



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN EY218985**

**DfES Number: 546227**

### **INSPECTION DETAILS**

Inspection Date      12/07/2004  
Inspector Name      Julie Whitelaw

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Northwood Nursery  
Setting Address      Sandy Lane  
                            Northwood  
                            Middlesex  
                            HA6 3HP

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Helen McIlrath

## 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

Northwood Day Nursery opened in 2002. They operate from two spacious modular buildings situated within the secure Joint Services Unit, NATO base in Northwood.

The nursery offers full day care provision for service personnel and MOD civil servants (not necessarily based at the Northwood site).

There are currently 31 children aged from three months to five years on roll. This includes two funded four year old children and two funded three year old children.

Due to the changes of personnel on the base there is a frequent change in the attendance of children who may have English as a second language.

The nursery is open from 07:45 until 17:45 each day throughout the year, except for bank holidays and five days over the Christmas period.

There is a team of nine staff. Over half have early years qualifications to NVQ level 2 or 3. There are also two unit managers and an overall nursery manager. In addition there is an operations manager and development officer who support the Northwood nursery and a sister site in Pinner. The proprietor also has substantial input into the management of the nurseries.

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

### How effective is the nursery education?

The provision for nursery education at Northwood Nursery is good. It enables children to make very good progress in personal, social, and emotional development, mathematical development and knowledge and understanding of the world. Children are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage and how children learn. They plan and implement an interesting range of activities linked to the current theme that help the children make progress. Staff are now aware to develop their planning system to ensure story time holds children's attention. Also that it and includes frequent opportunities for children to develop large motor skills on climbing equipment. The nursery has a wide range of resources. However, the organisation of the environment limits choice and independence in their play. Staff praise and encourage good behaviour, children respond positively to the boundaries staff set. Staff use a variety of methods to observe children and are developing ways to use their assessments to inform future planning. Staff are particularly skilled at questioning children in a way that encourages them to think and extends their learning.

Leadership and management is generally good. The manager ensures that the aims of the operational plan are understood by all staff. Close monitoring of the provision ensures that most strengths and weaknesses are identified and where necessary addressed. On going training and action plans show commitment to improvement of care and education for all children.

Partnership with parents is generally good. Parents evenings that will commence in August, newsletters, and monthly parent/key worker forms keep parents informed of their child's progress and encourage parents to share what they know about their child. Management are developing ways to provide parents with information about the Foundation Stage.

### What is being done well?

- Children are interested, excited and motivated to learn. They form good relationships with both adults and their peers. Children have personal independence. They confidently wash their hands, lay the table, serve meals and drinks at lunch time. Children behave well and understand the rules for lunch time and outside play.
- Staff provide many opportunities for children to develop mathematical skills during their daily routine and planned activities. Snack and lunch time are routinely used to develop calculation skills. An example of this is when children count the pieces of apple remaining on the plate and the number of children, then work out how many children will be able to have a third piece.

- Children are keen to learn and explore. Staff are led by the children's interests and imaginative play. They support the children and extend their learning through skilled questioning.

**What needs to be improved?**

- planning of the environment
- development of planning

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They suggest ideas such as planting a small object they believe is a seed. Children sit and concentrate when making summer pictures and listen well to the rules at lunch time. They are sensitive to the needs of younger children, they hold hands and help them to find their place mats. Staff provide many opportunities for children to develop self care skills. Children behave well. They take turns and are able to work as part of a group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently interact with others and are able to creatively express, imagined experiences such as waiting for a plane to York. Staff give clear explanations and are skilled at questioning children which extends their learning. Children are able to read their names and some are beginning to label their work. Children enjoy singing songs and performing the actions. Thought needs to be given to the planning of story time to ensure it is age appropriate and holds children's attention.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count up to 15 when putting away the bricks. They develop mathematical skills as they count the number of boys and girls then add them together. Children learn how to subtract as they sing 'Five Little Monkeys'. Staff encourage children to compare, as they match different shape plates and bowls and look at the length of worms they found in the garden. Children measure and weigh ingredients when cooking and learn about shape and patterns when playing with construction toys.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide opportunities for children to investigate objects and materials. They challenge children to make a sand castle in water. Children predict it might float away. Staff support children as they collect objects from outside to make summer pictures. They extend their learning through skilled questioning and are led by children's interests. Children can complete simple programmes on the computer. They discuss family holidays and learn about others through topic work and French lessons.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children show awareness of space as they ride trikes in the garden and take turns jumping on the stepping stones. Staff support children to throw and catch frisbees and balls. Children use tools when doing wood work and gardening. Planning needs to include regular opportunities for children to develop gross motor skills using large equipment. Children learn about health and bodily awareness through topic work when they make sun visors and discuss why they should wear sun cream.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children explore textures as they mix ingredients with their hands to make playdough. Staff provide daily opportunities for children to explore sand or water. Dance and drama lessons help develop children's imagination. Children pretend a bucket of sand is a basket of blueberries. Children have access to a range of instruments and show enjoyment when singing in a group. There are limited opportunities for children to access a range of craft materials and tools for free creative expression.

**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 the environment to ensure there are more opportunities to extend children's learning and creativity through free play
- develop planning to ensure story time is age appropriate and that there are regular opportunities for children to develop gross motor skills on large 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.*