



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 126979

DfES Number: 519686

INSPECTION DETAILS

Inspection Date 12/02/2004
Inspector Name Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ashford Family Nursery
Setting Address Albert Road
 Ashford
 Kent
 TN24 8NY

REGISTERED PROVIDER DETAILS

Name Mrs Jane Doherty

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

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

How effective is the nursery education?

Children are making generally good progress to the early learning goals.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals, enabling effective delivery of a planned educational and play experience. It is imaginatively resourced and enables children to develop in all six areas of learning.

Leadership and management is generally good. The staff team appeared very well motivated, which impacts positively on most children's play experiences and ensures they are happy, confident, interested and involved in their play, including many of the children with special needs.

Partnership with parents is very good. Staff place a great deal of emphasis on working with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide parents with regular information about the provision and the experiences their children are receiving. Imaginatively produced information on daily activities ensures all parents have opportunities to be knowledgeable about the activities their children are involved in.

What is being done well?

- Most children sitting and listening well in group activities, interested and involved, taking turns to speak, expressing views and contributing appropriately. They demonstrate a generally good understanding of agreed codes for groups working together harmoniously, with less able children given appropriate support and guidance.
- Staff have clear boundaries for behaviour, they are good role models and give appropriate and positive support to the high number of children within the group who have special needs. This aids their inclusion into the group.
- Most children relate well to staff and with each other assisted by staff deployment being at staffs discretion e.g. according to children's needs and who relates best to whom.
- Staff use good questioning techniques, which encouraged children to communicate their thoughts and feelings both in group work and on a one to one basis, e.g. 'Ant' activity and Caterpillar Story, asking children what they thought the caterpillar should eat?
- Most children say and use numbers in familiar context.
- Children are given opportunities to experience and talk about objects, materials, features of living things, similarities, differences and change e.g. 'ant' activity.

- Staff give children opportunities to use technology e.g. Karaoke activity and setting alarm to remind them that the vegetable stew is cooked.
- Children are provided with practical opportunities to use equipment e.g. pouring own drinks.
- Children are given very good opportunities to move around confidently, imaginatively and safely with control and co-ordination. Children are very involved in music and movement, jumping, twirling, hopping with pretend ribbons making patterns waving it over their heads.
- Children are provided with good opportunities to sing simple songs and rhymes from memory, recognise sounds, repeat sound patterns and match movement to music.

What needs to be improved?

- Weaknesses:
- opportunities for more able children to use the toilet independently
- opportunities for children to learn that print goes from left to right and top to bottom
- opportunities for more able children to link sounds with letters and practice writing familiar letter sounds
- opportunities for children to recognise numbers and number names in number labels on displays or resources
- opportunities for children to use computer technology

What has improved since the last inspection?

More opportunities for children to gain an understanding of and sensitivity towards different cultures and beliefs through topics, activities and the recent acquisition of a number of quality books, including non fiction books for finding information. Books are available to children on a continuous basis.

More opportunities for children to say and use numbers in familiar context, counting and problem solving in practical situations e.g. 'What's The Time Mr Wolf' and 'speckled frog' action rhyme.

Children are given opportunities to experience and talk about objects, materials, features of living things, similarities, differences and change e.g. 'ant' activity.

Children involved in music and movement, jumping, twirling, hopping with pretend ribbons making patterns waving it over their heads and also throwing and catching.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff build on children's confidence and self-esteem by being sensitive to their needs and knowing them well. Most children demonstrate generally good levels of concentration and sit well and are interested and involved with their learning. However more able children do not have opportunities to take care of their own personal needs. Most children demonstrate a good understanding of agreed codes for groups working together harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children communicate well. There is a high quality adult to child interaction. Staff give very good support in developing children's spoken language. Good use is made of opportunities to extend language. However, staff missed opportunities to demonstrate to children how print is formed. Staff use very good questioning techniques, which encourage children to communicate their thoughts and feelings and explore new ideas confidently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children demonstrate a knowledge of counting, saying and using numbers in familiar context and count from 1 - 6 confidently. However, there are insufficient opportunities for children to routinely learn to recognise numbers in practical ways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children extend their understanding in this area through a range of practical activities. Most children talk confidently and enthusiastically about events in their own lives and those of others. However, children lack opportunities to use everyday computer technology. For safety reasons children are not given very many opportunities to learn about and identify features in the place they live.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with a variety of tools and equipment to develop their manipulative skills. Most children move around confidently, imaginatively and safely with control and co-ordination. Staff provide children with good opportunities to develop their co-ordination skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experience a range of media and materials whereby they can explore and investigate texture, shape and colour, using all senses. Children sing songs and action Rhymes with a great deal of enjoyment and meaning.

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

- provide opportunities for children to learn that print goes from left to right and top to bottom
- develop opportunities for more able children to link sounds with letters
missed opportunities for more able children to practice writing familiar letter sounds
- introduce opportunities for children to recognise numbers and number names in number labels on displays or activities
- provide opportunities for children to use computer technology
- provide opportunities for more able children to independently use the toilet

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.