



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 403573

DfES Number: 534259

INSPECTION DETAILS

Inspection Date	11/02/2005
Inspector Name	Susan, Helen Spencer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Nazarene Kindergarten
Setting Address	Southend Street Daubhill Bolton BL3 3PU

REGISTERED PROVIDER DETAILS

Name	The Committee of The Church of the Nazarene Board
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ORGANISATION DETAILS

Name	The Church of the Nazarene Board
Address	Church of the Nazarene Southend Street Bolton Lancashire BL3 3PU

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

Nazarene Kindergarten is situated in The Church of The Nazarene in the Daubhill area of Bolton. The nursery is on the outskirts of the town centre and can be accessed via local transport networks.

Nazarene Kindergarten is registered for a maximum of 30 children aged 2 to 5 years. The nursery is registered to take education grant funding for three- and four-year-old children. None of the funded children have identified special educational needs or speak English as an additional language. Hours of opening are: 09.00 to 16.00 Monday to Friday. The nursery is open all year except for Christmas, Easter and bank holidays.

There are three rooms available to the children, a main group room where most activities take place, a large hall which is available for the use of large and outdoor equipment and a small room for quiet activities. In addition, an enclosed outdoor play area is available for outdoor play opportunities. The nursery manager has a professional child care qualification as do more than 50% of the staff team.

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

How effective is the nursery education?

Nazarene Kindergarten provides a good overall quality of education for the three- and four-year-old children. They make very good progress in mathematical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a developing understanding of the areas of learning and work hard to set out an array of activities to provide an inviting environment. Staff interact caringly with children, using praise, encouragement and rewards, as they strive to help children adhere to the boundaries. A new planning system has recently been introduced and staff are evaluating its effectiveness. It rightly identifies the learning intentions of the staff led and assessed activities, but has yet to identify the learning intentions of the other planned activities and match them to the children's development needs. The assessment procedures have recently been adjusted to reflect progress in the early learning goals, and are conscientiously adhered to.

The leadership and management are generally good. Staff are aware of their roles and responsibilities. Staff meetings are held and contributions, views and ideas are valued. All staff recently participated in an in-house training session, but participation in locally provided courses is overly limited. The monitoring and evaluation of the kindergarten is generally informal, although the management is clearly committed to the ongoing improvement of the education provision.

Partnership with parents and carers is generally good. Parents have a positive view of the setting. They are provided with useful information about the setting's routines, practices and the areas of learning, but not about the planned ongoing learning activities. Staff provide a welcoming atmosphere and are willing to quickly share information with parents about their child's progress on a daily basis, although arrangements to share the children's ongoing assessment records have not been established.

What is being done well?

- Children are developing well their independence. They serve themselves at snack time, help wash the crockery, wipe the tables and tidy away at the end of the session.
- Lots of opportunities for children to develop their counting skills within practical activities. Most count accurately to ten and beyond, while many four year olds can compare numbers, clearly understanding the concept of one more or one less.
- Many children enjoy stories and like looking at books. They know how books work, often eagerly seeking their favourite books.

- Children have a very good repertoire of songs and rhymes. All gleefully join in with words and actions.
- Good use is made by the children of everyday technology. They are keen to use the computers and many enjoy using the programmable toys, enquiring with much interest and fascination about how they work.

What needs to be improved?

- opportunities for children to use their imagination during creative and role play activities, and to use space sensibly and safely during physical activities
- opportunities for children to link sounds to letters
- opportunities to raise the children's awareness of others' cultures and their beliefs
- information for parents on the planned weekly activities and learning intentions, and opportunities for parents to see and discuss their child's assessment records
- the extension of the new planning system, so that each planned activity has a clear learning intention that meets each child's stage of development.

What has improved since the last inspection?

There has been generally good progress since the last inspection in 2000.

The first key issue focused on sharing information with parents about their child's progress and how the setting will help their child work towards the early learning goals. The kindergarten has published the areas of learning in its prospectus, however, it does not yet share the weekly planned activities or make arrangements to discuss and share the children's progress records. Overall, progress on this issue is limited, and remains a key issue.

The next issue to raise the staff's awareness of the DfES Code of Practice on the identification and assessment of children with special educational needs, and to produce an agreed policy has been completed. A member of staff has been trained as a special educational needs co-ordinator (SENCO) and a policy has been agreed.

The final key issue to re-plan the daily programme, so that children can work in groups and experience more independent learning, has led to an adjustment in the programme.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children clearly enjoy their time at the kindergarten. Most are developing well their independence, especially at snack time. Many children are able to share, take turns, and access their own resources. Many of the older children settle well on tasks and concentrate, although a few find it difficult to remain still and listen and quickly lose interest. Children generally behave, recognising right from wrong, although a few do not always recognise these boundaries.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are encouraged to express their needs and talk about themselves, and many, but not all, listen with enthusiasm and delight in joining in. Many children enjoy looking at books and handle them correctly. They know print carries meaning, recognise their names and some letters, although there are too few opportunities for children to link sounds to letters. Younger children are keen to mark make, while older children are starting to write their own name and a few other recognisable words.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good counting skills. They can confidently count to five, and older children recognise numerals and can count to ten and beyond. They gleefully use songs, rhymes and practical activities to problem solve, enthusiastically developing their understanding of adding on and taking away. Children recognise shapes such as circles, squares and triangles, use size and positional language with growing confidence, and many can sort items by size, shape and colour.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing their understanding of the past and present as they talk about days of the week, their families, significant things that have happened in their lives, and about where they live. However, there are few opportunities to raise awareness of others' cultures and beliefs. Children love using the computers, and much enjoy using and investigating technological toys, while others happily design and make recognisable objects using a range of construction materials.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show increasing dexterity in the use of a range of small tools and equipment as they mark make with pencils and cut with scissors. All move freely with pleasure, especially when running and climbing. Children also move confidently on pedal cars and bicycles, and many delight in kicking balls, although at times some are overly boisterous and their awareness of safely using space for themselves and others is less well developed.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have a good repertoire of songs and rhymes, which they enthusiastically sing, whilst joining in the actions. They also enjoy exploring the sounds of musical instruments. Children can name colours and some enjoy exploring colour when painting, gleefully noting changes when they mix two colours together. However, their creativity is sometimes inhibited by over-prescriptive tasks. Children participate in role play and use the props available, although few give flight to their imaginations.

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

- ensure children are encouraged to use their imagination during creative and role play activities, and to use space wisely and sensibly during physical activities
- provide activities for children to link sounds to letters
- raise the children's awareness of others' cultures and their beliefs
- provide information for parents on the planned weekly activities and learning intentions, and arrange opportunities for parents to see and discuss their children's progress records
- embed the new planning system, ensuring all planned activities have a clear learning intention that meets each child's stage of development.

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.