



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 127141

DfES Number: 581338

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Ann Revell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name D-Dee's Day Nursery
Setting Address The Ridgeway
 Boughton-under-Blean
 Faversham
 Kent
 ME13 9TB

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Anne Gunn

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

D-Dee Day Nursery opened in 1996 It operates from it own building The nursery has access to 2 main rooms, toilets, a kitchen and an outside area. The nursery has just extended the building and a baby unit has been added. The nursery serves the local area and surrounding towns.

The nursery is registered to provide 24 places for children aged between 2 and 5 years and 12 places for babies between 0 and 2 years. There are currently 62 children on roll. This includes 7 funded four-year-old children and 6 funded three-year-old children.

Children attend a variety of sessions each week. None of the children have identified special needs but several children have additional needs. There are two children speaking English as an additional language.

The nursery opens five days a week through out the year. Sessions last from 8 am to 6pm.

There are 11 staff working with the children, 9 of whom hold an early years qualifications and have attend short courses. The group receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

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

How effective is the nursery education?

The provision for nursery education at D-Dees Day Nursery is very good. Effective planning and committed teaching is ensuring that children are making very good progress towards the early learning goals in all the areas of learning.

The quality of teaching is very good. Staff are very involved with the children and they maximise all planned and incidental opportunities. This successfully extends children's learning. They plan interesting activities and present them in a lively manner. Children are keen to participate. Staff observe the children and know them very well. They adapt activities to suit each child's stage of development, including those with special educational needs. Children are all progressing at their own level. They are skilled at developing children's language. They ask challenging questions that encourage children to think and to express their own ideas.

The leadership and the management of the day nursery is very good. The owner, who manages the nursery, has built up a strong, enthusiastic team who are committed to providing the best of care and learning opportunities for the children. They monitor teaching and children's progress and collaborate on all aspects of the work. They are constantly looking for ways to improve the provision.

The partnership with parents is generally good.

Parents are given good information about the curriculum and have good opportunities to learn about their children's progress in some aspects of the curriculum through the Day Book and daily discussion. However, as they do not reliably see the records which cover all the areas of learning, they may miss some opportunities to support their child's learning at home.

What is being done well?

- Children's personal, social and emotional development is very good. Children are confident in their learning and show good concentration. They cooperate very well with adults and their peers.
- Staff build up warm and caring relationships with the children. They praise all their achievements which ensures children have good self esteem.
- Children, including those with special educational needs, benefit from planning that is based on assessment of their progress. This enables them to work steadily towards the next stage of their learning.
- Children listen to stories attentively. They enjoy books independently, turning pages appropriately and commenting on the pictures.
- Children are learning about the natural world and their locality through the effective use of outings.

What needs to be improved?

- strategies for informing parents about children's progress in all the six areas of learning.

What has improved since the last inspection?

Improvement since the last inspection is generally good. Parents have some good opportunities to be aware of their child's progress in some areas of learning through the 'Day Book' and through informal discussion with staff but a system for them to learn about progress in all the areas of the curriculum is not reliably in place.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident learners who try all the interesting activities. Their self-esteem is built up by staff who value all their contributions and are sensitive to their needs. Children select activities confidently and choose from a variety of snacks. They work purposefully and concentrate well when listening to a story. They take turns in their play, pouring the tea, and sharing a favourite ball. They are able to express their needs appropriately and their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers in their role-play and with staff. They contribute their ideas to discussions and are learning new vocabulary such as 'scrunchy' and 'slippery' as they explore the 'feely' table. They listen carefully to lively stories. The children are beginning to know the sounds that letters make. They often choose to 'read' independently and comment on the illustrations. They recognise their names as they find their seat for lunch. They are developing very good pencil control.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from enjoyable activities and good support to help them count to ten and to recognise numbers. They accurately count the raisins as they prepare snacks and peg the socks on the line in number order. They are beginning to understand subtraction as they sing number rhymes. Children know the shape name of different biscuits and are learning positional language in their small world play. They recognise pattern as they fit shapes onto a board.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Regular walks are effectively stimulating children's interest in the natural world and their locality. They observe the weather and talk about familiar sights. They make a variety of models and are encouraged to talk about what they have made. Children frequently talk about past and present events in their own lives, such as holidays and birthdays. They are learning about their own culture as they eat pancakes and are becoming interested in other cultures through food and art activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have excellent opportunities daily for energetic play and the extending of skills. They are developing very good coordination and control as they join in action songs, balance on the soft play cubes and throw and kick balls. They handle small tools confidently as they twist up the glue sticks and cut safely with the scissors. Children are learning how to make good choices with regard to healthy eating in the course of their topic work.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in music sessions, developing a sense of rhythm and using scarves to move imaginatively to music. Role-play scenarios are interesting. Children are confident in pretend situations and staff support children's play sensitively. Children's senses are engaged as they explore food and art activities. They confidently select resources and materials and use them effectively to express their own thoughts and feelings.

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:

- Point for consideration:
- Find ways to ensure that parents are informed about their children's progress in all the six areas of 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.