



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122517

DfES Number: 520368

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Christine Goode

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ferndale Nursery
Setting Address St Martins Scout Hall
Church Road
Epsom
Surrey
KT17 4AB

REGISTERED PROVIDER DETAILS

Name Mrs Gillian Stott

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

Ferndale Nursery was established in January 1996. It offers sessional day care places for 26 children aged two to five years. The group is privately owned.

The pre-school is open on Monday to Friday from 09.00 to 12.00 for three to five year olds and Monday, Tuesday and Thursday 12:30 to 14:30. for the two to three year olds, during term times only. Currently 33 children attend throughout the week on a full and part time basis. The children come from the local area of Epsom. There are a two children attending who speak English as an additional language and a small number with special needs. 27 children receive funding for nursery education, 12 are three year olds and 15 are four year olds.

The pre-school is based in St Martins Scout Hall close to the town centre of Epsom. The hut is one large hall with dividers used to create areas of play for the children. There is an outdoor play space that can be used in good weather.

Six staff work at the pre-school on a full and part time basis. Some staff hold or are working towards the National Vocational Qualification level 3 (NVQ): and the Diploma in Pre-school Practice (DPP): Staff receive support from the Early Years Advisory teacher 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 of nursery education at Ferndale nursery is generally good. It enables children to make generally good in all six areas of the early learning goals.

The quality of teaching is generally good. Staff know the children well and plan out a range of age appropriate activities which reflect the children's interests. Children enjoy free play activities and some small group work which is successful in ensuring that all children access all of the activities. Children with special educational needs are well integrated into the group. Resources are of good quality and organised well to encourage children to make choices and learn. Staff are skilled at developing children's thinking and language. They encourage them to ask questions and talk about what they are exploring in relation to rockets. Free play activities for funded children are presented in a warm and lively manner, but minor aspects particularly in language and literacy for older children needs to be developed further.

Staff observe and make notes of children's learning in the each of the six areas of learning. They use the Surrey assessment profiles to target individual needs. However, short term plans do not indicate what children will be learning from the activities, how children are grouped, resources to be used or the evaluation of the programme.

The leadership and management of the group is generally good. The manager have been effective in developing a committed staff who work well as a team however, there is no robust system in place to monitor and evaluate the quality of teaching or to identify staff training.

Parents spend time talking informally and formally to staff about their child's progress. Information about the group and the early learning goals are made available through the newsletter although no weekly plans of activities. Parents are encouraged to be involved in their child's learning and contribute their skills to a range of topics.

What is being done well?

- Good emphasis is given to including children's ideas and interests in the programme for example the current project about Solar Systems.
- Children with special needs are well integrated into the group.
- Behaviour is managed well, staff are consistent in their approach and give children praise and encouragement.
- Relationship between staff children and their parents are good. This helps children to develop confidence and support their learning.
- Staff work well as a team and support each other.

What needs to be improved?

- the short term planning system;
- the current appraisal system;
- older children's awareness of the sounds of letters and words and the provision of an alphabet line to support learning;
- availability of for weekly plans parents.

What has improved since the last inspection?

At the last inspection the group was asked to review, monitor and evaluate all teaching, planning and assessment records on a regular basis in order that high standards already achieved are maintained. There is regular informal staff meetings to discuss planning, observations, assessment and evaluation. The nursery are using the Surrey Profiles for assessment. Monitoring of teaching is informal by discussion and helps to identify training needs. However, this needs to be formalised and remains an issue for this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. They share and take turns and are beginning to understand right from wrong. Older children look after younger ones. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Both younger and older children are keen to communicate with staff through talk and gesture. They listen well to stories and enjoy learning new words and make up their own scenarios. Older children have less opportunity to listen to the sounds of letters and words and there is no alphabet line to support learning. Children recognise their names and older children are beginning to write these correctly whilst younger children enjoy mark making opportunities at the writing table.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are learning to count to well, younger ones to five and older children to 10 and beyond. They use the maths table well. Older children are aware of the order of numbers both forward and back. They recognise, shapes, colours and are able to compare big and small. They explore volume and capacity through their play activities. Practical play and games are exploited to extend children's understanding of adding and taking away.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

A good range of science activities are provided. Good project work encourages children to build their rockets and record their observations. There is some opportunity to explore living things and become familiar with their local surroundings. They have opportunities to make models from construction and select, assemble and join together materials. They explore technology using a computer and receive visitors. Planning indicates children participate in a range of festivals.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children are given regular opportunities to develop their skills as they confidently balance, run and participate in active games. Staff are on hand to give support and encourage new skills such as helping children to throw the ball on the parachute. All children are aware of their bodies and keep them healthy. They use space well inside. Both younger and older children learn to handle the mouse, scissors, pencils and paintbrushes with increasing control and confidence.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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There are good opportunities for all children to use a variety of creative materials including paints, play dough and three dimensional work. Children enjoy the role play corner where they make up their own scenarios. Tasting and cooking are in the programme. Children enjoy using their imagination through rocket activities and sing with enthusiasm. There is some opportunity for children to explore instruments in the programme.

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

- enhance short term planning by including a brief description of the activity, resources to be provided, staff responsibility, grouping of the children. Include regular evaluation of the programme.
- formalise the current appraisal system.
- develop opportunities to increase older children's awareness of sounds of letters and words and provide an alphabet line to support children's learning.

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.