



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133089

DfES Number: 519853

INSPECTION DETAILS

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| Inspection Date | 28/01/2005 |
| Inspector Name | Beryl Baggs |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Oak Tree Day Nursery |
| Setting Address | Newton Park Newton St. Loe Bath Avon BA2 9BN |

REGISTERED PROVIDER DETAILS

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| Name | Bath Spa University College |
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ORGANISATION DETAILS

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| Name | Bath Spa University College |
| Address | Newton Park Newton St. Loe Bath Avon BA2 9BN |

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

Oak Tree Day Nursery was established in 1995 and operates from two adjoining houses in the parkland ground of the Bath Spa University College, Newton Park, Bath. It is a full day care nursery offering full-time and part-time places for the children of college staff and students as well as the local community.

Children use upstairs and downstairs rooms offering separate play space for babies, toddlers and pre-school children. There is an enclosed garden shared by all the children.

The nursery is open from 08:00 to 18:00 Monday to Friday throughout the year. It does not provide overnight care.

It is registered to care for 27 children from birth to under 5 years. There are 44 children on roll of whom 12 three-year-olds and 3 four-year-olds receive nursery education grant. There are no children with special educational needs or who use English as an additional language.

There are eight staff of whom seven are qualified and one is working towards a childcare qualification. The nursery is supported by the Early Years Development and Childcare Partnership. The nursery was awarded Investors in People status in 2002.

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

How effective is the nursery education?

Oak Tree Day Nursery is of high quality and children are making very good progress towards the early learning goals.

Teaching is very good. Staff understand what children learn through play. Planning identifies the early learning goals linked to the topics and activities. Staff ask open ended questions to make them think. They play with the children, modelling play and listening to them well. They manage children's behaviour well, talking through issues in group time and keeping children involved in play. The sessions are well planned and assessments of children's achievements are shared with parents and used to develop the next steps for children. The rotation of free play activities limits children's access to role play, messy play and free art and craft.

Leadership and management is very good. The manager monitors the planning, appraises the staff performance and develops staff skills through training. The nursery rightly values children's progress in literacy, maths and independence, the friendship with parents and the warm, friendly and secure relationship with children. They act on identified points for further development, for example, ICT provision. Staff evaluate the adult-led activities and implement good practice learnt at workshops.

Partnership with parents is very good. They receive clear information about the Foundation Stage and how children learn through play. Parents evenings offer opportunities to see children's work, view their files and receive a summary of children's progress. Topic and planning displays are seen daily. Initial visits enable key workers to talk to parents about their children. Parents are invited to offer their skills in the sessions or to extend children's learning at home. There are plans to invite parents to join staff in learning about childcare and play.

What is being done well?

- Children are confident and trusting with adults and other children. They have many opportunities for independence including the selection of their own activities from open shelves.
- Children enjoy stories, look at books with adults and as individuals and sometimes re-tell stories with puppets and using familiar phrases.
- Children use numbers in their play every day, comparing numbers and understanding one more and one less.
- Parents enjoy warm, friendly relationships with staff, sharing information about the children daily and at parents evenings where they see children's work and Foundation Stage progress records.
- The managers are committed to improving the care and education for all

children. They implement good practice learned on training and workshop events.

What needs to be improved?

- the organisation of how free play activities are rotated during the week to offer children more frequent access to role play, messy play and free art and craft.

What has improved since the last inspection?

The last inspection took place in January 2001 from which one point arose. The setting has made very good progress in this area.

Strengthen the partnership with parents and carers by providing them with information about the early learning goals and offering them opportunities to shared record keeping.

Clear information in the brochure about the nursery includes the Foundation Stage, early learning goals and how children learn through play to the end of the reception year in school. Many parents look at the planning displayed. Some parents ask how to extend children's learning at home. Two parents evenings each year enable parents to meet key workers, see records and review children's progress towards the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and eager to play. They ask for help when they need it and begin to understand about feeling happy and sad. They play well together, take turns and work together to tidy up toys. They behave well and understand the routines of the nursery. They pour their own drinks, put on their own coats with growing skill and can select many of their own play activities. They enjoy positive images in their books about how other people live.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk well to each other in their play and describe what they are doing. They re-tell stories using puppets and familiar lines. They are beginning to recognise the initial letter of their name, the day and the week and some other objects as well. They understand the importance of writing, labelling their work and using their name on the list of tasks at snack time. Children are beginning to write their names and they use writing in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number throughout their play, counting children and objects. They link counting to numerals. They understand about too many when there are empty chairs, one more, one less and use graphs to identify favourite sea creatures. Children recognise shapes, positional words such as 'up and down' and match colour and shape in completing jigsaws.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe the world around them; water pouring through tubes, sand through a sieve and ice cubes melting. They build structures with a marble run, towers with Lego and submarines with junk. They learn about the seasons, life cycles of plants and frogs and what we wear at different times of the year. They learn about people who help us and recognise their way home on simple maps. They listen to music and hear of the customs in celebrations such as Holi, Chinese New Year and Christmas.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence; running, climbing, scooting, throwing and catching. They move around the play space well, negotiating furniture and other children safely. They learn about healthy living, germs and how their bodies work. They use tools and materials safely from pegs in boards to carrying toy boxes with another child.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Very Good |
| Children use leaves, marbles, and their hands to create art and collage work. They mix colours and use straws to blow paint. They sing with enthusiasm and enjoy listening to bird song in music. They set up imaginary play, for example in the dolls house and enjoy role play as a baby or cooking food. They use words to describe their feelings and squeal with delight in response to experiences. | |
| 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:

- review how free play activities are rotated during the week to offer children more frequent access to role play, messy play and free art and craft.

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.