



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY277977

DfES Number: 521453

### INSPECTION DETAILS

Inspection Date	17/02/2005
Inspector Name	Joanne Lindsey Caswell

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Oaklands (Tonbridge) Ltd.
Setting Address	8 Brook Street Tonbridge Kent TN9 2PJ

### REGISTERED PROVIDER DETAILS

Name	Oaklands (Tonbridge) Ltd
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### ORGANISATION DETAILS

Name	Oaklands (Tonbridge) Ltd
Address	8 Brook Street Tonbridge Kent TN9 2PJ

## 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

Oaklands (Tonbridge) Ltd has been established since 1990. It operates from a converted Victorian house, close to the centre of Tonbridge, Kent and serves the local community and surrounding towns. Local primary schools and the mainline railway station are easily accessible. Children are cared for in separate age groups. All children have access to toilet and hand washing facilities and an enclosed garden provides an outside play space. A maximum of 60 children under five years may attend the nursery at any one time. The nursery is open, Monday to Friday, throughout the year, from 07:45 to 18:15. Children may attend either on a full time or part time basis.

There are currently 78 children, aged from eight months to four years, on roll. This includes 23 children who receive funding for nursery education. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

A team of 14 staff work with the children. Of these, 9 staff hold a recognised early years qualification - NVQ Level 2 or above. Two staff are currently undertaking NVQ Level 3 training. All staff have access to further training, such as first aid and curriculum training.

The setting receives support from the Kent 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?**

The provision for nursery education at Oaklands (Tonbridge) Ltd is acceptable and of good quality overall. Children are making very good progress towards the early learning goals in Communication, Language and Literacy; Knowledge and Understanding of the World and Creative development. Their progress in all other areas is generally good.

The quality of teaching is generally good. Staff are qualified early years practitioners, who have an understanding of the Foundation Stage curriculum. They provide a happy and stimulating environment, enabling children to develop positive attitudes towards learning, although sometimes children's independence is inhibited due to the storage of some resources. Staff form close relationships with children and are skilled in extending their language through conversation and effective questioning. Curriculum plans relate to the Foundation Stage, although they do not clearly reflect the weekly range of activities provided, to cover the six areas of learning. Children's progress is monitored, although the current assessment format does not relate to the early learning goals.

The leadership and management are very good. The provider and nursery manager have a full interest in the pre-school routine and are approachable and supportive to staff. They lead a strong and committed team and all staff members are dedicated to reviewing practice and making on-going improvement. Staff development is seen as a priority and appraisals are held to address training needs.

Partnership with parents is very good. Staff utilise all opportunities to involve parents in their children's learning and ensure they are made aware of curriculum topics. They provide parents with activities and learning resources, to enable parents to extend nursery themes at home. Although weekly activities are on display for parents, the information about daily activities is not always clearly displayed for parents.

### **What is being done well?**

- Children's communication skills are developing well. Children use language confidently to convey their needs and express their ideas. Children are developing good skills in asking questions and extending their vocabulary.
- Good provision is in place for children to explore and investigate. Children are keen to find out how things work and experiment with a range of resources. They look at natural materials, such as fossils and sea shells, using magnifying glasses and observe and record the weather on a daily basis.
- Children enjoy a range of sensory play experiences. They use a selection of textures and materials, such as spaghetti, jelly, sand, water, bubbles and

dough and use language creatively to describe how things look and what they feel like. A recent topic of Dinosaurs enabled children to create a "swamp" with compost to enhance children's creativity.

- Staff enjoy close relationships with children. They are skilled at developing each child's individual interests in learning and enable children to initiate their own play ideas.
- The provider and nursery manager are fully involved in the management of the pre-school room and offer staff strong support.

#### **What needs to be improved?**

- the opportunities for children to develop their independence skills during snack time and by selecting from a wider selection of resources through the re-organisation of playrooms and storage facilities
- the visual evidence of numbers on display
- the opportunities for children to use climbing apparatus
- the format for recording children's assessment
- the recording of weekly curriculum activities, to ensure the activities provided to cover the six areas of learning are clearly documented
- the information provided for parents regarding daily activities.

#### **What has improved since the last inspection?**

Staff have made very good progress in meeting the key issues raised at the last Ofsted inspection.

At this inspection, staff agreed to:

1) Develop opportunities for children to learn about codes of conduct by providing good role models.

To address this, staff ensure their tone of voice when talking to children is always pleasant and courteous. They demonstrate good role models to children by addressing them politely and encouraging children to be courteous and respectful to one another.

2) Provide consistency when re-enforcing rules of activities to avoid giving children mixed messages and causing confusion.

Staff now ensure they demonstrate a consistent approach at all times when organising activities, enabling children to clearly understand boundaries and be aware of what is expected of them.

3) Provide appropriate support for less able children to think through processes with appropriate encouragement.

Staff ensure they allow sufficient time to enable all children to complete all activities with appropriate amounts of individual support and encouragement.

4) Provide opportunities for children to use computer technology on a regular basis.

The computer in the pre-school room is now functional and children have access to it on a daily basis.

5) Review toileting policy, once building work is complete.

The building work is now finished and pre-school children have direct access to the toilets and hand washing facilities, enabling them to use them independently.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and interested to learn. They have high self-esteem and concentrate well, showing an interest in their surroundings. Children play co-operatively and they are learning to share, take turns and show consideration for others. Children behave well and clearly understand acceptable boundaries. Some provision is in place for children to develop skills in independence, although there are missed opportunities to extend this during snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's speaking and listening skills are good. They listen well at story time and contribute confidently towards group discussion. Children use language effectively to communicate their needs and express their creative ideas. They are developing a good understanding of literacy skills and enjoy books and stories. They recognise that print and text carry meaning and are beginning to identify letters and sounds. Children are developing their writing skills with correct letter formation.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and are beginning to recognise number value. However, there is no visual evidence of numbers above five on display. Children have a good understanding of shape and they are developing their skills in problem solving and basic calculation as they make comparisons and talk about more than/less than. Activities such as role play, cookery, water and sand enable children to develop an understanding of concepts such as volume and weight.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many opportunities to explore, investigate and observe change. Regular science experiments, cookery and gardening are incorporated into the daily routine. The recent topic of Dinosaurs enables children to compare past and present and develop a sense of time. Good provision is in place for children to celebrate a range of differing cultures and customs, such as learning to speak French and celebrating Chinese New Year by tasting Chinese food and looking at Chinese writing.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children have opportunities to move freely using a variety of apparatus, although their access to climbing equipment is limited. Provision is in place for children to undertake regular physical exercise, such as creative dance sessions and by enjoying parachute games. Children use tools such as pencils, scissors and craft materials competently and with good co-ordination. Children are developing an interest in health and bodily awareness and understand the importance of good hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves freely using a range of media. Well-planned sensory play activities enable children to experiment with textures such as spaghetti, compost, dough and jelly. Children use their imagination to play creatively and re-tell stories. Good provision enables children to enjoy regular songs and rhymes, where they sing songs enthusiastically, enjoy creative dance and movement and play musical instruments.

**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

- review the format of curriculum planning and assessment to ensure it covers all elements of the Foundation Stage curriculum and clearly identifies children's progress along the stepping stones to learning
- review the organisation of playrooms and the storage of resources to enable all children to have improved access to a wider range of resources and play materials to encourage independence and spontaneous play
- review the opportunities for physical play, to enable children to enjoy regular climbing 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.*