



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 151115

DfES Number: 538622

### INSPECTION DETAILS

Inspection Date	05/07/2004
Inspector Name	Lorraine Wardlaw

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Willows Nursery School
Setting Address	Recreation Ground London Road Liphook Hampshire GU30 7AN

### REGISTERED PROVIDER DETAILS

Name	Mrs Jillian Cooke, Mrs Jackie Finlayson and Mrs Janice Bowley
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### ORGANISATION DETAILS

Name	Jackie Finlayson, Jillian Cooke, and Janice Bowley
Address	24 Tower Road Liphook Hampshire GU30 7AR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Willows Nursery School opened in 2001. It operates from the pavilion, which is located within the recreational grounds, in the village of Liphook. It is privately owned by three equal partners, who are also involved in the day to day management of the nursery.

The group serve the local community and surrounding areas. There are currently 44 children from two to five years on roll. This includes 22 funded three year olds and 20 four year olds. The Willows Nursery School supports children with special needs and children who speak English as an additional language. The nursery offers full day care and sessional care; lunch is provided by parents. It opens five mornings and four afternoons a week, during school term time. Full day care is from 9.15-15:15 and sessional care is from 9:15-12:00 and 12:15-15:15. Children attend for a variety of days or sessions.

Five staff work with the children, including the three partners. Three have early years qualifications to National Vocational level three or above. The nursery receives support from the pre-school learning alliance and the Early Years Partnership. The nursery school gained Pre-School Learning Alliance accreditation in June 2003.

### How good is the Day Care?

The Willows Nursery School provides a good standard of care for children. The nursery school is well organised and offers a stimulating environment where children are well cared for. Staff make effective use of the indoor and outdoor play space. Records are up-to-date but some lack the necessary detail. Policies and procedures underpin the smooth running of the group and are put into practice well by staff.

Staff give high priority to ensuring that children are safe. They have a good understanding of health issues, but have limited training in the preparation and storing of food. Staff value each child and include them in all activities; they are able to give additional support when necessary.

The nursery school offers a good range of toys and stimulating activities for children to freely access and enjoy. Staff relate very well to children and they manage their behaviour sensitively and with understanding. The nursery establishes a good partnership with parents and carers. Staff are friendly and approachable. They involve parents in the children's learning and communicate with them regularly about their child's care and education.

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

Not applicable

**What is being done well?**

- The staff have created a bright, attractive playroom, which welcomes people in. The environment is clean with plenty of storage. A well tended, colourful garden has been made in front of the nursery and children have the use of the recreational field immediately outside.
- Toys and equipment are plentiful, well maintained and accessible to children. The setting operate an equipment purchase plan to extend their resources further.
- The staff team are safety conscious. They regularly undertake risk assessments, understand the fire procedure and are pro-active in taking steps to ensure that children are safe. For example; the fire assembly point has recently been changed, temporary fencing is erected within the park for outside play, and staff are vigilant when children use scissors.
- The children and staff maintain good hygiene standards. Staff use different coloured cloths when cleaning different areas of the nursery, children regularly wash their hands in the bathroom and there is a procedure in place for when animals/ birds or pets are brought into the nursery.
- Staff have a good understanding of equal opportunities and implement the equality and diversity policy well. They treat children with equal concern, value differences and provide positive images of culture, age and disability.
- Staff manage children's behaviour positively, calmly and quietly. They act as good role models and use praise and encouragement. Staff are keen to extend their knowledge and wish to access further training in behaviour management.

**What needs to be improved?**

- the documentation relating to medication and the register.
- staff's knowledge with regards to the preparation and storage of food.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
8	ensure at least one member of staff holds the food hygiene certificate.
2	ensure the register includes children's arrival and departure times and number of staff present
7	ensure the medication record book includes the signature of the parent therefore acknowledging the entry.

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

### How effective is the nursery education?

The Willows Nursery school is acceptable and of good quality. Children are making generally good progress towards the early learning goals in personal, social and emotional development, physical and mathematical development. In the other three areas of the curriculum they are making very good progress.

