



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271719

DfES Number:

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Angela Cole

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Ellwood Nursery
Setting Address Old School House
Bromley Road, Ellwood
Coleford
Gloucestershire
GL16 7LY

REGISTERED PROVIDER DETAILS

Name Mrs Helen Elizabeth Cornock

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Ellwood Nursery was registered as a private group in 2003 after being run by school governors and parents since 1992. It is set in a rural area about two miles from Coleford in the Forest of Dean. The nursery is accommodated in a building on the primary school site that was previously the head teacher's house. The premises consist of five rooms on two levels with indoor and outdoor toilet facilities. There is a fully enclosed, newly furnished outdoor space with sensory garden, natural materials play area, physical play equipment on a safety surface and weather protection including a wooden gazebo. The setting has shared use of some school facilities, including the hall. It serves the local rural area and some families come from further afield. There are currently 67 children from two to under eight years on roll. This includes 38 funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. The nursery cares for children with special needs. No children speak English as an additional language. The nursery opens each weekday during school term times from 08.30 to 11.30 and 12.30 to 15.00. Lunchtime care is offered from 11.30 to 12.30. Two-year-olds have sessions each afternoon, except Wednesday, from 12.45 to 15.00. Parents are invited for drop-in sessions on Tuesdays from 13.00 to 14.30. After school care is registered for four to under eight year-olds from 15.00 to 17.30 on Mondays and Wednesdays. On Fridays a homework or mini-football club is available. Children not attending Ellwood Primary School are welcome if their families arrange transport. Four full-time and two part-time staff work in the nursery and follow the High Scope approach to education. Three of these plus two other staff give out of school care. Four staff have level three early years qualifications or above; another has a level two playwork qualification. The setting receives support from the Playgroup and Toddler Association and from an advisor teacher.

How good is the Day Care?

Ellwood Nursery provides good quality care for children in both the day nursery and the out of school club. Staff are well qualified and update their training. The nursery is effectively organised. Children are well cared for and often play in small groups with a key or link worker. Records are kept confidential where necessary and are

accessible. For example, registers show precisely who is in the setting. The premises are newly decorated, clean and comfortable. There is ample space for the small numbers of children. Interesting displays, bright decoration and attractive activities set out are welcoming. Each room has excellent resources mostly stored at child height. The outdoor play equipment is exceptional and much enjoyed by children up to eight years.

The children are safe, and staff are vigilant at all times. Safety arrangements are checked daily and risks assessed annually. Staff have very good knowledge of child protection. Hygiene is well promoted, including handwashing, and all required aspects of accident and medication are followed. Any ill child is well cared for. Water is always available from a dispenser in the hall. Staff are fully aware of dietary needs. Nursery children bring healthy meals; a choice of healthy foods are offered for after school snacks.

Children's care, learning and play are excellent. Both the nursery and out of school club provide a stimulating range of activities, including much outdoor play. All children are fully involved, as they decide what to do and how to do it. All activities are available to both boys and girls. Every child, including those with special needs, is offered highly appropriate individual support. Children are effectively managed and well behaved at all times.

A warm, personal welcome is given to all families in this friendly, caring setting. Parents are fully consulted about their child's care, for example over collection. They are kept very well informed about their child's activities and progress.

What has improved since the last inspection?

After the last inspection, the setting agreed to comply with the fire officer's recommendations and to make two upstairs windows safe. The children are now safer as emergency lighting and an interlinked system of smoke alarms have been fitted. The windows in the construction room and on the staircase are now locked.

What is being done well?

- The premises have been carefully adapted to offer excellent opportunities for play. The outside is an extension of indoor space and children go out in most weathers. The five rooms and outside are used in rotation to give variety and space for small group play.
- Each room has excellent resources with a vast choice stored at child height. Out of school children decide on activities for future sessions and request resources at free-time. The newly refurbished outdoors has a sensory garden and a covered area with chests full of exciting natural materials such as pebbles. Adventure playground equipment is on a safety surface and a wooden gazebo provides weather protection.
- Staff are fully aware of health and safety procedures and are alert regarding safety. A daily safety check-list is completed and fire procedures known. Security is paramount with full use of locked doors and gates, and radio

communication between staff.

- Parents are fully encouraged to provide healthy snacks and lunches for the nursery children. Children help to prepare for meal times, and in the out of school club help to clear away. They sit in small groups and have adults' undivided attention.
- Children with special needs receive excellent support through observation, contact with parents, outside support, detailed individual plans and frequent reviews. They have individual support from highly trained staff and are fully included in activities.
- Children are effectively managed and well behaved through encouragement to choose activities and much warm praise. They are gently reminded of expectations to develop self-discipline. Staff provide a friendly atmosphere so children can relax and feel at home after their school day. Children are fully included in forming club rules.
- Families are well informed through leaflets, prospectus, half-termly newsletters, notices and daily conversation with key/link workers. A nursery/home folder is used and all children take craft items home.

An aspect of outstanding practice:

Children are highly involved in their activities. They are skilfully challenged to explore and investigate a wide range of play materials for in-depth learning. Their concentration and perseverance is purposeful as they choose where to start and move between areas when they want, both indoors and out. Their learning is expertly consolidated through effective review of chosen activities. Children relate well to others through outstanding small group play with adult support. Staff observe all children closely and detailed nursery records of progress are maintained. Adults are highly interested in the children and their play; they respond warmly, using much praise and encouragement.

What needs to be improved?

