



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 145837**

**DfES Number: 585231**

### **INSPECTION DETAILS**

Inspection Date      01/11/2004  
Inspector Name      Charlotte Jenkin

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Snapdragons Atworth  
Setting Address      Prospect Farm  
                                 Atworth  
                                 Melksham  
                                 Wiltshire  
                                 SN12 8JW

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Rosemary Ann Collard

## 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

Snapdragon Nursery, Atworth opened in 1998. It operates from a converted farmhouse in Atworth, Melksham. The building is equipped to provide full day care for children. The nursery serves the local community and surrounding areas. There are three main playrooms, one communal playroom, a fully enclosed garden for outdoor play and a kitchen where food is prepared daily.

The nursery is in receipt of funding for three and four-years-olds. There are currently 11 funded three-year-olds on role. The Nursery caters for special needs children; there is a Special Needs Co-ordinator.

The nursery open five days a week all the year round, except bank holidays. The sessions operate from 07:30 to 18:30.

There are 13 staff, who work directly with the children. The manager is NNEB qualified. The owner is a qualified teacher with several other childcare qualifications. All the other staff are qualified with a NNEB or a NVQ qualifications or are working towards qualifications.

### How good is the Day Care?

Snapdragons Atworth provides good quality care for children.

Staff at the nursery are well qualified and have good access to training opportunities. The nursery is a warm, homely and welcoming environment for children and parents, with space well organised to ensure children have sufficient space to rest, play and eat. Adult:child ratios are high and effective staff deployment means children are supervised during activities and well cared for. The nursery has a good range of toys and equipment that cover all stages of development, and these are accessible to children for self-selection.

Staff are kept up to date and have a sound knowledge of their responsibilities regarding children's safety. Regular checks are made and any potential hazards

dealt with to ensure this. Staff promote suitable hygiene practices with the children and demonstrate an understanding of the need for this. Medication consent forms lack detail for non-prescription medication. Staff are very aware of children's dietary needs and these are well catered for. They have a sound knowledge of child protection issues.

Staff plan a good range of activities and learning experiences for all ages of children in the nursery. They interact very well with the children and respond well to their interests. They are good role models for children and implement the behaviour management policy consistently and appropriately to the ages of the children. Staff are very aware of children's individual needs and respect these fully, supporting children well to participate in the nursery routines. Staff support for children with special educational needs is good.

Staff liaise very closely with parents regarding the care of their children and respect their wishes fully in all aspects of their children's care. Information is regularly updated to enable staff to implement new routines as wished by parents. Staff and parents have regular exchanges of information regarding their child's progress.

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

Not Applicable.

#### **What is being done well?**

- Staff plan a good range of activities and learning experiences for all ages of children within the nursery, that encourage and support their development in all areas. Toys and activities are well rotated and children have plenty of opportunities to initiate their own play. Staff show great care and concern for the children in their care and interact very well with them, encouraging their language development and responding to their interests. The development of all children is monitored very carefully.
- Staff have put very effective systems in place to ensure they are all aware of children's dietary and that children's wellbeing is assured at all times. Dietary needs are very well catered for and food offered to the children is healthy and nutritious.
- Staff know the children very well and respect their individual needs fully. They encourage children to take part in all activities and routines of the nursery, supporting them well in areas they are less confident in and responding well to their individual needs. There is a good range of toys and pictures that promote positive images of diversity in children's daily play.
- Staff are good role models for children and treat one another and the children with respect. They encourage good behaviour through praise and reward, and use methods for dealing with inappropriate behaviour that are appropriate to children's stages of development. Staff are calm and consistent in their approach and children's behaviour is good.
- Staff liaise very closely with parents regarding the care of their children and

respect their wishes fully, in all aspects of their children's care. Information is regularly updated to enable staff to implement new routines as wished by parents. Staff and parents have regular informal discussions regarding their children's progress, as well as formal opportunities. They are kept informed about what their children do daily during their time at nursery.

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

- the gaining of prior written consent from parents each time non-prescription medication is administered.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted has not received any complaints about this provider.

#### **Outcome of the inspection**

Good

#### **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
7	Ensure prior written consent is gained every time non-prescription medication is administered.

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

### How effective is the nursery education?

Snapdragons Atworth is an acceptable provision, of good quality where children make very good progress towards the early learning goals in personal, social and emotional development, communication, language and literacy, maths and physical development, and make generally good progress towards the early learning goals in all other areas of learning.

