



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 119947

DfES Number: 519325

INSPECTION DETAILS

Inspection Date 25/06/2003
Inspector Name Joanna, Kirsten Scott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Blue Willow Nursery School
Setting Address Busbridge Village Hall
 Brighton Road
 Godalming
 Surrey
 GU7 1XG

REGISTERED PROVIDER DETAILS

Name Mrs Sarah Gillian Woodhams

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

Blue Willow Nursery School has been run by the current owners since 1994. It operates from a village hall in Godalming. They have the use of the main hall and a side room, and access to a secure garden for outside play. The Nursery School serves the local area.

The group is registered to care for 26 children aged between two and five years. There are currently 24 children aged from two and a half years to five years on roll. This includes six funded three and nine funded four year olds. Children attend for a variety of sessions. There are currently no children who have special needs, or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 12:15 hours.

One full time and five part time staff members work with the children, and four of them have early years qualifications. The setting receives support from a teacher from the Early Years Childcare Service.

How good is the Day Care?

Blue Willow Nursery provides satisfactory care for children aged from two to five years. Most staff hold a relevant child care qualification. The sessions are well organised and run smoothly. The group have access to a large hall, side room and garden. There is a wide range of toys and equipment accessible to the children which creates a stimulating environment for play. However, opportunities to use materials promoting equal opportunities are sometimes missed. Most documentation and policies are in place.

The staff supervision and deployment help keep the children safe. The medication policy is very clear. Staff are aware of any relevant dietary needs. Behaviour management is positively developed.

The interaction between the staff and children is positive and encouraging, and in many instances helps them extend their learning. Staff have a positive approach to meeting the needs of the individual children.

There are some links between the nursery and home, however not all opportunities to share information about the children's development are taken.

What has improved since the last inspection?

At the last inspection, the provider agreed to ensure that all records, policies and procedures are maintained and available on the premises; to be familiar with the National Standards and Guidance; and to ensure that the Child Protection Procedure complies with local Area Child Protection Committee procedures.

Records and policies are updated and are now available daily. The group have copies of the National Standards and Guidance and implement them. There is now a Child Protection statement included in the prospectus and displayed, and a copy of the updated Child Protection booklet available. However, the procedure is not sufficiently detailed.

What is being done well?

- The staff work well as a team which supports the day to day operation of the session. The children feel secure and are aware of the routine.
- The interaction between the staff and children is positive and encouraging. This supports children's learning.
- Spacious facilities are utilized by the group enabling the children to have room to move and play.
- There is a wide range of play materials accessible. The children are actively occupied.
- Staff consistently reinforce positive behaviour and act as role models helping the children know what is expected of them.
- There is a weekly book lending and alphabet tin scheme which gives the opportunity for parents and children to practice letters at home.

What needs to be improved?

- evidence of staff qualifications;
- use of records to help plan the next steps in non-funded children's play and learning;
- displaying children's artwork;
- record of risk assessment;
- accident records to ensure confidentiality is maintained;

- daily planning to include use of resources which reflect positive images of culture, ethnicity, gender and disability on a regular basis;
- opportunities for feedback between the nursery and home;
- development of the child protection procedure;
- development of a lost child policy.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	develop and implement a lost child policy.
13	further develop and implement a child protection procedure which includes guidance following an allegation made against the group. A record to be kept of any exiting injuries. Staff induction and training to include child protection.

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

How effective is the nursery education?

Taken overall, the quality of nursery education offered by Blue Willow Nursery School is acceptable with children making generally good progress towards the early learning goals.

Staff develop caring, supportive relationships with children. They provide children with a range of activities and practical experiences. The daily routine includes a balance between child initiated play and adult directed activities, whole group times and opportunities for active play. Children are able to work independently with a member of staff and emphasis is placed on developing mathematical and literacy skills as part of the weekly time-table. Long term plans have been introduced which have some regard to the stepping stones and staff use weekly planning sheets. However, plans do not identify how more able children can be challenged effectively nor are they monitored or evaluated to ensure the aims of the activity are met. Plans are not based on what children need to do as staff do not yet undertake observations and assessment of children to monitor their progress and development.

