



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 220277

DfES Number: 547001

### INSPECTION DETAILS

Inspection Date 23/02/2005  
Inspector Name Kristin Hatherly

### SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care  
Setting Name Little Gems Nursery & Pre-School  
Setting Address Nene Park  
Diamond Way  
Irthlingborough  
Northamptonshire  
NN9 5QF

### REGISTERED PROVIDER DETAILS

Name Bright Horizons Family Solutions Ltd. 2328679

### ORGANISATION DETAILS

Name Bright Horizons Family Solutions Ltd.  
Address 2 Crown Court  
Crown Way  
Rushden  
Northamptonshire  
NN10 6BS

## 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

Little Gems Nursery is part of the Bright Horizons Family Solutions chain. It is located on the site of Rushden and Diamonds Football club, situated on the edge of the small rural town of Irthlingborough. The nursery opened in July 2000, and provides a services to families in the surrounding area. It is registered to provide full daycare to 52 children between 6 weeks and 5 years, from Monday to Friday, all year except Bank Holidays. The registration also includes an occasional crèche facility for up to 25 children from 2 months to 8 years, from 14:00 to 17:30 during home games on Saturdays and Bank Holidays.

There are currently 65 children on roll who come for a variety of sessions. Of these, 22 children receive funding for nursery education. The pre-school is able to support children with special needs and children who speak English as an additional language.

There are currently eight full and five part-time staff working at the nursery. Eight members of staff have appropriate childcare qualifications and one member of staff is working towards an appropriate childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

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

### How effective is the nursery education?

Little Gems Day Nursery provides nursery education which is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. However, the nursery is in the initial stages of changing the system of planning, assessment and evaluation, which is having an impact on the appropriateness of challenges set for children. Documentation does not yet show how the nursery will promote children's progress effectively nor how children will achieve the stepping stones towards the early learning goals. Insufficient resources are provided for the first part of the morning whilst staff are observing and planning; consequently children are not fully engaged. Once the daily planning is arranged, sessions are well organised to allow children to move around more purposefully.

Generally, children behave well. Children's independence is well promoted although opportunities are missed to encourage children to become independent readers and for more able children to solve simple mathematical problems. Staff explain activities clearly, and make good use of questioning to encourage children to think.

Leadership and management is generally good. Staff have relevant qualifications. Management and staff show commitment to the improvement of care and education. However, the evaluation of the nursery education is not fully developed due to the recent implementation of the new curriculum and planning systems and staff's ability to confidently organise and implement the new systems.

The partnership with parents and carers is generally good. Parents can access useful information about the nursery's curriculum and daily programme. Children's records are always available and parents can talk to staff at any time. However, they are less well informed about the Foundation Stage and their child's progress within it.

### What is being done well?

- Children are confident and develop a positive view of themselves as successful learners. They are developing personal independence, for example, in matters of dressing and hygiene. They are beginning to develop a sense of community through conversations about experiences from different parts of their lives and frequent walks and visits locally.
- Children investigate and explore a variety of textures and materials that stimulate their curiosity and investigate the properties of a variety of substances and learn about growth through planting seeds. They talk about past and present events in their lives and are developing a sense of place

through visits in the local community. They are developing an awareness of diversity through a range of resources and activities.

- Children move with increasing control and coordination participating in a range of activities to develop their physical skills. They have a growing awareness of the space around them as they move between activities and manoeuvre wheeled toys. They handle a wide range of tools, construction resources and malleable materials.
- Children use their imaginations creatively during role play, small world play and as they build using a variety of construction resources. They explore sound using a range of musical instruments and enjoy singing.

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

- the organisation of observations of children and assessment procedures to ensure these do not impact on the quality of learning within the sessions and appropriately inform the planning
- the evaluation of the activities to ascertain whether children have learnt what was intended in relation to the stepping stones and provide clear links from this to the future planned activities to ensure appropriate stimulation and challenge for all children
- the ability of all staff to confidently and effectively implement new observation, assessment and planning procedures
- the use of resources within the learning environment during the first part of the morning
- the opportunities for children to become independent readers and for older and more able children to solve simple mathematical problems across a range of activities and everyday routines

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

Generally good progress has been made in implementing the action plan drawn up to address the key issues raised at the last inspection. A range of activities have been planned to develop children's understanding of rhyme and alliteration. Children are now provided with regular opportunities to experiment and play with musical instruments, move to and listen to a variety of music. The nursery is in the process of developing a new comprehensive system of recording children's progress and because of this, at the time of inspection, there was very little information in them. There are no regular reports to parents although information about menus, planning and activities are on display and there are termly open evenings. Parents can speak to key workers at anytime and have open access to children's folders.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and independent and show interest in the range of resources and activities provided and are motivated to learn. Children have a good awareness of the daily routines and work effectively together in small and large groups. They develop good relationship with staff and peers which generally results in good behaviour. Children are building a very good sense of community through walks locally and visitors to the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in small and large groups, using language for a variety of purposes. They listen and respond well to questions. Children experiment with writing as part of play and are developing their early writing skills. Some children can write their names and others can write recognisable letters of their name. Children recognise their names from cards. However, children do not often share books and read independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number and count spontaneously and confidently. Some children are starting to recognise written numerals and are developing appropriate mathematical language. Children discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Children do not often solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore a variety of textures and materials that stimulate their curiosity. They investigate the properties of a variety of substances and learn about growth through planting seeds. Children are beginning to learn how to operate simple equipment and use a computer. They talk about past and present events in their lives and are developing a sense of place through walks and visits in the local community. They are developing an awareness of diversity.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with increasing control and coordination participating in a range of activities to develop their physical skills. They have a growing awareness of the space around them and the close proximity of others as they move between activities and manoeuvre wheeled toys. They are developing an awareness of their own physical needs including healthy eating and good hygiene practices through daily routines. They handle a variety of tools, construction resources and malleable materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children take part in a variety of activities exploring different media and materials. They create collage pictures using different textured materials and create models using both papier mache and wood. They use their imaginations during role play and small world play and as they build using a variety of construction resources. They explore sound with a range of musical instruments and singing. Children draw and paint freely and have free access to a variety of craft materials.

**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 organisation of observations of children and assessment procedures to ensure they appropriately inform the planning and do not impact on the quality of learning within the sessions
- develop the evaluation of the activities to ascertain whether children have learnt what was intended in relation to the stepping stones and provide clear links from this to the future planned activities to ensure appropriate stimulation and challenge for all children
- ensure all staff are able to confidently and effectively implement new observation, assessment and planning procedures
- ensure best use is made of resources within the learning environment during the first part of the morning

*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.*