Teaching is generally good. Staff demonstrate a generally good knowledge of the early learning goals through their good interaction with the children during activities and the display of information regarding what children gain from routine activities. Plans are clear, show the good range of activities available to children and what they can gain from these, linked to the stepping stones. They include extension ideas for more able children and staff respond well to children's interests. Creative and modelling activities are often too adult led and limit children's free expression. Support for children with special educational needs is very good and staff are very good role models for children. Assessments are very clear in showing where children are at in their learning.

Leadership and management is generally good. The proprietor and manager support staff well, enabling them to access good training and development opportunities. Staff communicate well, share most responsibilities and support each other in areas they are less confident in. Appraisals enable staff to reflect on their strengths, as well as areas for future development and evaluations of activities are well used. Long term plans are monitored, although this is not successful in identifying gaps in the curriculum.

Partnership with parents is generally good. Parents receive detailed information regarding the nursery routines, although they are given limited information on the curriculum. Parents and staff have regular informal and formal opportunities to discuss their child's progress. They are actively involved in their children's learning at home.

### What is being done well?

- Children enter the nursery with confidence and are keen to explore the activities on offer. They form good relationships with adults and peers and seek out their friends to play with.
- Staff plan a good range of activities and use routine activities well to engage children's interests and help them make good progress in all six areas of learning.
- Assessments are very clear in showing where children are at in their learning. Staff observe children at play and these observations show clearly what children know, understand and can do. Examples of children's work are kept

and used as evidence to support entries in assessment records. A portfolio of children's progress throughout their time at the nursery is made.

- Parents are actively involved in their children's learning. They have access to activity ideas
- and take home activities to do with their children, to support their learning.
- Evaluations of activities are well used to determine whether children achieved the learning outcomes of activities. These are used to inform future planning with extension ideas to move children on to the next stage in their learning.

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

- children's free expression, especially through collage and modelling, so they are able to select resources and initiate their own activities, rather than produce adult pre-defined end products
- partnership with parents to ensure parents have more information regarding the curriculum and the six areas of learning.

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

Snapdragons Atworth has made very good progress since the last inspection.

The nursery agreed to give more opportunities to identify numerals during the children's play and activities.

Children now have regular opportunities to see numerals during both structured and routines activities. For example, when counting during registration a number book is available for children to find the correct numeral to link with how many children they have counted. More able children are confident in identifying numerals, and some are able to put two together to make two digit numbers. Structured activities enable children to count and match numbers together, and children make very good progress in mathematics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the nursery with confidence and are keen to explore the activities on offer. They develop independence in selecting toys and activities of their choosing, and are confident initiating their own play, spending long periods engaged in activities. Children form good relationships with adults and peers and seek out their friends to play with. They develop good turn taking skills, are aware of right and wrong and their behaviour is very good. Children are proud of their achievements.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use talk with confidence when talking about past experiences and during activities. They use a widening range of vocabulary and gestures to express themselves to others. They develop good listening skills and take turns in conversation. Children develop an interest in books, select them and hold them correctly, requesting adults to read them. Children draw and paint and often give meaning to marks. More able children write letters freely and their emergent writing is developing well.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and counting and do this spontaneously in their play. Children count up to 10 objects with confidence and more able children count up to 20. Children recognise numerals 0-9 out of sequence and more able children make 2 digit numbers. Children have lots of practical opportunities to solve simple problems, compare numbers and engage in simple addition, for example when baking, they take 2 eggs out of the box and see how many are left.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and examine living things, comment on what they see and ask questions, for example when finding a spiders web and birds nest. They investigate various textures and use their senses well. Children show interest in ICT and more able children complete programmes independently. Children remember and talk about past events and explore their local environment. Children have limited opportunities to select resources and build and construct using their own ideas.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move around the room with confidence, show good awareness of themselves and negotiate space well. Children move in various ways, for example running and jumping, and experiment with different ways of moving, for example stretching and stamping. Children develop an awareness of healthy practices and know why to wash their hands and drink milk. Children have regular opportunities to climb, slide and travel through tunnels. They use various writing implements with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children draw and paint and often give meaning to what they are doing. More able children's drawings are developing well and include detail, such as features and faces. Children enjoy singing songs and request their favourite ones to sing. They use their imagination well and imitate adults during role play. Collage activities are often too adult led and children do not develop free expression by selecting and using resources of their choice to represent their own ideas.

**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**

- ensure children have regular opportunities to freely express themselves and use their own ideas, especially through collage and modelling activities
- further develop partnership with parents to ensure parents have sufficient information regarding the curriculum and the six areas of 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.*

## **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.*