The nursery is aware that some areas of its provision requires further attention and demonstrates commitment to developing these areas and thus improving the care and education offered to all children.

Parents find staff friendly and approachable. They are informed of the weekly topic and are encouraged to help their child bring in relevant items for the interest table but they receive little other information about planned activities. The lack of assessment of children's progress also means that staff are unable to provide parents with accurate information.

What is being done well?

- Staff act as positive role models. They provide children with appropriate support and encouragement, especially those who are less confident. They offer guidance and suggest ways to extend children's play. They encourage appropriate behaviour and help children understand and have respect for the feelings of others.
- Music is well organised with children responding to and participating enthusiastically in these sessions. Children are familiar with a range of songs and rhymes. They explore rhythm and show good levels of recall and concentration.
- Staff allocate children daily tasks which helps them to develop a sense of responsibility.

What needs to be improved?

- the planning of activities, to ensure that the aim of activities and the adult role is clearly identified and ways in which more able children can be challenged and their learning extended is shown. Plans to be evaluated to ensure that identified aims are met;
- the use of observation and assessment of children's progress to identify their learning needs and to inform future planning;
- opportunities for children to explore their own environment and develop a sense of their own community;
- opportunities for children to develop awareness of other cultures and beliefs.

What has improved since the last inspection?

Improvement since the last inspection has been varied. The programme for physical development has been strengthened and children are now able to access a variety of small and large apparatus. Staff encourage children to practice and develop their skills through active participation. Weekly plans show attention is given to including different aspects of physical development. Attention is given to ensuring both girls and boys access the role play area and engage in energetic outdoor play.

Little progress has, however, been made towards improving assessment by making greater use of children's records when planning to meet the needs of individual children. The setting has not yet incorporated the use of observation and assessment of children's progress to firstly identify learning needs and then move them on, apart from limited records kept on children's counting skills and ability to write names. This has been carried forward as a key issue for this inspection.

The nursery has introduced the use of some remote controlled toys and operating torches to the programme for knowledge and understanding of the world to encourage children's awareness of information and communication technology. Plans do not show that these are regularly incorporated though.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They are confident and interact positively with each other and adults within the group. They establish good relationships and engage in co-operative play. Children develop self-help skills although opportunities for more able children to extend these are sometimes limited because of staff intervention. Few opportunities are offered that encourage children to develop a sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They have the confidence to ask questions, express views and use language to explore experiences. Children show interest in books. They write for a variety of purposes and some write their names although they are not encouraged to try and write their names as part of the everyday session. This does not encourage them to build and develop the skills they are learning during individual sessions with staff.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical development is very good. Children have good counting skills and develop good recognition of numerals and use correct number names. They are presented with opportunities to develop calculating skills in both planned activities and as part of the daily routine. Children are familiar with number rhymes. They use appropriate mathematical language to describe shape, size and position, supported by staff who encourage and reinforce their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They learn about change and the passage of time through first hand experiences such as observing the life cycle of caterpillars. They build and design. Children learn about technology by operating torches and remote controlled cars but plans do not show that this is incorporated on a regular basis. Children are provided with limited opportunities to develop a sense of community and awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children move with co-ordination and a sense of direction. They show ability to control speed and have spatial awareness, both indoors and outside. They use their bodies to investigate different ways of moving. Children use a range of large and small apparatus with increasing confidence. Children learn about healthy eating through planned activities although demonstrate limited understanding of this.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children's progress in creative development is generally good. Many children name a range of colours and show interest in the way colours can be mixed together. They explore different materials using their senses. Children enjoy singing and music and join in enthusiastically. They use their imaginations in role play and some children play co-operatively, supported effectively by the involvement of staff in their play.

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 further the use of planning, to ensure that the aim of activities and the adult role is clearly identified and ways in which more able children can be challenged and their learning extended is shown. Plans to be evaluated to ensure that identified aims are met;
- make use of observation and assessment of children's progress to identify their learning needs and to inform future planning;
- provide greater opportunities for children to explore their own environment and develop a sense of their own community;
- provide more opportunities for children to develop awareness of other cultures and beliefs.

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.