



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 103727

DfES Number: 581678

INSPECTION DETAILS

Inspection Date 04/03/2004
Inspector Name Jacqueline Fryer

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name St Mary's Day Nursery
Setting Address Vicarage Road
 Strood
 Rochester
 Kent
 ME2 4DG

REGISTERED PROVIDER DETAILS

Name Mrs Pauline Judd

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

St Mary's Day Nursery and Out of School opened in 1992. It operates from three rooms from the ground floor of a Hindu temple in Strood. It serves the local area.

Children attend for a variety of sessions. The setting currently supports nine children with special needs and could support children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 18.00.

Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the local Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

St Mary's Day Nursery provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. The staff's knowledge of how children learn, allows them to plan interesting and exciting activities. Some activities are too adult directed, mainly in the craft area. Planning is generally good but lacks details of how the older more able children are challenged. This is noticeable in mathematical development. Children with special needs benefit from the good staff ratio. Children have some opportunities to self select activities. They are generally well behaved and live up to the expectations staff have of them. Praise and encouragement is often seen to be given. Staff are animated and clearly enjoy working with the children.

The group fosters good relationships with parents, who are welcomed into the setting. Open evenings allow parents to come in and discuss their child's progress with the key worker. Parents receive good information about the group through newsletters and the parents' notice board. Staff are approachable and parents feel included in their children's learning.

Leadership and management is generally good. The new management team has put staff appraisals and team meetings in place. The provider looks at her staff's strengths and weaknesses. Staff are encouraged to attend training and short courses to update their knowledge. The supervisor is aware of the need to have good effective planning in place. The staff work well as a team. They are caring and committed towards the children.

What is being done well?

- Children are confident learners, they form good relationships with their peers and adults.
- Children's spoken language is developing well. They learn to communicate in pretend and real life situations.
- Partnerships with parents is good. Parents are welcomed into the setting where information is shared.
- Staff are good role models to the children. They are consistent in their approach and children's behaviour is good.

What needs to be improved?

- adult directed activities (4-year-olds)
- opportunities for children to self select (4-year-olds)

- practical mathematical activities
- staff deployment
- the use of plans to evaluate and move children forward.

What has improved since the last inspection?

The group have introduced a wide and varied range of experiments and activities to enhance the programme in knowledge and understanding of the world. They have covered a range of topics including planting, growing, transport, around the world, interest tables, outings, insects and the celebrating of special events throughout the year.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with staff and their peers. Children are confident learners and are able to work as part of a group, taking turns and sharing fairly. Groups of children spend time together completing puzzles, discussing between themselves what they were doing, and co-operating well. They play imaginatively in real life and pretend situations. Children's behaviour and self control is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident communicators with each other and adults. Younger children form good relationships and are beginning to express themselves. The children are becoming confident writers. They learn to recognise and use letters during informal and planned activities. They use the role play well to make up and act out pretend and real life situations. The younger children use the book area well, with or without adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given opportunities to count up to ten and begin to recognise numerals. They are able to complete puzzles with their knowledge of shape and colour. Staff need to plan a range of challenging activities which ensure all children are offered practical experiences that offer first hand learning opportunities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through topics and themes, the children begin to know about their own cultures and those of others. The group look at festivals, special events and include these in their planning. Children use basic technology to enhance and support their learning. They are offered some opportunities to explore science and find out how and why things work. The children learn about their environment by taking trips to local facilities. The children are interested in new people and keen to try new activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children are given opportunities to develop their large and small motor skills. They are becoming confident in using a range of small tools and equipment. The children move confidently and safely around the tables and show they are aware of space. The space available is well laid out and appropriately used. Children have access to large physical activities on a regular basis. Discussions and topics help children to learn about their bodies and being healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children enjoy role play and dressing up, children show they are confident in acting out everyday situations with props and appropriate language. Craft activities are often very adult directed. Children have some opportunities to develop their creative abilities through sand, water, painting, art design and texture. They are given opportunities through music, song and dance to express themselves.

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 planning to include details of children's individual play plans, how staff will be deployed, and how the older more able children are set appropriate challenges
- increase the range of practical activities available to enhance children's mathematical development
- ensure children are offered a variety of child led and adult directed activities.

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.