- opportunities for children to play with toys showing positive images of disability.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Ensure that children have an appropriate range of resources that promote equality of opportunity and anti discriminatory practice regarding disability.

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

How effective is the nursery education?

Children make very good progress towards early learning goals.

The quality of teaching is very good. Staff effectively use good knowledge of stepping stones to plan their teaching. Regular assessments identify children's achievements and any difficulties they may have. Detailed plans, based on aspects to be covered and each child's needs, include stepping stones at each level. All staff know their responsibilities during well-planned routines. Excellent teaching methods fully support each child's progress. Learning focuses on individual and small group play in several, highly resourced areas, including outside, though links with the community are limited. Children plan where to start, have maximum choice and move on when they are ready. Attentive staff support their interests and give challenges, including review of play. Gentle reminders of well-known expectations are given and as a result, children's concentration, perseverance and behaviour are exemplary. Those with special needs are fully included with individual support, and parents are always contacted over progress plans.

Leadership and management of staff are very good. Leadership is very strong and working relationships between staff and management are close. The nursery openly shares its excellent, clear aims. All new staff have sound induction and training is encouraged. Adults are effectively supported to plan together; they rotate tasks and work very well as a team. Management and staff discuss the provision together and all are highly committed to further improvement.

Partnership with parents is very good. Families receive excellent information about the nursery. Children's progress is regularly shared with parents through conversation, home-nursery folders, invitations to speak with key staff and written reports. Many home-link activities encourage parents to share knowledge of children and to be involved in their learning. Families appreciate the individual care and fun environment.

What is being done well?

- Children receive excellent support to settle and develop their self esteem. They are very well behaved through concentrating on their chosen play, and are expertly encouraged to have personal independence.
- Children listen most attentively and are skilfully supported to develop their speaking skills. They enjoy rhymes and books, confidently recognise their names and are keen to use mark-making materials.
- There is very good emphasis on mathematical language and counting in routines and play. Children recognise high numbers and enjoy solving problems to add one and take one away. Shape, position, size words occur regularly in everyday conversation.

- Children explore many natural materials and events in-depth to see changes, similarities and differences. They choose from a very wide range of tools and materials to design small and large constructions and have everyday experience of technology. Recalling about play activities several times each day gives a heightened sense of past and present experiences.
- Children are absorbed in a varied programme of activities to develop their physical and creative skills. They have very good control of many small tools to enhance their imaginative art and design work using chosen colours and textures. They are keen to participate in a wide selection of music and songs and respond well using all their senses.
- Detailed teaching plans and continuous use of assessment contribute effectively to children's progress in all areas of learning. Children are fully supported to learn from activities they have selected and to consider, afterwards, how they felt about their play. Excellent use is made of small group activity in highly-resourced play areas, including the outside that is available all day.
- Parents are very well informed about the nursery and the children's progress. Staff suggest many interesting ways, including activity packs and bears to take home, to encourage parents to be involved in their child's learning.

What needs to be improved?

- opportunities for children to have links with the wider community.

What has improved since the last inspection?

Staff have made very good progress in implementing the action plan developed in response to a point of consideration in the previous inspection. Staff have addressed the weaknesses in literacy and planning of the routine. There are now many more planned opportunities for all children to recognise their own names. The daily timetable has been extensively revised to give children maximum opportunities to select their own activities. The improvements made have had a positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children receive excellent support to settle and develop their self esteem. They show a strong sense of belonging and talk freely about home and nursery. They become confident to choose and concentrate on activities. Children make suggestions and manage hygiene and eating with confidence. They behave well and familiar rules are sympathetically emphasised by staff. Children relate warmly to adults and show concern for each other. They learn to take turns to plan activities, and to share toys.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen extremely well to others recalling their play and how they feel. Children have very good opportunities to practise speaking skills. They negotiate with others, describe their ideas and tell simple stories, for example about dinosaurs. Many new words are practised, such as 'alien' and 'tomato'. Children enjoy rhyming stories and learn sounds in familiar words, including their names. They eagerly 'read' books to themselves and are keen to 'write' using well-formed letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There is very good emphasis on mathematical language and counting in routines and play. Children confidently count to ten and beyond. They recognise most numbers on a clock and count steps to play games. They are interested in number problems and some know that one more adult makes eight. Number stories and songs are enjoyed, including 'Five little ducks' using felt pictures. Young children recognise square and circular cushions and use position words such as 'middle' and 'first' in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children often discuss past and present events in topics such as 'Chinese New Year'. They explore the world around them, though wider community aspects are limited. Everyday technology is used in calming music, computer and role-play. There is extensive choice of tools and materials to make advanced designs such as pebbles 'roads' and 'dinosaur houses' from wooden planks. Children focus on changes in weather and nursery gardens, and enjoy mixing sand or flour with water for 'monster' cakes.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop very good physical skills through a varied programme of activities. They negotiate indoor steps safely and move imaginatively in games and weekly movement to rhythmic music. Children climb and balance confidently during daily outdoor play and learn about bodily changes in different weathers. They skilfully negotiate wheeled toys around the paths, and balls are always available to practise throwing and kicking. Children develop excellent skills with small tools such as brushes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's creativity is highly valued. They are encouraged to choose and mix their own colours for free painting and when colouring food ingredients. An extensive range of textures is freely available, particularly in the craft room and in the multi-sensory garden. Individual responses to music with actions and well-resourced role-play are highly supported by enthusiastic adults. Children are also responsive to group activities such as acting stories including 'We're going on a dragon hunt'.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further extend opportunities for children to have links with the wider community.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.