



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122653

DfES Number: 517340

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Betchworth & Buckland Childrens Nursery
Setting Address The Street
Betchworth
Surrey
RH3 7DJ

REGISTERED PROVIDER DETAILS

Name The Committee of u/a

ORGANISATION DETAILS

Name u/a
Address u/a
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u/a

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

Betchworth and Buckland Children's Nursery opened in 1992.

The nursery operates from a purpose-designed, self-contained building within the grounds of Acorns School, Betchworth, close to the towns of Reigate and Dorking, Surrey. The nursery serves the local community and many children are from the villages of Betchworth and Buckland and the surrounding rural communities. Some children transfer to the Acorns School after attending the nursery.

There are currently 34 children from 3 to 4 years on roll. This includes 20 funded 3 and 4 year olds. The nursery has experience of supporting children with special educational needs. There are no funded children in the nursery at present, for whom English is an additional language.

The nursery offers five sessions a week, opening Monday to Friday from 09:15 to 13:15, term time only. This enables children to bring a packed lunch and stay for an extended session. This, however, is not compulsory and sessions are flexible, allowing parents the choice for children to go home before lunch.

There are eight members of staff working with the children, all of whom are qualified or have attended relevant training.

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 Betchworth and Buckland Children's Nursery is very good. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a thorough knowledge of the Foundation Stage and the stepping stones to learning. This helps them plan a range of interesting and practical activities. Role play is encouraged and children are able to use their imagination in a wide range of play opportunities with supporting resources. Staff utilise all opportunities to extend children's learning and use effective questioning techniques to encourage conversation and enable children to explore their own ideas. Staff understand and recognise children's differing needs and plan for these accordingly. They make full use of the available facilities and extend children's learning from the classroom into the local and wider community. Children's behaviour is good. There are clear boundaries in place, which children understand and respect.

Children's progress is closely monitored and staff make regular observations and assessments to ensure all children are provided with sufficient challenge to stimulate their learning.

The leadership and management of the nursery is very good. Staff appraisals identify training needs and all staff are encouraged to develop their professional skills and knowledge. The manager and committee are dedicated to high quality service and ensure continual improvements are made, wherever necessary, to improve the quality of service provided.

The staff have a good range of early years qualifications and experience and work well together as a team.

Partnership with parents is very good. Parents are kept informed of their children's progress and are encouraged to be fully involved in their children's nursery education. Good lines of communication are in place to ensure parents are fully informed of nursery topics, activities and themes.

What is being done well?

- Staff create a well planned, stimulating environment where children learn through a wide range of practical and fun activities.
- Staff support children's role-play well, enabling children to play co-operatively, to express themselves creatively and to learn about the environment in which they live.
- Children speak confidently and use a wide vocabulary to hold conversations

with adults and other children.

- Staff develop good relationships with parents. They offer a welcoming environment and encourage parents to take an active part in their children's learning.
- Activities are well-prepared and resources are used well. Staff have a clear understanding of how children learn and ensure children are provided with sufficient challenge.
- Staff utilise all the learning opportunities available to children, both inside and outside. The learning environment is organised well and staff respond positively to children's own ideas to initiate play and activities.

What needs to be improved?

- the opportunities for children to develop their independence within the daily routine.

What has improved since the last inspection?

The assessment records have been improved. Since the last Ofsted inspection in September 1999, the nursery has moved to purpose-built accommodation and is therefore able to store documentation more effectively. Children's records are stored in colour-coded folders, which are clearly labelled and all evidence of children's progress towards the early learning goals is well-documented with the goal and the area of learning that it relates to. Parents are made aware of the location of children's records and are welcome to look at their own children's work at any time and contribute towards the assessment process.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and sociable. They form good relationships with adults and other children and play co-operatively. Most opportunities within the daily routine are utilised for children to develop independence, although children could show more independence during snack time. Children are happy, settled and motivated to learn new experiences. Their behaviour is good and they understand boundaries.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. They use language effectively to convey their feelings and negotiate well. Children are developing a strong interest in books and stories and understand that print and text carry meaning. Good provision is made for children to practise writing for a number of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical skills are well-developed. They have a sound understanding of number and recognise numbers in a range of contexts. Children count well and are beginning to understand the concepts of simple addition and subtraction. Children learn about size, shape and volume through activities such as cooking, sand and water play, board games, puzzles and counting rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can build and construct using a variety of resources. They can talk about events in their own lives and happily talk about their families. Children recognise features of the local environment and good provision is made for children to explore, experiment and investigate how things work and what things do. Children are developing an understanding of the needs of others and are enjoying learning Makaton sign language for simple rhymes and songs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, both inside and outside, and show a good awareness of space and others. They have opportunities to use a wide variety of tools such as pencils, paintbrushes, scissors and glue spreaders which they are beginning to use with increasing skill. Provision is made for children to climb, balance and run freely using the extensive outside play facilities. The current topic of Myself is enabling children to explore their senses and discover how their bodies work.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, shape and colour as they use a wide variety of materials. They are encouraged to use their senses to respond to what they see and touch, for example children painted observational pictures of spring flowers. Children enjoy weekly music lessons with a specialist teacher and have access to a good selection of percussion instruments. Role play is encouraged and children particularly enjoy playing imaginatively using the dressing up clothes and extensive range of resources.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure all opportunities within the daily routine are utilised for children to gain independence.

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.