



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 140900

DfES Number: 530418

INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Anne Jeanette Faithfull

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Children's Room Day Nursery Wendover
Setting Address	Bacombe Lodge, 7-9 South Street Wendover Aylesbury Buckinghamshire HP22 6EF

REGISTERED PROVIDER DETAILS

Name	The Committee of Wallington Childcare Ltd
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ORGANISATION DETAILS

Name	Wallington Childcare Ltd
Address	Bacombe Lodge, 7-9 South Street Wendover Aylesbury Buckinghamshire HP22 6EF

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 Children's Room Day Nursery opened in 1998. It operates from a large extended house in Wendover. The nursery serves the local area.

There are currently 137 children from 3 months to 5 years on roll. This includes 33 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The nursery has systems in place to support children with special needs and English as an additional language.

The nursery is open from 08:00 to 18:30, Monday to Friday, all year round.

Twenty three staff work with the children. Over half the staff have early years qualifications to level two or three. Other staff are currently working towards a recognised early years qualification.

The nursery follows some of the Montessori teaching methods and maintains links with 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 Children's Room Day Nursery offers good quality nursery education where children make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development. Children are confident, happy, secure and eager to participate in all experiences and activities offered.

Teaching is generally good. Staff provide a range of activities and resources to encourage the children's development, however, there are limited opportunities for the children to begin to recognise and write their own name in everyday activities and routines. Staff make effective use of open-ended questions to encourage children's thinking and communication skills. The children behave well in response to the high expectations and sensitive support of staff. There are systems in place to support children with special educational needs and who have English as an additional language.

A planning and assessment system is in place and is continuing to be developed. However, plans at present do not identify the individual learning needs of the funded children, and no written evaluations of planned activities takes place to help identify if suitable for the funded children to help ensure they move onto the next stage.

Leadership and management is generally good. The manager has just introduced an appraisal system, which will help to identify any training needs of the staff, however, the staff have not had the opportunity to participate in the system yet. The staff work well as a team and participate in planning and are committed to the continuing improvement of the nursery.

The partnership with parents is very good. Parents receive information via newsletters and a notice board. Parents and staff share concerns and information and parents receive regular feedback regarding their child's progress in the nursery.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, competent and interested in all activities offered. Good relationships have been formed; the children are well behaved and interact well with each other and staff.
- Staff work well together as a team to provide an interesting and stimulating environment for the children. They effectively use open-ended questions to help promote children's thinking and communication skills.
- Partnership with parents is very good. Parents are informed of their child's progress at the nursery and any information or concerns are shared. Newsletters and notice boards inform parents of activities, curriculum plans

and events taking place.

What needs to be improved?

- planning system, to ensure individual learning needs of the funded children are being met.
- evaluation, of the planned activities to ensure they are suitable for the children and help to move them onto the next stage.
- opportunities for children to begin to recognise and write their own name in daily routines and activities.
- appraisal system, to ensure all staff have opportunity to participate in system to help identify any training needs.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. Children now have a balanced range of activities and experiences which help to promote both the Montessori curriculum and the early learning goals. Resources have been purchased for the children to use which help to promote their gross motor skills. Parents now receive a copy of the curriculum plans and all policies and procedures. The procedures for the Identification and Assessment of Special Educational Needs have been reviewed and take into account the DfEE Code of Practice.

Planning systems have been put into place, but still need to be developed further to help identify individual learning needs for the children and to move them onto the next stage of learning. Some staff have attended training on the Foundation Stage, but not all staff working with the funded children have attended training on the early learning goals to enable them to plan suitable activities and resources to promote learning and development for all the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested, enthusiastic and eager to participate in all activities and experiences. Relationships are very good with each other and staff; the children show consideration and support for others. The children can express themselves well. Children negotiate well with each other and have a clear understanding of right and wrong, they share and take turns when required. Children are well behaved and respond to the high expectations of behaviour from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and listen well to each other, visitors and staff. Children's contributions in circle time are encouraged and valued. Activities provided foster language and literacy skills, however, there are missed opportunities for the children individually to begin to write their own name in everyday activities and routines. Staff effectively make good use of open ended questioning to extend children's thinking and communication skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with many opportunities to count, including circle time where staff extend their understanding of more and less, by counting the number of boys and girls. Children are beginning to recognise shape and size; effective use is made of the number rods to reinforce number and to enable the more able and older children to begin to solve mathematical problems. Older and more able children can confidently count to nine and beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff make effective use of circle time to encourage children to talk about events in their own lives, and to begin to learn about the lives of others. Children are given the opportunity to experience how things live and grow in the outdoor area. A computer is available but children have limited opportunities to experience information technology in daily situations and activities. Displays observed showed children are confident in their design and making skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show an awareness of the space both around themselves and others. They have access to a range of tools, for example glue sticks, crayons, using rolling pins and cutters with playdough. Children are confident in their independence skills and are aware of personal hygiene. Resources and activities are provided to encourage the children to develop their gross motor skills both indoors and outdoors.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children have the opportunity to choose musical instruments they wish to play and are encouraged and enjoy singing familiar songs and rhymes. Children are given opportunities to be creative individually. Children are provided with a wide range of resources and activities including making the playdough to experience shape, texture and form. There are limited opportunities for the children to select dressing-up clothes to help extend their imaginative play.</p>	

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

- continue to develop the planning and evaluation systems in place, to ensure individual learning needs of the funded children are being met, the activities provided are suitable to meet the needs of the children and to ensure they are moved onto the next stage.
- provide opportunities for children to begin to recognise and write their own name in everyday activities and routines
- implement the appraisal system in place to help highlight any training needs of staff and to promote continuous development of education provided.

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.