



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 508032

DfES Number: 534479

### INSPECTION DETAILS

Inspection Date 10/03/2005  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Westlands Cottage Private Day Nursery  
Setting Address Springbank Street  
Werneth  
Oldham  
OL8 4LH

### REGISTERED PROVIDER DETAILS

Name Miss Catherine Hoggard

## 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

Westland Cottage Private Day Nursery opened in 1999 and operates from a two storey building. The pre-school children use the first floor rooms and toilet facilities. There is an outdoor play area. It is located in the Werneth area of Oldham. A maximum of 85 may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 throughout the year. closing only for Bank Holidays.

There are currently 42 children on roll aged between three months and four years. Of these 17 children receive funding for nursery education. Children come mainly from the local community but some children's parents travel to work in the area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 14 staff. Ten of the staff including the owner and managers hold appropriate early years qualifications. Three staff are working towards a qualification.

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

### How effective is the nursery education?

Westlands Cottage Private Day Nursery provides very good quality nursery education which enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff use effective strategies to manage children's behaviour and learning. They show enthusiasm for children's activities and respond quickly to their interests and ideas. The environment is attractive and well organised to support the free and imaginative use of good quality and accessible resources. Displays support learning well. Planning is effective and provides good coverage of the stepping stones towards the early learning goals. Staff have a good understanding of the goals. They know the children well and make careful observations which are recorded and used to plan for future learning and present challenge at an appropriate level. Children who use English as an additional language are very well supported by the dedicated and committed staff team. Assessment is well managed, clearly showing how children make progress along the stepping stones.

The leadership and management are very good. Relationships between managers and staff are good. They work well together. Leadership is clear and based on exemplary practice. Staff and managers recognise each others skills and make best use of these to develop and improve provision. Commitment to training is good. Planning is continually reviewed to improve standards.

Partnership with parents is very good. Staff know the families well The brochure contains good quality information about the foundation stage. Notices, photographs and newsletters provide ongoing information about planned themes and topics that encourage parental involvement. Parents skills, talent and expertise are welcomed. Parents receive good feedback on learning and progress. They contribute to their child's record of achievement on entry and when their child leaves but have no other chances to add their comments to the record.

### What is being done well?

- The staff team works well together. They are enthusiastic and fully involved in children's learning and progress. Staff encourage children to express their own ideas and interests and ensure that activities are clearly linked to children's needs and interests. Activities successfully sustain children's enthusiasm for learning through structured play.
- The learning environment is stimulating and attractive. Displays and interest tables support learning well. Good quality resources are attractively presented to provide free access for children. The presentation also encourages children to tidy away toys when they have finished with them leaving the environment attractive for their friends. Children make full and good use of all the resources.

- Staff help children to develop an awareness of and show concern for the needs of others. Children help staff to care for the cockatiel, fish and newts which includes taking them home for the holidays. They also plant seeds and care for cut flowers and pot plants and learn that they may die. Children and staff help raise money for those who are less fortunate.
- Children enjoy good role-play opportunities in the exciting and realistic dedicated areas of the nursery. They care for dolls and play out familiar domestic experiences in the home area. They also learn more about other people's job roles and services, for example in the hairdresser's shop where they can relax and read magazines whilst they wait for their appointment. The climbing frame is adapted to provide the excitement of a den where they can play with privacy.
- Children's learning experiences are well planned and organised. Staff plan together and are constantly seeking to improve and develop provision. Plans ensure full coverage of the stepping stones towards the early learning goals and the presentation of materials to inspire and appeal to children. Planning for children's future learning is clearly based upon what they already know, understand and can do.

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

- opportunities for parents and carers to add their comments to their child's record of progress and attainment
- access and support for all children to use the computer.

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

Very good progress has been made since the last inspection. Staff are now more consistent in managing children's behaviour and encourage their personal independence well. Better planned use is made of musical instruments, and children now make good use of recycled materials to design and build their own models. Damaged books have been repaired and replaced by more attractive alternatives that inspire better use by children and staff. The programme for mathematics is much improved and a well integrated aspect of routines. Managers have reviewed the partnership with parents who now receive good guidance on the Foundation Stage along with good quality information about children's learning and progress.

Staff are consistent and realistic about their expectations of children's behaviour which is good. Children are polite and courteous. Children help staff to lay tables for lunch. They can manage their own clothing and aprons.

Resources are well used and accessible for children's free and independent use. An extensive selection of musical instruments inspires children to use them well and freely to explore sound and make music. Children use recycled materials and associated adhesives to design and build interesting models for themselves. Books are of good quality and attractively presented to encourage children to use them carefully and sometimes take them home to share with their parents.

Staff give good attention to children's mathematical understanding through routines and play. Shape and numbers are an important feature of the learning environment. Children show a good understanding of shape which they relate to the environment.

Managers have established good relationships with parents. They know them well and fully involve them in their child's learning. Parents now contribute ideas, materials and their expertise to help staff develop planned topics and themes. They also employ staff who speak the community language to extend their work with families.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and friendly. They enjoy playing with their friends and show enthusiasm for their self-chosen activities. They freely express their ideas, likes and dislikes. They play well together understanding the need for simple rules that govern fair play and the need to share. Children are polite and well behaved. They help willingly at tidy up times and setting the tables for lunch. They show care and concern for each other and learn about others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate. They use language well in a range of real and imaginary situations. They listen carefully to stories and at circle times. They recognise their own name and some also recognise their friends names. They make associations between letter shapes and sounds. Children enjoy books and use them carefully. They understand the purpose of reading. They write as part of their play experiences showing good control of their developing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Number is a well integrated aspect of routines and practical play activities. Children count and use numbers with confidence. Some children exceed the expectations of their age group. Interesting materials help them relate quantity to size. Through songs, rhymes and stories they solve simple number problems and develop ideas of more and less in practical ways. They have clear ideas about shape related to the environment. Play with sand and water helps them to learn about volume and capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe and care for the nursery's pets. The exciting range of good quality construction materials inspires children to design and build for themselves. Older children use the computer fully but younger children show less interest. Clear ideas about time are promoted through routines and planned themes. They learn about their community and the wider world by sharing customs and celebrating with friends, parents and staff throughout the year. Children learn other community languages.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with good control and co-ordination. The climb and balance well responding well to challenge. They pedal and steer wheeled toys negotiating obstacles and bends with skill. They learn about the connection between diet and health and understand about basic hygiene. Balls and small equipment are used well to develop the skills of aiming, kicking and catching. Their manual dexterity is developing well through the extensive use of the good range of tools and associated materials.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

The wide range of creative materials is used well and freely by children to express their own ideas and feelings. Children's own art work is valued and a feature of the attractive displays. They enjoy music and have access to an excellent range of instruments, some of which they have made themselves. Children sing, make and move to music with confidence and enjoyment. Role play is extensive and realistic providing children with scope to act out their own scenarios.

**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:
- adapting the current system of assessment of children's progress and attainment to include parents' comments and contributions about their child's learning at home;
- encourage greater use of the computer to develop children's confidence in using information and communication technology to support their learning.

*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.*