



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122424

DfES Number: 512004

### INSPECTION DETAILS

Inspection Date 09/02/2005  
Inspector Name Gillian Cubitt

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Woldingham Village Nursery Class  
Setting Address Village Hall  
Station Road  
Woldingham  
Surrey  
CR3 7EA

### REGISTERED PROVIDER DETAILS

Name Mrs Karen Maria Chevreau-Kareliussen

## 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

Woldingham Village Nursery Class has been registered since the early 1970s. It operates from two rooms in the Woldingham Village Hall, serving a mainly rural area and catering for children between the ages of two and a half and five years. The nursery class is open for five sessions a week from 9:15 until 12:00 for 33 weeks a year. There are also extended sessions until 13:00 on three days a week for the older children.

There are 31 on roll, of these there are 26 who are in receipt of Early Years funding. The nursery supports children who speak English as their second language and there is provision for children with special educational needs.

There are nine members of staff, all of whom work on a part-time basis. Half of the staff hold relevant early years qualifications and two members are currently undertaking a childcare course. The setting receives support from the Early Years Childcare Service (EYCS) and Sure Start.

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

### How effective is the nursery education?

The provision of nursery education at Woldingham Village Nursery Class is acceptable and of good quality overall. Children make very good progress towards the early learning goals in personal, social and emotional development and communication, language and literacy. Generally good progress is made in all other areas.

Teaching is generally good. Staff create a stimulating environment where children can see attractive posters and photographs of themselves. Staff are good role models and demonstrate a positive attitude towards learning by showing enthusiasm in their presentation of activities which motivates children to learn. Staff's knowledge of the stepping stones is developing although observations indicate that some staff are still a little insecure in their understanding. All staff are involved in planning however they do not include healthy eating in their daily routines. Good relationships in the nursery between staff and children ensure that children's needs are being met. There is a wide range of accessible practical activities which help children to progress in most areas of learning. Areas of development are mainly in designing and information and technology.

Leadership and management are generally good. There is good communication between the provider and staff and they are all very committed to improving all aspects of the provision. Staff work well as a team and understand their roles and responsibilities. They have the opportunity for professional development. The provider monitors and supports staff although the system of evaluating the effectiveness of planning has not been fully developed.

The partnership with parents and carers is very good. They receive good information about the foundation stage. A good two way flow of information ensures staff and parents are fully aware of children's achievements. Any concerns are quickly raised and discussed privately.

### What is being done well?

- Staff develop good partnership with parents at the very beginning of their child's education. Parents complete information sheets about what their child can do which is helpful to staff when planning children's next stages in learning.
- Circle time is well planned. Staff and children use this period to develop a sense of community. Children are enthusiastic when they clap as they count and they enjoy standing up and describing different items they have brought in. Staff make every moment exciting and the children feel very special.
- Staff read and tell stories well with books and props. Children listen

attentively to stories and become involved. Children also have their own story books where they are able to write and draw and express themselves in their own way.

- Children's personal and social skills are well developed. Staff encourage children to talk about themselves which develops their confidence. Children make good friends and are competent at initiating their own ideas for play.
- Children count frequently throughout the morning. They are aware that numbers have meanings and they use their fingers and other objects to add and subtract.

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

- staff's knowledge of the stepping stones so that their observations made on children's achievements are effectively linked into their next stage of learning
- children's awareness of keeping healthy, to include the foods that are good for them
- the programme of knowledge and understanding of the world, to develop children's awareness of designing and building with different kinds of materials, including junk, as well as their appreciation of the equipment that is used in our world of technology.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

There are good relationships between children and staff. Children happily approach staff for support. They are sociable and are confident in choosing their own activities. Children make friends and work together well. Some children are developing good concentration skills and are able to work alone on their chosen activity. Children are taught to share and care for each other and be polite.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well. They are developing a wide vocabulary which staff support and introduce in the activities. Children are confident to ask questions and talk openly about themselves. The book area is well used by children to sit and relax and look at books with their friends. Staff read and tell stories well with plenty of expression and make the most of props to bring stories to life. Children are developing their early writing skills appropriately with well planned activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are made aware of numbers in their environment and staff use activities well to show children that numbers have a meaning. Children enjoy singing number rhymes and counting everyone at registration time. Children compare different groups in maths activities and learn the value of one more and one less.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore materials that are available such as dough and sand. They enjoy building and making moveable toys with Duplo bricks and wheels. Opportunities for children to use programmable toys are not identified in planning. Children enjoy their environment and look at nature and bluebells with nearby walks. Children celebrate cultural festivals that have a meaning to them.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good spatial awareness, they move with confidence around the room and in the playground. They ride bikes, scooters and cars with ease, showing good co-ordination. Children are also developing fine motor skills with small equipment to fill containers with sand, cutting exercises and playing with small world toys. Children learn to wash their hands and look after their own hygiene, although daily information about healthy eating is not available.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children recognise different colours and enjoy making patterns with glitter. Children paint at various times each week. They enjoy singing well known songs and rhymes each day. Musical instruments are used occasionally. Children use their imagination in role play situations, preparing cakes and pastry from play dough. Children are invigorated when playing outside. They use their senses in responding to the cold air and rain.

**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**

- develop staff's knowledge of the stepping stones so that their observations made on children's achievements are effectively linked into their next stage of learning
- improve children's awareness of keeping healthy to include discussions about foods that are good for them
- extend the programme of knowledge and understanding of the world to develop children's awareness of designing and building with different kinds of materials, including junk, as well as their understanding of programmable toys which link into the world of technology.

*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.*