



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 224670

DfES Number: 539991

INSPECTION DETAILS

Inspection Date 23/06/2004
Inspector Name Valerie Thomas

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eastwood Neighbourhood Nursery
Setting Address 100 Franklyn Street
Hanley
Stoke on Trent
ST1 3HD

REGISTERED PROVIDER DETAILS

Name The Committee of Eastwood Pre-School Committee

ORGANISATION DETAILS

Name Eastwood Pre-School Committee
Address Hazlehurst Street
Stoke-on-Trent
Staffordshire
ST1 3HF

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

Eastwood Neighbourhood Nursery, formerly known as Eastwood Pre-School, opened in 2004. It operates from four rooms within a purpose built single storey building, situated within the grounds of Joiners Square Primary School, on the outskirts of Hanley town centre. The nursery serves the local and surrounding areas.

There are currently 65 children from birth to 8 years on roll. This includes 19 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07.30 until 18.00.

There are 5 full time staff and 12 part time staff who work with the children. Seven staff have early years qualifications to NVQ level 2 or 3, five of whom are full time. There are three staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). The group has achieved Quality Accreditation from the Pre-School Learning Alliance.

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

How effective is the nursery education?

Eastwood Neighbourhood Nursery offers good quality provision overall which helps children to make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development.

Teaching is generally good. Staff have a reasonable knowledge of the foundation stage. They plan an interesting range of practical activities which helps children to learn. Staff management of behaviour is very good. They have high expectations and set clear boundaries. Activities are well managed and staff engage in children's play and conversations. There is a good range of equipment to support children's learning in all areas, although it is not fully utilised to develop areas of physical and creative development.

Staff use assessment records well to identify the progress children are making towards the early learning goals. There is an effective system in place to provide very good support for children with special educational needs. The challenges set for children are generally good. However, they do not always challenge children in areas of maths and literacy.

Leadership and management is generally good. The nursery benefits from a clear management structure and a committed staff group. They work well together and constantly evaluate their practice through appraisals, monitoring, staff meetings and parental questionnaires. They have attained accreditation from the Pre-School Learning Alliance.

The partnership with parents is very good. Procedures to involve parents in their child's learning are very good and staff encourage parents to identify the stage of learning their children are at on entry. This helps staff to obtain a clear picture of children's abilities and therefore help them to progress at the correct level. Parents are well informed of the ethos of the group and the six areas of learning their child will follow, through their information pack sent home.

What is being done well?

- The relationships between staff and children are good. Staff provide good individual support during activities and for children with special educational needs. They sit with children and engage in their play and conversations and develop their learning.
- Behaviour is managed very well. Staff have high expectations and set clear boundaries for children. Children respond and behave very well. They understand and tell each other if they have done something wrong.
- The children are very interested, involved in their play and are motivated to learn. They play very well together and help each other to tidy away to the

music.

- The development of children's language is progressing well. They engage easily in conversations with each other and join in with familiar songs well. They express their needs confidently.
- There are good opportunities for children to learn about the features of living things. They observe how the worms make tracks in the wormery and touch and stroke the cat when it visited the nursery.
- The partnership with parents is very good. Details given to parents on children's progress and what activities they can do at home to link with the topic have a very positive impact on how parents can help progress their children's learning.

What needs to be improved?

- the opportunities for children to listen to rhythm and rhyme in the spoken word and for more able children to listen to and recognise the sounds of letters and the initial sounds in their names
- the use of daily activities and routines to encourage children to develop problem solving skills and their understanding of quantity
- the opportunities for children to develop their climbing and balancing skills
- the challenge for children during stories to develop their thinking and imagination and increased opportunities for children to listen to and explore the sounds of musical instruments and to express themselves in painting.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. There were three key issues identified, although one is no longer applicable as it does not relate to the stepping stones. The two remaining issues were: to provide more opportunities for children's free choice of materials and imaginative toys in adult-led activities and provide more opportunities for children to make marks on paper from their own initiative and to use these to communicate meaning.

Children have good accessibility to toys within the room through low shelving and cupboards. As a result, children help themselves to role-play, dressing up and small world activities throughout the sessions helping them to develop their imaginative skills well. They are able to select resources for themselves in craft activities led by adults, choosing what they want to use to create their pictures.

There is a writing area provided each day. Children write letters and have notebooks where they can make marks. They put their notes in the envelope and ask staff to write the name on for who they want to send it to. As a result children fully understand that writing letters to people and posting them is a way of communicating.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and involved in their play, which underpins their learning in many areas. They show good levels of concentration when writing their letters and reading the books. Children's self esteem is developed well through the use of praise and children's growing independence. They co-operate with each other to tidy the toys away and manage their self care well. Children behave well and respond well to the routines in place, sitting quietly for the group session to begin.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident and fluent speakers. They are encouraged to answer to the register correctly and good adult support helps children to join in with familiar songs, which they do well. Children demonstrate good book handling skills and sit and listen well to stories. They practise their writing skills each day and records show that older children can write their name. They do not often listen to rhythm and rhyme in words or listen to and recognise the sounds of letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use and understand numbers for counting well. They count up to 10 confidently and match number to object, counting the triangle shapes confidently. They recognise numbers one to five well. Children demonstrate that they understand shape and size well. They are able to match shapes in the puzzle and know which bear is bigger or smaller. They do not often develop their problem solving skills and understanding of quantity during practical activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn about people and places. They have visits from the fire department and police and visit local parks and observe changes in buildings around them. They learn of other culture through celebrating festivals and access to a varied range of resources. They learn about change when making peppermint creams and growing cress and sunflower seeds. Although there is a varied range of resources for children to explore how things work, they are not fully utilised.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and safely. They bend, stretch, march and jump like kangaroos well in the music and movement session. Children use one handed tools competently and show good control when writing and colouring and using scissors. They learn about the importance of hygiene through daily routines and know why they need to wash their hands. Children do not often develop their climbing and balancing skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children learn about colour well through practical activities. They choose and name a wide range of colours well as they paint and draw. They explore texture through a wide range of media such as water, collage, 'goop' and dough. They express their ideas freely through varied role-play, imitating animal noises and during music and movement, but not often through painting. They do not always develop their imagination and thinking during stories or explore the sounds of musical instruments.

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

- improve children's early literacy skills by providing increased opportunities for children to listen to rhythm and rhyme in the spoken word and for the more able children to listen and recognise the sounds of letters and the initial sounds of their names
- plan more effectively to use activities and daily routines to develop and consolidate children's understanding of mathematics
- increase opportunities for children to develop their climbing and balancing skills
- provide increased opportunities for children to listen to and explore the sounds of musical instruments, express themselves freely in painting and develop their thinking and imagination in stories.

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.