



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY224830

DfES Number: 516833

INSPECTION DETAILS

Inspection Date 29/04/2003
Inspector Name Jean Mary Andrews

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Meadow Nursery
Setting Address Murray Road
Wokingham
Berkshire
RG41 2TA

REGISTERED PROVIDER DETAILS

Name The Committee of Meadow Nursery School

ORGANISATION DETAILS

Name Meadow Nursery School
Address Murray Road
Wokingham
Berkshire
RG41 2TA

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 Meadow Nursery School first opened in 1978. The purpose built nursery is situated within the grounds of the school, in Wokingham. The building, set in its own garden, provides a child friendly environment. There is wheel chair access. The nursery offers care and education to children from the local community and is managed by a parent committee and trustees.

Meadow Nursery is registered to accept up to 30 children aged 2 - 5 years. Children are admitted in the term in which they are 3 years old.

The Nursery is open 5 days a week, term time only.

Morning: 09.30 - 11.30 for younger children.

Afternoon: 12.45 - 15.15 for older children.

There are four permanent members of staff. All hold a suitable teaching or child-care qualification. Currently two other members of staff are attending appropriate training at NVQ level 2.

The nursery is registered with the local authority to receive funding to provide pre-school education for 4 year olds and some 3 year olds.

The setting is able to support children with special educational needs and children for whom English is an additional language.

The nursery is a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

Meadows Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is very good. Staff have good knowledge of the foundation stage and extend the children's learning. Children enjoy a good range of resources and activities which staff manage well. Staff have a good understanding of each child's learning ensuring their knowledge is developed to their full potential.

Although children's personal, social and emotional development is generally good and children behave very well, staff miss opportunities to promote children's independence and lack confidence in developing children's awareness of other beliefs and cultures

Children's progress in communication, language and literacy is very good. Children are confident speakers and interact well. Staff provide good opportunities to encourage children's writing and reading skills.

Physical development is also very good; staff provide good resources which ensures children participate enthusiastically.

Leadership and management is generally good and contributes well to the children's learning Staff are aware of their duties and are actively involved with both the planning process and in children's learning. However, most activities are adult-led and consequently the children miss out on being able to choose activities for themselves.

Staff have a positive attitude to training and are receptive to new ideas and challenges

An assessment system is in place which is currently under review and is linked to the early learning goals. Children are assigned to a key worker who is responsible for assessing progress.

Partnership with parents and carers is very good and contributes well to children's learning. Parents are well informed about their child's progress and are involved with the daily running of the group. Information and observations are regularly exchanged and parents are happy with the education their children receive.

What is being done well?

- children's communication, language and literacy development is very good. They are confident in their interaction with staff, adults and their peers and can express themselves well. Staff provide a good range of well resourced activities for children to develop their reading and writing skills.

- children's physical development is very good. They participate enthusiastically within singing, music and movement activities. Staff provide good opportunities for children to develop spatial awareness and to learn control of their bodies.
- teaching is very good. Staff use their knowledge, experiences and excellent resources to develop and extend the children's learning.
- children's behaviour is very good. Children respond very well to the high expectations of staff.

What needs to be improved?

- children's knowledge of their own culture and cultures beliefs of other people
- children's self help skills and independence and the opportunity for child-led activities

What has improved since the last inspection?

The setting has made satisfactory improvements since the last inspection.

The short and medium term plans now incorporate the aims and evaluation of the children's progress and are used well to inform the next stage of learning. However, there remains a lack of child-led activities to promote independence and to make choices.

Plans now give greater emphasis to personal, social and emotional development. However, they still lack sufficient emphasis on the promotion of personal independence through child-led activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good and they have positive attitudes to learning. They are confident, competent and can express themselves well. Children show respect and consideration for others especially during circle time. Children respond to the high expectation of staff for acceptable behaviour and are well behaved. Staff miss opportunities for developing children's self-help and independence skills, especially during snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children communicate and listen well to each other. Children are beginning to recognise and write their names. Staff provide varied and interesting methods to reinforce writing skills. Everyday items are labelled to reinforce children's recognition of letter shape. Children have opportunities to develop reading skills, however they rarely use the book corner and therefore lack a full appreciation of books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematics is generally good. Children have access to a variety of resources to promote their understanding of mathematical concepts. Staff knowledge supports and develops opportunities to problem solve within everyday situations, especially during singing. Children have good opportunities to recognise shape. However, there is little opportunity for children to count spontaneously.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good, but has some weaknesses. Children have access to technology and staff support children to become confident users of the computer. A good range of resources and effective questioning by staff is used to stimulate children's senses and to develop an understanding of the world around them. However, children have little knowledge of the diversity of the world and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children have access to appropriate resources to develop and extend their learning through physical play. They have good opportunities to develop spatial awareness and control of their bodies through a range of song and dance in which both children and staff participate enthusiastically. Children have a variety of media such as musical instruments, play dough, chalks and paints to develop their small muscle skills appropriately.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Progress in creative development is generally good. Children have access to music and musical instruments and show enthusiasm in using them. They are given very good opportunities to participate in musical movement activities. Although staff provide a good range of interesting and stimulating experiences to develop children's creative skills, they are all adult led. Children miss opportunities to use their imagination in art, design and construction.

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 opportunity for children to extend their knowledge of their own culture and beliefs of other people
- develop children's independence and self-help skills and enable children to participate in child-led 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.