



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119950

DfES Number: 512153

### INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Heather Fletcher

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Briars Nursery
Setting Address	The Briars Centre Briar Avenue Lightwater Surrey GU18 1AL

### REGISTERED PROVIDER DETAILS

Name	Ms Teresa Anne Stockham
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## 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

The Briars Nursery is one of two in a group, and operates from the Briars Centre in Lightwater, Surrey. The nursery has been established since 1989, and has been managed under the current ownership since January 1994. It serves children from the local area.

There are currently 26 children from two and a half to five years on roll. This includes 17 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens four days each week, from Tuesday to Friday, during term times. Sessions run from 09:15 to 12:00. Ten full and part time experienced staff work with the children, and the nursery is committed to ongoing professional staff training and development. 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?

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a good knowledge of the Foundation Stage, early learning goals and stepping stones, and effective long, medium and short term curriculum planning assists children's progress in all six areas of learning. Staff provide a range of interesting activities which pose suitable challenges for children. They are able to assist children's progression through the stepping stones because they work closely with them, often in small groups, or one-to-one, and detailed observations are recorded which inform what an individual child needs to know next. The nursery is effectively organised into different learning areas to facilitate children's understanding. Staff work in the areas in which they are most knowledgeable, and this helps children to progress well. However, a preoccupation with recording during structured activities results at times in closed questioning techniques, which do not stimulate children to think imaginatively.

The leadership and management of the setting is very good. The setting is effective in monitoring and evaluating the provision for nursery education, and expectations are high. The nursery is well organised and resourced. Staff deployment is effective and staff to children ratios are high. Staff are encouraged to contribute ideas and methods to improve practice.

There is a very good partnership with parents and carers. Parents are recognised as their children's most important educators, and they are encouraged to share their knowledge and skills and contribute resources for topics. Parents receive good quality information about the nursery and their children's activities and accomplishments. They appreciate the happy environment, quality care and structured learning approach.

### What is being done well?

- Children experiment with a range of resources and activities, which support their learning across all six areas of the curriculum.
- Children are confident in the environment. They collaborate and negotiate during play activities and are motivated to learn. They are building good relationships with peers and adults.
- The nursery is well organised, with different learning areas to facilitate children's understanding. Children make good progress with effective staff support in the areas where staff are most knowledgeable. Staff are well deployed and children receive close attention, often working with staff in small groups, or one-to-one.

- The provision for nursery education is effectively monitored and evaluated through comprehensive and detailed planning and assessment systems, and there are high expectations for children to make good progress through the stepping stones to the early learning goals.

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

- opportunities for children to display greater personal independence, for example when visiting the toilet
- information technology resources, to be updated to ensure children make good progress in this area
- opportunities for children to identify and find out more about the features of living things
- opportunities for large scale physical movement such as climbing, or travelling over, under, through, around and between.

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

The setting has made good progress in response to the first point for consideration which was raised, and planning and assessment now comprehensively covers all six areas of learning. The nursery has made more limited progress with regard to the second point for consideration, and there are still few opportunities for gross physical movement, including climbing.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show interest and enthusiasm, and are confident and motivated to learn, for example, when making musical instruments. They collaborate and negotiate during play, and show good perseverance and concentration, such as when colouring carefully within the lines. There are however some missed opportunities for greater personal independence, for example when visiting the toilet or washing hands after artwork, and at times children demonstrate a lack of sensitivity for the feelings of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children extend their vocabulary and explore the meaning of new words, such as 'carton', when learning about milk. They use speech to gain attention and initiate exchanges. They enjoy looking at books and understand the elements of a narrative. They know that books are used to tell stories and provide information. They are beginning to recognise their names and familiar words, and identify the sounds, which letters make. Children understand that we use writing to communicate and record.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently up to 20, and some count well beyond. They recognise numerals between one and nine, and incorporate numbers in their everyday play. They compare numbers and understand the notion of 'more than' or 'less than' to make simple calculations. Children use mathematical language to describe shape, position, size and quantity and consider shapes and arrangements when they construct, for example forming a farm enclosure, with animals positioned inside or outside the circle.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children notice and comment on changes, for example when making batter for pancakes. They ask questions about why and how things work, such as when they design and make musical instruments. Children select tools and resources and decide ways to shape, join and assemble the materials they are using. They show interest in the lives of people within the community. However, technology resources need to be updated, and there are limited opportunities to examine the features of living things.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move around the hall safely, they give each other space, and allow each other room to manoeuvre. They recognise the importance of hand washing to prevent infection, and are learning about healthy dietary considerations. They use simple tools to design and make patterns, and they show control when handling construction and malleable materials. However there are few opportunities for large scale physical movement, such as climbing or travelling over, under, through, around and between.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore with different colours and textures. They make paintings, constructions, models and collages. They are beginning to differentiate different materials, such as plastic and metal. They explore with different musical instruments, and consider the ways sounds are made and changed. Children play co-operatively, adopt roles and introduce storylines, which they act out together. They show enthusiasm for new experiences, which stimulate their senses, such as making and tasting pancakes.

**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:*

- provide opportunities for children :
- to be more independent within the setting, for example when visiting the toilet or washing their hands after artwork
- to access more up-to-date information technology resources and to identify and find out more about the features of living things
- to practise large scale physical movements, such as climbing, or travelling over, under, through, around and between.

*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.*