planning underpins all areas of learning. Staff effectively assess children and use this information well to plan their next steps. Confidence and independence are supported well in all daily routines, such as the snack bar and how the children change their shoes, and the setting shows great commitment to using the outdoor area to develop all aspects of children's learning. Children with special educational needs and English as an additional language attend the setting and good provision is made to ensure they are included in all activities with appropriate support provided.

Leadership and management are very good and there is a strong commitment to improvement and training which has a positive impact on children's learning. The staff work well together as a team, inspired by the management who lead through example. The process of self evaluation and target setting is well established through regular staff meetings.

The partnership with parents is very good and contributes well to the children's progress towards the early learning goals. Parents are given good information about the settings' policies and activities and have regular opportunities to share their observations with staff and discuss their child's progress. They are actively involved in their children's learning and well informed about how to support this at home.

What is being done well?

- The outdoor area is used imaginatively as an integral part of children's learning.
- Staff use very good strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children.
- Children are motivated to learn by the excellent planning which provides a broad range of stimulating activities, well matched to children's individual needs.
- Good emphasis is given to developing children's speaking and listening skills and encouraging children to articulate their own ideas and feelings with confidence.

- The proprietor, manager and staff are a very committed team and are always looking for ways to improve the quality of education and care at the nursery.
- The partnership with parents is strong. Parents receive good information about their children's learning and progress and feel fully involved with the nursery.

What needs to be improved?

- the opportunities for children to develop their early writing through open ended, play based activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The setting was asked to develop the outdoor area as a learning resource for children's exploration of the natural world and science and as a result their garden has been transformed to fulfil these aims. The quality of educational provision has been significantly improved with the addition of the vegetable garden, where children were digging up carrots and discussing what may have nibbled them underground. Also the duck and hen area where the children observe the birds feeding every day and are also invited to take an egg home for their tea.

In addition, a large area is fenced off for the use of wheeled toys, balls and other small apparatus plus a further area for the climbing frame, which provides great physical challenge for all ages and abilities of children.

Furthermore each room has a well designed outdoor area, where each area of learning is represented with a good range of resources. The open door policy is well established and children enjoy the contrasting opportunities offered indoors and outdoors and selecting materials and activities independently. This has a good impact on their learning by increasing their motivation to explore. The planning supports the outdoor learning well and good attention to detail is given to resources such as the range of materials provided for children to explore floating and sinking in the outdoor water tray.

Overall, the actions carried out since the last inspection have made an excellent impact on children's learning

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and make decisions by many daily routines such as selecting fruit at the snack bar and by choosing resources. Children behave well and are encouraged to share and take turns and be polite and considerate to each other. They concentrate well on many tasks and try hard to understand other children's' viewpoints during discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate their ideas. They listen to stories, enjoy sharing books with staff and enthusiastically enact the Three Little Pigs with puppets. They also have very good listening skills promoted well by the frequent discussion times. Children are learning the sounds that letters make and join in rhyming stories. They are keen to recognise their names at snack time. Children practise letter formation but are not confident at experimenting with writing as part of their play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Good planning provides a broad range of activities that help develop children's mathematical understanding. The obstacle course provided active experiences for children to understand positional language, such as over and under, supported well by reading the bear hunt book. Children are encouraged to count in many practical ways such as digging up carrots and banging nails into wood. They extend their learning in a singing game by counting how many currant buns are left when some are taken away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff plan interesting activities that enable children to notice differences, for example, by discussing samples of wood. Attractive displays, which invite the children to explore, supports their learning. Children show great interest in the natural world and enjoy observing the hens and turkeys. Children are competent on the computers and enjoy using the walkie talkies in their role play. They investigate how things work such as nails and hammers and use a range of materials to make models.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are set challenges to develop their physical skills by trying out the obstacle course with staff on hand to give support and encouragement. They manoeuvre bikes along a curving path showing good awareness of others. Children are knowledgeable about the changes that happen to their bodies when they exercise and also why sleep is important for healthy lives. Children are taught to handle and control small objects such as a hammer and nails and tools, such as a glue spatula, for art work.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in the role play hospital, making up interesting stories to account for their eye patches and bandaged limbs. They enjoy exploring art materials to create black and white collages and painting in the outdoor area. They are encouraged to develop their senses by planned activities on taste, touch and smell and explore texture by experimenting with corn flour. Children are confident at expressing their own ideas and feelings, particularly through discussions.

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:
- the development of children's early writing, so they become confident to experiment with writing in their 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.