



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127700

DfES Number: 510060

INSPECTION DETAILS

Inspection Date 03/02/2004
Inspector Name Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Oaks Nursery School Nursery
Setting Address Riding Lane
Hildenborough
Tonbridge
Kent
TN11 9HY

REGISTERED PROVIDER DETAILS

Name The Committee of The Oaks Nursery School Nursery

ORGANISATION DETAILS

Name The Oaks Nursery School Nursery
Address Riding Lane
Hildenborough
Tonbridge
Kent
TN11 9HY

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

The Oaks Nursery opened in 1994. It operates from one room of a mobile in the village of Hildenborough, which is on the outskirts of the town of Tonbridge. The nursery serves the local area and surrounding villages.

There are currently 26 children from 2yrs 9 months to 4 years on roll. This includes 21 funded three and four year olds. Children attend for a variety of sessions. The setting currently supports one child who has English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:30 to 15:30.

There are six staff who work with the children. All the staff have early years qualification to NVQ level 2 or 3. The setting receives support from a teacher/mentor 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 is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a very good understanding of the early learning goals, enabling effective delivery of a well planned educational and play experience. It is imaginatively resourced and enables children to develop in all six areas of learning.

Leadership and management is very good. The staff team appear very 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 regular information about the provision and the experiences children are receiving with their parents. Parental questionnaires confirm parents satisfaction with the care and education their children are receiving.

What is being done well?

- Children sitting and listening well, with a high level of interaction with adults and each other in all activities. They are interested, excited and motivated, patiently taking turns to speak and expressing views and confidently sharing ideas e.g. circle time - activities during the half term holidays.
- Children demonstrating a good understanding of agreed codes for groups working together harmoniously, with the occasional need for a reminder. Staff have clear boundaries for behaviour and are good role models.
- Staff give very good support in developing children's spoken language, actively encouraging responses. They take opportunities to extend children's language throughout the session using 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 good opportunities for children to develop an understanding of addition and subtraction and to say, recognise and use numbers in familiar context, counting from 1 - 10 and one child counting to 15.
- Children are given many opportunities to explore and talk about objects and materials e.g. feely bag activity.
- Children talk confidently and enthusiastically about events in their own lives and those of others, comparing likes and dislikes e.g. going to the circus with Grandma.

- 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 are provided with a wide variety of tools and equipment to develop their manipulative skills. They move around confidently, over and through balancing equipment and imaginatively and safely, with control and co-ordination.
- Staff provide children with many good experiences to explore a wide range of materials and investigate objects using all senses e.g. snow topic and feely bag activity.

What needs to be improved?

- opportunities to use computer technology in an environment that provides children with few distractions and maximise their learning potential
- opportunities during outdoor play to re-enforce number work on an everyday basis
- opportunities for children to learn how print is formed.

What has improved since the last inspection?

Children are provided with opportunities to use computer technology, their progress is monitored and appropriate support is given.

Improved range and effectiveness of resources that reflect other cultures and beliefs. All planning is linked in with ELG's.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff build on children's confidence and self-esteem by being sensitive to their needs and knowing them well. Most children demonstrate high levels of concentration, sit well and are interested, enthusiastic and are entirely involved in their learning. Children choose between activities, select resources for themselves and learn to take care of their personal needs. Children demonstrate a good understanding of agreed codes for groups working together harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well. There is a high quality adult to child interaction. Staff give very good support in developing children's spoken language, taking every opportunity to extend their language through good questioning techniques. They actively encourage children to communicate their thoughts and feelings confidently and explore new ideas. However, staff missed opportunities to demonstrate to children how print is formed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a sound knowledge of counting, saying, recognising and using numbers in familiar context. Good practical opportunities are provided for children to learn to recognise numbers in familiar context, e.g. most children are counting from 1 - 10 confidently and one four year old to 15. Staff provide good practical opportunities indoors for children to develop an understanding of addition and subtraction e.g. bear activity. However this did not happen on a regularly basis outdoors.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children extend their understanding in this area through a stimulating range of practical activities, investigating objects using all senses. They talk confidently and enthusiastically about events in their own lives and those of others. There are very good opportunities to learn about their environment and identify features in the place they live and the natural world. They talk about these features and compare similarities, differences patterns e.g. snow time and broad bean growing project.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are provided with a wide variety of tools and equipment to develop their manipulative skills. Children move around confidently, imaginatively and safely, climbing over and through balancing equipment in control and co-ordination e.g. streamer activity and outside play. Staff provide children with practical opportunities to understand how to take care of themselves e.g. snow project and asking children 'what do we wear in cold weather' and explaining exercising keeps us warm.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experience a good range of media and materials whereby they can explore and investigate texture, shape and colour, using all senses. Staff provide children with good opportunities to use their imagination in art and design e.g. snow project, self portraits and family displays. Children sing songs and action rhymes with a great deal of enjoyment and enthusiasm. They are given very good opportunities to experience music of different styles and from different cultures.

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:

- provide opportunities to use computer technology in an environment that will maximise children's learning potential
- provide opportunities for children to learn how print is formed
- provide regular opportunities for children to re-enforce their number work during practical outdoor activities.

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.