



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110350

DfES Number: 517731

INSPECTION DETAILS

Inspection Date 11/03/2004
Inspector Name Gill Moore

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Highwood Day Nursery
Setting Address Highwood Road
Brockenhurst
Hampshire
SO42 7RY

REGISTERED PROVIDER DETAILS

Name BROCKENHURST COLLEGE

ORGANISATION DETAILS

Name BROCKENHURST COLLEGE
Address Lyndhurst Road
Brockenhurst
Hampshire
SO42 7ZE

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

Highwood Day Nursery is an integral part of, and is managed by Brokenhurst college. The nursery is situated in the residential area of Brokenhurst and opened in 1991. It operates from a large detached property, including a large annex and has an enclosed outside play area.

There are currently 121 children on roll from 3 months to 8 years. This includes 16 funded 3 year olds and 10 funded 4 year olds. The setting currently supports 1 child with special educational needs and 4 children with English as an additional language. The group opens Monday to Friday 8.00am-6.00pm.

In total, 14 staff work directly with the children, some are part-time and some are full-time. Twelve staff have appropriate child care qualifications, 1 is working towards an early years qualification and 1 member of staff is unqualified, although has experience of working with young children. The setting receives support from the local Early Years and Child Care Partnership and the local primary schools. 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?

Highwood Day Nursery offers high quality nursery education where children are making very good progress towards the early learning goals.

The quality of teaching is very good and staff have a clear understanding of how children learn. They have a very good knowledge of the early learning goals and stepping-stones, and plan the curriculum effectively using children's individual assessments. Staff provide appropriate challenges for children and adapt their approach to suit different ages and needs. Effective systems are in place to support children who have special educational needs and for whom English is an additional language. Excellent use is made of time, space and resources to ensure all children are actively involved in their learning and can be totally independent. Staff make excellent use of routines, activities and incidental opportunities to extend children's learning. They develop positive relationships with children and behaviour is very good.

Leadership and management are very good. Effective procedures are in place for the induction and the continual assessment and development of staff, and ongoing training is actively encouraged. Dedicated staff work well as a team, and clear communication allows them to provide a stimulating well-balanced programme. Practice is evaluated continually, and a commitment shown towards wanting to ensure standards are maintained, and the care and education provided for children is of high quality.

Partnership with parents is very good. Excellent relationships have been established, and staff and parents work well together to ensure information is shared about children. Parents are provided with good quality information about the nursery and are well informed about their child's achievements and progress through a number of ways, both verbal and written. Parents are actively encouraged to be involved in their child's learning.

What is being done well?

- A high standard of teaching enables children to make very good progress in all areas of learning. The stimulating environment encourages children to be totally independent and actively involved in their learning. They are interested in all activities, excited and motivated to learn.
- Staff are effective in meeting the needs of all children in the nursery. They plan, assess and challenge all children enabling them to move on to their next stage of learning and develop to their full potential.
- Relationships with parents are excellent. They are kept well informed about their child's developmental progress through meetings with key workers, diaries and personal development records. They are offered suggestions

around how to extend children's learning in the home providing increased opportunities to play an active role in their child's development.

- Staff provide very good systems of support for children with special educational needs and for those whom English is an additional language. They work closely with parents, and other relevant professionals, to work towards clear targets, which are assessed, monitored and reviewed on a regular basis.
- Relationships within the nursery are very good. Staff value every child as an individual and have a good knowledge of each child's personal needs. They praise and encourage children increasing confidence and self-esteem. Children's behaviour is excellent and they have developed good relationships with their peers.

What needs to be improved?

- opportunities for children to be fully independent during snack and lunchtime.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. The first key issue was to further develop children's progress records and share assessments with parents. The system for recording children's individual progress and achievements has been evaluated and developed, and each child now has an individual personal development record. These are sent home each term and provide increased opportunities to share children's progress with parents. Written reports, meetings with children's key workers and weekly diaries have also increased opportunities for parents to share information about their child's individual progress and development.

The second key issue was to develop the policy for children with Special Educational needs. The Special Educational Needs policy has been evaluated and developed and staff have increased their knowledge and understanding of the Code of Practice by attending appropriate training. Effective systems are now in place to support children with Special Educational Needs and ensure that they are fully included within the nursery. Clear targets are defined, monitored and reviewed to assess progress. Staff work in partnership with parents, and other professionals, such as the Early Years Partnership and local primary schools, to ensure children are effectively supported and progress is being made.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show high levels of confidence and are well motivated to learn. They are actively involved in their learning and enjoy suggesting ideas about their play. They work well independently, show initiative and co-operate well when working as a group. Children's independence is developing well, however there are missed opportunities to develop this in lunch and snack times. Children develop positive relationships with staff and their peers and behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing very well and they learn to express themselves through their imagined experiences, for example during role-play. Staff are effective in extending children's vocabulary and they learn to recognise and write letters during activities and self-chosen play. Children have lots of opportunities for emergent writing, for example, in the post office. They enjoy reading and exploring books. Many children are confident in recognising and writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn about size and shape and are confident in using appropriate mathematical language through practical worthwhile activities linked to the stepping-stones, for example, exploring different shaped and sized boxes. Children are confident in counting and recognising numerals 1-9 and many beyond. They are provided with many opportunities to develop and consolidate mathematical concepts such as addition and subtraction, for example through number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have free access to a very good range of resources and materials, including a range of information technology equipment. They enjoy exploring and investigating, through activities and free play, and are encouraged to find things out and ask questions about why things happen and how, for example when making patterns and prints with objects in paint. Children are confident in discussing past and present events and gain an increasing understanding of where they live and the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a good sense of space and move confidently during physical activities. They show good co-ordination and are developing skills in climbing, jumping, throwing and catching. They show confidence in using a variety of construction equipment and have free access to a wide range of resources and tools for cutting, joining and building. Children learn about the importance of keeping healthy, through planned topic work, and follow good hygiene procedures.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination and express their ideas in a variety of different ways, such as role-play, through art and craft activities and music and movement. They enjoy using their senses and exploring a varied range of materials, both natural and man-made, for example sand, water and dough and can access all resources independently. Children enjoy music and singing sessions, They learn about the sounds instruments make and explore sound patterns.

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 the following:
- encourage children to be fully independent during snack and lunchtime

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.