



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY277977

DfES Number: 521453

INSPECTION DETAILS

Inspection Date	04/03/2004
Inspector Name	Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Oaklands (Tonbridge) Ltd.
Setting Address	8 Brook Street Tonbridge Kent TN9 2PJ

REGISTERED PROVIDER DETAILS

Name	Oaklands (Tonbridge) Ltd
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ORGANISATION DETAILS

Name	Oaklands (Tonbridge) Ltd
Address	8 Brook Street Tonbridge Kent TN9 2PJ

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

Oaklands (Tonbridge) Ltd opened in January 2004 as a limited company and had previously been operating for 13 years as Oaklands Day Nursery.

It operates from eight rooms of a converted house situated in the town of Tonbridge. The nursery serves the local community and surrounding towns and villages.

There are currently 74 children from nought to five years on roll. This includes 26 funded three-year-olds and four-year-olds. Children attend for a variety of sessions.

The group opens 5 days a week 50 weeks a year. Sessions are from 07:45 to 18:15.

Eleven full time and four part time work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Staff have a generally good understanding of the early learning goals, enabling effective delivery of a well planned educational and play experience. Staff know the children well and as a result children are confident and their self esteem is nurtured.

Leadership and management is generally good. The staff team appear well motivated, which impacts positively on children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide parents with regular information about the provision and the experiences their children are receiving. Parental questionnaires confirm parents satisfaction with the care and education their children are receiving.

What is being done well?

- Children sitting and listening well in small group activities; interested, excited and motivated, taking turns to speak and expressing views. They were contributing appropriately and enthusiastically during small group activity confidently sharing ideas and patiently taking turns.
- Children demonstrate a generally good understanding of agreed codes for groups working together harmoniously, with an occasional reminder. They choose confidently from available resources and move freely from one activity to another during free play activity.
- Staff give good support in developing children's spoken language, actively encouraging responses and extending their language throughout the session. They use good questioning techniques, which encouraged children to communicate their thoughts and ideas both in group work and on a one to one basis.
- Staff provide children with very good opportunities to recognise their name and develop an understanding of the link between sounds and letters. They provide good opportunities for children to understand that print can be used for a variety of reasons.
- Children say, recognise and use numbers in familiar context. They are given good opportunities to use mathematical ideas and methods to solve practical problems and for children to develop an understanding of addition and subtraction.

- Children are given many very good opportunities to learn about their environment and identify features in the place they live and the natural world, talk about these features and compare similarities, differences and patterns.
- Children move around confidently, over and through balancing equipment; imaginatively, safely and with control.
- Children are provided with many opportunities to make music and sing songs with enjoyment and meaning and repeat action rhymes, including matching movement to music.

What needs to be improved?

- opportunities for children to learn about codes of conduct through good role models
- consistency when re-enforcing rules of activities to avoid giving children mixed messages and causing confusion
- opportunities for less able children to think through processes with appropriate support and encouragement
- opportunities for children to learn that print goes from left to right and top to bottom
- opportunities for children to use computer technology on a regular basis
- opportunities for children to see to their own personal needs independently.

What has improved since the last inspection?

Increase in information and access to information for parents regarding learning outcomes and parental questionnaires

Support for children with special needs (no special needs children currently attending)

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Staff are sensitive to the needs of the children and know them well. As a result most children are confident, interested, enthusiastic and involved in their learning. Children choose between activities and select resources for themselves. However, there is a lack of opportunities for children to learn to take care of their own personal needs. Children demonstrate a good understanding of agreed codes for groups working together harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well. There is a generally a good quality adult to child interaction. Staff make good use of opportunities to extend children's language through sound questioning techniques. As a result most children are developing their spoken language well. However not all children are given sufficient time and support to communicate their thoughts and feelings confidently and explore new ideas. Staff missed opportunities to demonstrate to children how print is formed.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a sound knowledge of counting, saying, recognising and using numbers in familiar context. Staff provide good practical opportunities for children to develop an understanding of addition and subtraction and learn to recognise numbers in familiar context. As a result most children are counting confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children extend their understanding in this area through a wide range of practical activities. They learn about events in their own lives and those of others, evidenced in 'activities at home' workbooks/sheets. Children have very good opportunities to learn about their environment and identify features in the place they live and in the natural world. They talk about these features and compare similarities and differences. Computer technology is not available on a regular basis.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use a wide range of tools and equipment to develop their manipulative skills. They move around confidently, imaginatively and safely, climbing over and through equipment and balancing on equipment, with control and coordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good variety of media and materials whereby they can explore and investigate texture, shape and colour, using all senses. They have good opportunities to use their imagination in art and design. Children make music with percussion instruments, sing songs and action rhymes with a great deal of enjoyment and enthusiasm. They have good opportunities to use their imagination in role play activities and enthusiastically re-enacting a story.	
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 opportunities for children to learn about codes of conduct through providing good role models
- provide consistency when re-enforcing rules of activities to avoid giving children mixed messages and causing confusion
- provide appropriate support for less able children to think through processes with appropriate encouragement
- provide opportunities for children to use computer technology on a regular basis
- review toileting policy once building works are completed.

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.