



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY231141

DfES Number: 514961

### INSPECTION DETAILS

Inspection Date 27/04/2004  
Inspector Name Linda Close

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Acorns Nursery School  
Setting Address Shackleford Village Hall  
Shackleford  
Surrey  
GU8 6AE

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee

### ORGANISATION DETAILS

Name The Committee  
Address Acorns Nursery School, Shackleford Village Hall  
Shackleford  
Godalming  
Surrey  
GU8 6AB

## **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**

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

### How effective is the nursery education?

The educational provision at Acorns Nursery School is acceptable and of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

Teaching standards are very good. Written plans, discussion and teaching methods for three and four-year-olds show that staff have a thorough knowledge of the early learning goals. They know the children well and ask open-ended questions to encourage children to think beyond the obvious. Sessions are well organised and resources always to hand. Staff have established a regular routine which helps the children to feel secure. At the same time staff are flexible. They capitalise on any exciting things that crop up incidentally, such as a fall of snow or an interesting object brought in by a child. Behaviour management is very good. Keyworkers observe the children and keep useful notes, photographs and examples of work to add to individual profile documents. They note areas where children need more support, although the profiles are not kept up-to-date to assist them in this aspect of their work.

Leadership and management are very good. The supervisor provides good quality written information about the running of the nursery. Newsletters, notices and frequent informal exchanges describe activities and organisation very well. Staff have clearly defined roles and responsibilities. They are supported well in their professional development. The supervisor and staff work side by side and good teamwork is evident in the smooth running of the setting. Weaknesses from previous inspection have been addressed successfully in most respects.

Staff have established a strong partnership with parents and carers. Staff share their observations of the children at parents' evenings and in informal discussions or confidential meetings if parents wish. Parents kindly share their skills and they support fundraising initiatives. They take an active part in children's learning.

### What is being done well?

- Staff are skilled in behaviour management. The children are lively and happy and they respond well to firm but kind guidance.
- Children are gaining good listening skills. They sit quietly for stories and at circle time. They are gaining an understanding of the need to listen when other children and the staff are speaking.
- Children's knowledge and understanding of shape, size, position and quantity is particularly good. They use and consolidate their learning in activities and discussions across the curriculum.
- Children take part in a broad range of interesting topic work including gardening and early science activities, many of which take place outside in a

well planned outdoor area at the rear of the hall.

- Children use a very good range of equipment for energetic play both indoors and outside.
- Children's creative work is respected. They choose their own paints and materials and produce art work using their own imagination.
- Valuable practical help from parents supports the children in their learning.

#### **What needs to be improved?**

- the updating of children's records of progress, so that a clear picture of each child's progress is available at all times.

#### **What has improved since the last inspection?**

The three key issues identified at the last inspection have been addressed effectively overall.

Staff were asked to develop an assessment system that reflects the wider coverage of children's learning, to update records regularly and to ensure that parents are kept regularly informed of their children's progress and achievements. The nursery has adopted Surrey Profile documents which cover all six areas of learning. They keep useful observation notes in keyworkers' books for transfer to the profiles. Parents are kept generally well informed about progress, but the records require more frequent updating to ensure that they give a clear picture of each child's progress throughout the year.

Staff agreed to provide children with more opportunities to explore features of their own environment and record their observations, and to give more chances for children to learn suitable techniques in model-making. Children now have many worthwhile opportunities to explore their environment and they record their observations pictorially. They often make models using a good range of materials.

Staff were asked to provide more activities to encourage children to develop early ideas of addition and subtraction and recognise patterns of sounds in words and rhymes. Staff make good use of a range of games to extend work on early addition and subtraction for the more able children. They also find practical ways of encouraging children to count and calculate in the course of their discussions and activities. They enjoy singing and saying rhymes and staff help them to recognise the patterns of sounds in the rhymes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident. They are interested in their activities and are keen to learn. They listen well and become fully involved in tasks of their own choosing. They enjoy good relationships with staff and other children. They happily take turns with favourite toys such as remote controlled cars. They show good levels of independence in dressing and matters of personal hygiene. Regular visits to the local primary school prepare them well for the next steps in their education.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children respond with enjoyment to songs, mime activities and well told stories. They are developing good speaking and listening skills in small and large groups. They take part in many useful activities that develop their hand control in preparation for writing, including making marks. They use books correctly and know that pictures and print carry meaning. A commercial scheme is used well to help children to recognise letters of the alphabet by shape and sound.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

A very good range of games, songs and activities help children to count correctly and to recognise numbers. Some children can already count beyond ten. Children frequently calculate as part of their practical tasks. They understand the terms more and less and solve simple problems using their growing knowledge of number. They easily identify circles, squares, triangles and rectangles having covered shape systematically over the year. The children use terms to describe position accurately.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given a very good range of materials and objects to handle and explore. They observe the changes in the weather. They design and make 'junk' models and make good use of construction toys. Electronic games and toys teach children about everyday technology. They gain a sense of time through measuring and recording their own growth. Topic work such as 'Homes' develops their understanding of their environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy very good opportunities to take part in vigorous play indoors and outside which helps to develop their control over their limbs. They climb and balance competently and show good co-ordination on the swings. They run and use wheeled toys with confidence showing a good awareness of space, obstacles and other children. Staff help children to notice the changes in their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have good opportunities to respond to activities that appeal to all of their senses. They manipulate and explore media and materials such as paint, clay and food. Children enjoy a particularly good range of music making activities. They sing songs and rhymes by heart and make music indoors and outside using a range of unusual instruments. They are very imaginative in their role play and art work.

**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:*

- No key issues have been identified in this inspection, but as a point for consideration staff should plan to update the children's records of progress more frequently to ensure that a clear picture is available of each child's progress at all times.

*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.*