



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY264202

DfES Number: 518270

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Aylesbury College Day Nursery
Setting Address Oxford Road
Aylesbury
Buckinghamshire
HP21 8PD

REGISTERED PROVIDER DETAILS

Name The Committee of Aylesbury College Corporation

ORGANISATION DETAILS

Name Aylesbury College Corporation
Address Oxford Road
Aylesbury
Buckinghamshire
HP21 8PD

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

Aylesbury College Corporation Day Nursery opened in 1989. The Nursery is situated within the college grounds. It operates from two main rooms, with adjoining resource areas in a purpose built building and incorporates a large fenced outside area. The group caters for children of parents attending courses within the college and there are a number of places for people working in the local community. A maximum of 51 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:30 to 17:30. It opens all year round, except for Public Holidays.

There are currently 102 children aged from 3 months to under 5 on roll. Of these 27 children receive funding for nursery education. The setting has provision to support children with English as an additional language and children with special educational needs.

The nursery employs 13 staff. All staff hold a suitable childcare qualification.

The group receives support from the local authority early years department.

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

How effective is the nursery education?

Aylesbury College Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in knowledge and understanding of the world, personal, social and emotional and mathematical development.

The quality of teaching is generally good. Staff have a generally good knowledge of the stepping stones. They provide a fun learning environment developing the children's, social, mathematical, predictive and curiosity skills effectively. They plan and prepare activities well and staff use the range of resources available effectively to reinforce learning aims. There are missed opportunities to support and extend learning during free time, to reinforce that print carries meaning, for children to label their own work, to develop imaginative skills in creative activities and use small tools regularly. Children's behaviour is very good due to the high expectations of the staff.

Leadership and management are generally good. The manager values the staff's contributions and commitments. They have sufficient time to complete the children's developmental records. Management support staff developmental needs and training is encouraged. The group is committed to improving the provision and carry out regular self-assessments. New and less experienced staff do not always receive sufficient practical support when allocated a specific activity.

Partnership with parents is generally good. This contributes well to their child's progress towards the early learning goals. Staff inform parents of the group's policies and activities with regular newsletters, notice board and daily communication. They have regular opportunities to share their observations and discuss their children's progress. The introduction of the parent comment forms has not been very successful.

What is being done well?

- Children have an awareness of boundaries set and behavioural expectations of staff. They take turns, negotiate and share well, especially when playing with the train track and cooking. Children are confident to try new activities and persist at tasks. They show increasing independence, especially self selecting activities, pouring their drink at snack time and putting wellington boots on for outdoor play.
- Children are able to recognise and name colours, shapes and numerals up to nine. Staff introduce simple addition and subtraction through number rhymes and at group times. Staff support and reinforce this well using five ducks in the water tray. Children count in every day situations and practical activities provide opportunities for children to problem solve.
- Children are introduced to their own cultures and beliefs and those of others

well. They enjoy dressing up in traditional Japanese costumes, learning about the Harvest Festival and making Divali cards. They use their senses to explore the natural world. They feel the texture of the jelly when they try to find the hidden bugs and they smell, taste and observe the ingredients when they make peppermint creams to celebrate Schichi - go - san.

- Parents are very happy with the care and education provided and have regular opportunities to share their observations with their child's key worker. They support their children to find their names to self register and are welcome at all times. The home books provide an additional link between home and nursery; these are completed by staff and parents, noting the children's achievements.
- The staff have access to a wide and varied range of resources. They plan activities ensuring the correct resources are available. They are all involved with planning and effective written evaluations, aids future planning needs. There is sufficient time for children to participate in activities fully.

What needs to be improved?

- methods to ensure older and more able children's learning is extended and younger and less able children's learning is supported
- system to implement and address identified weaknesses through practical support from more experienced staff
- opportunities for children to label their own work and see print on furniture and notice boards more regularly
- opportunities to develop children's imaginative freedom in creative activities
- access to small tools for example scissors
- the parents comments forms to be utilised more effectively.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Children have opportunities to understand simple adding and subtraction. Staff introduce the symbols within the children's capabilities and have attended training. They aid and support children's learning by providing suitable practical activities and prompts, for example five ducks in the water tray and then singing the song as the children join in and move the ducks accordingly. This benefits and increases the children's skills and understanding to add and subtract.

Staff provide mark making implements in role-play. Children take orders in the Chinese restaurant, jot down messages in the office and use diaries. They complete invitation cards to invite their friends to join in specific activities, developing these skills. There are limited opportunities for them to label their own work.

The group provides home books for parents and staff to record the child's achievements and progress. This provides opportunities for the parents to be

involved with their child's learning and development and builds up strong links. Parents meet with their child's key worker regularly and can complete the parent's contribution sheet of their child's progress at home; this is proving to be unsuccessful.

Planning, teaching and assessment is structured and recorded well. The team have regular team meetings and ensure all areas of learning are met. They are responsible for planning the activities for their group times and during free play. Staff are allocated specific areas, which are changed weekly, however, they do not always support and extend children's learning. There are books in each area to record a child's achievement. Staff complete this and the child's key worker can use these observations to assist when completing the child's assessment records. Staff use these effectively and ensure the children's achievements are being recording accurately.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff and are forming good relationships with their peers. Children negotiate well with one other and have a clear understanding of right and wrong. Staff promote children's confidence and independence through the organisation of resources, daily routines, experiences and good support. Children are eager to participate in planned activities and confidently self select their own choices.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to communicate with staff and one another through gestures, signs and talk. Children listen well to each other and the staff, showing awareness of the listener. They enjoy stories and handle books with care. They begin to recognise their name cards on arrival. There are limited opportunities for children to label their own work and to see print carries meaning in the environment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a developing understanding of numbers through their play. Opportunities to reinforce and develop counting skills and number recognition in everyday situations are well resourced and planned. They count how many scoops they need to make their peppermint creams. Practical activities provide opportunities for children to develop their problem solving skills, for example building the train track to fit the available space.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use a variety of construction equipment to join and build. They have an understanding of their own culture and beliefs and those of other people and access excellent resources to support this, especially in the Chinese restaurant. They explore the world and effectively use their senses to reinforce this learning. They smell the peppermint essence, feel how heavy the icing sugar is and see how the ingredients change when they add water.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and imaginatively, showing an awareness of space for themselves and others. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations; for example, they use the climbing frame and slide, throw balls through hoops and skip. There are limited opportunities for children to access tools to cut and mend. They understand the importance of not spreading germs when cooking and are developing an awareness of staying healthy.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children access a good range of role play equipment and dressing up clothes, developing their imaginative skills well. They feed their babies and dish up noodles to eat with chopsticks. They participate in songs and rhymes eagerly and select their favourites. They access a good range of musical instruments, which they handle with confidence. Staff over direct creative activities limiting children's creative imagination.

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

- increase and develop methods to ensure older and more able children's learning is extended and younger and less able children's learning is supported adequately
- develop a system to implement and address identified weaknesses through practical support from more experienced staff
- create opportunities for children to label their own work and see print on furniture and notice boards more regularly
- provide opportunities to develop children's imaginative freedom in creative activities.

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.