The quality of teaching is generally good. Most staff have a sound knowledge and understanding of the early learning goals and stepping stones. The curriculum planning covers the six areas of learning but planning and organisation of every day activities e.g snack time and role play does not include specific learning intentions. This results in some missed learning opportunities in the continuous curriculum. Staff relate easily to children and devise play plans which identifies children's learning targets. The nursery has good resources but some are not used effectively, to further challenge children's physical development. Children with special educational needs are very well supported by staff.

Leadership and management is very good. The three partners work very closely as a team, and all have clearly defined roles. Staff are encouraged to attend training courses and together they regular monitor and evaluate the curriculum.

Partnership with parents is very good. Quality information is shared with parents about the curriculum. Staff are friendly and communicate with parents about their child's developmental progress; written records are also given to parents regularly. Parents are fully involved in the children's learning which contributes to this strong partnership.

### What is being done well?

- Staff have a clear understanding of how children learn. They create a stimulating environment, offering a wide range of practical play opportunities. For example an Indian reservation day was organised where children made headdresses, made model tepee's and sat round a 'pretend' 'camp fire.
- Leadership and management is very good with excellent team work. Staff are wholly committed to creating a quality setting. They effectively monitor their practice, through staff observations and evaluate activities during staff meetings. Good liaison with the local school and attendance at 'sharing expertise' meetings contribute to this high level of management.
- Children's communication, language and literacy development is very good. Children quickly learn to link sounds to letters of the alphabet through the excellent use by staff of the finger phonic books. They learn to recognise their names and enthusiastically take part in dramatised stories.
- The programme for developing children's knowledge and understanding of the world is very good. Staff effectively plan activities that give children a

good sense of place within their community. For example, a map wall display of the village identifies landmarks, the children's homes and the nursery. Children enjoy visits to the post office, the library and the fire station.

- Staff build very good relationships with parents and often continue links with them after the children have left. They use parent skills effectively and are pro-active in involving them in the curriculum at every opportunity. For example, a father read a story to children and together they acted it out.
- Staff give sensitive support to children with special educational needs and are experienced in developing individual educational plans for them. They manage children with challenging behaviour consistently and positively.

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

- the management of snack time
- the planning of the continuous curriculum activities. For example role play.
- the opportunity for children to understand and solve simple number problems in everyday activities and routines.
- the challenge set for all children with particular emphasis on outdoor physical play and using different equipment.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with others and play co-operatively together; they use their negotiation skills. They understand the expectations of the setting and are learning to be polite. Children display good level of personal independence by using the toilet by themselves, pursuing their own tasks during free play, and completing 'jobs' independently. They are gaining an awareness of cultural differences. Children's behaviour deteriorates during lining up for snack.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently talk to adults, visitors and their peers. They listen attentively to stories. They use spoken language to communicate their ideas and feelings and learn to link sounds to letters of the alphabet. Children are able to recognise their names, by the hanging their names on 'The willow tree'. They enjoy looking at books and enthusiastically take part in dramatised stories. Children practice emergent writing in play situations, and some older children form their letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are becoming confident in counting and number recognition. They are able to recognise shapes and describe size. Children have opportunities for pattern making and measuring. They complete puzzles of different grades. Children are not sufficiently encouraged to understand or solve simple number problems during free play and routine tasks.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children investigate with a wide range of resources. They build with different construction toys and create 3 D models using recyclable materials. Children have access to computer programmes, cash registers and other technology. They are developing an understanding of past and present through the use of the daily calendar. They are gaining knowledge of different cultures and beliefs, through topic work.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely during physical activities, using a variety of equipment. They demonstrate a good sense of space. Children are becoming aware of their bodies; for example they felt their hearts beating after running on the spot. They visit the toilet un-assisted. Children handle a variety of tools such as scissors, glue spreaders, rolling pins, sewing needles. Older or more able children are insufficiently challenged to develop their physical skills further.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children experience regular art and craft activities; exploring colour, texture and shape. They regularly enjoy using musical instruments and participate well during singing time. Children use their imaginations well whilst free drawing and painting. They have varied role play opportunities and respond with excitement to many experiences such as cooking, playing with malleable materials.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- ensure the planning and organisation of continuous curriculum activities, for example role play, incorporates specific learning intentions
- increase the opportunity for children to understand and solve simple number problems in everyday activities and routines
- increase the challenge set for all children with particular emphasis on outdoor physical play and using different equipment.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*