



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 101815

DfES Number: 545612

INSPECTION DETAILS

Inspection Date	06/09/2004
Inspector Name	Angela Cole

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Rose Day Nursery
Setting Address	Market Place Coleford Glos GL16 8AJ

REGISTERED PROVIDER DETAILS

Name	Mrs Gillian Margaret Warry
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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 Rose Day Nursery is a privately run group that was first established in 1999. The proprietor manages the nursery. It is situated in converted stable accommodation in the small town of Coleford in the Forest of Dean. The children come from the town and the surrounding rural area. The premises include playrooms on two floors and a fully enclosed outside area with grass, hard and gravel areas for children's play.

There are currently 75 children from birth to five years old on roll. This includes 26 funded three-year-olds. No funded children are learning English as an additional language. The setting does care for funded children with special educational needs.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 08.00 until 18.00. Children attend for a variety of sessions and holiday care facilities are offered for children up to eight years old.

There are five members of staff who work directly with the funded children, three of whom work full-time. The manager has teacher status. Three other staff have level three and one has level two qualifications in childcare and education. The nursery receives support and guidance from the early years advisory teacher and has close links with staff from local schools.

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

How effective is the nursery education?

The Rose Day Nursery provides high quality nursery education that enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a considerable understanding of the early learning goals and stages of learning in general. Curriculum plans include appropriate activities and challenges for each child, though these are not expressed in the language of the stepping stones. Planning is securely based on informed assessment of the child's learning and progress. There is excellent use of a wide variety of methods, founded on practical learning through play. Children with special needs receive extensive support; staff fully involve parents, attend training and involve other professionals. Flexible routines are well planned and make best use of the attractive resources in each area of the nursery. Excellent, skilful management of behaviour is modelled by senior staff and fully supported by the other adults.

The leadership and management of staff are very good. The proprietor is highly qualified and has very clear aims for the development of the nursery that are openly shared. The staff form a very good, stable team and their professional development is well considered. They share responsibilities and are ably supported to learn different roles. The effectiveness of the setting and its nursery education is closely monitored and a quality assurance award has recently been achieved. All staff are highly committed to even further improving the care and education for all the children.

The partnership with parents is very good. Families receive clear, relevant information and interested parents have very good opportunities to be informed about their child's achievements and progress. The family atmosphere fosters very good opportunities for parents to be involved in their child's nursery education. These include sharing of resources such as books and innovative parenting classes.

What is being done well?

- Each child is given caring, personal support to settle and build confidence to choose and develop their own play and become fully involved in nursery activities.
- Children develop very good communication, language and listening skills. They enjoy books and gain very good pre-writing and mathematical skills.
- The homely setting enables the small groups of children to fully develop their knowledge of the world around them through everyday occurrences, extended play and concentrated focus on chosen topics.
- The well planned routine is flexible to take into account each child's needs and the value of spontaneous learning from the wide range of attractive

resources available, both indoors and outdoors.

- The welcoming, family atmosphere enables close relationships to be developed with parents and to foster their involvement in their child's nursery education.
- The strong leadership enable the fully committed staff to successfully work as a team towards clearly defined goals.

What needs to be improved?

- the use of appropriate wording from the stepping stones in planning to continue to consolidate staff understanding of the early learning goals
- the interaction of staff with small groups of children at snack times.

What has improved since the last inspection?

Staff have made very good progress in implementing the action plan developed for a point of consideration in the previous inspection. They have addressed weaknesses in the quality of teaching and the partnership with parents. Resourcing and use of the premises for physical play, the assessment process, curriculum information and parents' involvement in learning have been reconsidered.

Children's physical skills in climbing, balancing and use of balls, for example, are now better extended by using appropriate equipment and accommodation more effectively throughout the year. The assessment of children's progress and learning needs in all the early learning goals is now more effective. These are recorded onto a comprehensive system and shared regularly with parents. The children's learning is better supported through improved information for parents about the curriculum provided, especially about the early learning goals. Parents are now encouraged to become more involved in their children's learning, for example, by sharing skills and providing additional resources.

The improvements made have all had a very positive impact on children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children receive very good support to settle and make clear distinctions between home and nursery. They gain personal independence and approach new experiences positively. They have a warm, trusting relationships with adults throughout the day, though staff do not sit with the children at snack-times. Some already play together in pairs and with support accept that others, too, have needs. They willingly choose much of their own play and show a sense of keen pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident to use both gestures and simple language to share their needs and feelings. They often express vivid imaginative ideas and show a keen interest in books and pictures. They listen well to stories and to instructions for groupings. They enjoy rhymes, recognise rhyming words such as 'bunny' and 'money', and are beginning to distinguish sounds of initial letters. Children eagerly draw and paint with a wide range of tools, for example, creating a 'treetop rainbow house'.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use much number language in their play, including ages of siblings. They count objects and pictures reliably to high numbers, for example during a game of 'Scaredy cat'. Children enjoy many number rhymes, including 'Five little dinosaurs' and some already can give one less. They have good support to compare numbers, including jigsaw pieces given out. Children gain very good practical experience of shape and position and describe relative sizes, for example, of long and short hair.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children eagerly explore many objects and materials available both indoors and outdoors, such as clay, water and sand. They are curious and make perceptive comments, for example about shadows and squirrels. They enjoy holding the nursery rabbits and extending their knowledge of topics, such as dinosaurs. Children competently construct their designs and are interested in everyday and information technology. They are confident to recall significant incidents with clear detail and strong feelings.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move spontaneously and can stop with good control. They listen carefully to instructions and closely follow suggested movements. They carefully negotiate limited spaces and are well aware of their own bodily needs that are achieved with appropriate support. They control a wide range of small and large equipment, for example pushing and pulling prams and regularly climbing the nursery stairs. They develop good hand-eye co-ordination, including careful use of felt tips and puzzle pieces.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children confidently use a variety of colours and handle a wide range of textures, such as playdough, gravel and logs. They show well developed imaginations using one object to represent another, for example to serve 'meals'. They explicitly express satisfaction or tiredness and use all their senses, for example to smell a neighbour's bonfire. Children enjoy songs and actions, especially when sung outside. They closely imitate adult movements to music and some already clap on the beat.

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:
- continue to consolidate staff understanding of the early learning goals to support children's learning, for example, by including language of the stepping stones in planning.

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.