



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103802

DfES Number: 584354

INSPECTION DETAILS

Inspection Date 15/07/2004
Inspector Name Jane Wakelen

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Deanwood Ducklings
Setting Address Deanwood Infants School
Long Catlis Road
Gillingham
Kent
ME8 9TX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Deanwood Ducklings and Kids Club Committee
Address Deanwood School
Long Catlis, Parkwood
Gillingham
Kent
ME8 9TX

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

Deanwood Ducklings Play and Learn Group was established in 1997.

It operates from a pre-fabricated building, on the site of Deanwood Primary Education Technology School, in a residential area of Gillingham. The pre-school serves the local area.

There are currently 48 children from 2 to 5 years on roll. This includes 12 funded three year-olds and 24 funded four year olds. Children attend for a variety of sessions. The setting currently supports one child with special needs but none with English as an additional language.

The group opens five days a week during term time only. Sessions are 08:45 to 11:45 Monday to Friday and 13:00 to 15:15 on Mondays, Wednesdays and Fridays with a pre-school session on Tuesdays and Thursdays from 12:45 to 15:15.

There are five staff working directly with the children together with a support worker. All staff hold an early years qualification apart from one.

The setting has received help from a teacher from the 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?

Provision is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals, with very good progress in the areas of Personal, Social and Emotional, Maths and Knowledge and Understanding of the World.

The quality of teaching is generally good. Staff plan a variety of activities and have a good understanding about what the children are to learn. They use an excellent range of equipment, especially to support children's mathematical skills. They build good relationships with the children, developing their confidence and helping them become independent learners. Staff work well with small and large groups, giving clear explanations and have high expectations for behaviour.

Activities for the funded children are clearly guided by the stepping stones and the outcomes are used for assessment purposes. However, the assessments are not used to inform the planning, which results in some activities not always being extended for the more able children. Planning is in place, but needs expanding to include the adults role and how the activity will be differentiated for the different abilities of the children.

The leadership and management of the group is generally good. The manager has been particularly effective in developing a staff team committed to providing quality care. All staff are involved with the planning and contribute their ideas and suggestions. They meet regularly to monitor the effectiveness of the curriculum and to discuss children's developmental progress.

Partnership with parents is generally good. Parents spend time talking informally to staff about their children and are kept informed about events in the group through newsletters and the noticeboard. However, they are not able to contribute to their child's assessment progress as no formal time is given to view assessment records.

What is being done well?

- Children's personal, social and emotional development is very good. Staff build good relationships with the children encouraging them to be confident, independent learners who build good relationships with staff and peer group.
- Staff provide an excellent range of equipment, especially in the area of maths to help children extend their skills in counting, shape recognition, sorting and comparisons.
- Staff have a good understanding about what children are to learn from different activities and extend their language skills through effective questioning.
- Children are given regular opportunities to use the computer, supporting and

extending their literacy and numeracy skills.

What needs to be improved?

- observations and assessment of children's progress to enable this to inform the planning to plan the next steps in children's development
- opportunities for parents to contribute to their child's assessment records
- plans need to show how long, medium and short term plans link together, the aims for basic, continuous provision and how activities will be differentiated.

What has improved since the last inspection?

Limited progress has been made since the last inspection. There were five key issues raised from the previous inspection. These included one relating to the development of the physical programme, which has been addressed and children now have regular opportunities to develop their climbing skills although they still do not have opportunities to use balancing equipment.

The second issue was to appoint a special needs co-ordinator, to develop documentation and records. A member of staff has now been appointed the co-ordinator and liaises with the Special Needs Nursery and School Senco to establish record keeping.

The third issue was to plan targets for each child's learning and indicate their progression. This issue remains part of a key issue from this inspection.

The fourth issue was to ensure parents were given information about their child's progress and given opportunities to contribute. This remains part of a key issue from this inspection.

The final issue was regarding monitoring the content of plans. Staff have put a lot of effort into devising new planning sheets, but these need expanding to include more detail. This remains part of a key issue from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident individuals. They learn to be independent, such as changing their own shoes when they arrive and leave. They build strong relationships with adults and their peers, learning to share and take turns in small and large groups. Children behave well and show enthusiasm in adult-led and child-initiated play. They self-select activities from those available and approach adults when they require help.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators, enjoying sharing experiences from home. They talk in small and large groups and are able to listen with concentration and interest. Children enjoy sharing books with adults and understand print carries meaning, such as their shopping lists written in the 'office'. They use mark-making skills in many areas of play and are beginning to form letters in their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children choose from an excellent range of equipment to extend and support their skills in counting, shapes, colours and comparisons. They sort by height, shape and colour and use mathematical language in their play, such as longest, shortest when rolling the dough. Children count how many children are present each day and decide whether there are more girls or boys using simple skills in addition or subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use the computer with confidence on a regular basis, learning mouse skills and supporting and extending their literacy and numeracy skills. They learn about the natural world through growing seeds and bulbs and observe changes in their environment on nature walks. They learn to build, construct and assemble using a variety of tools and resources and gain an understanding of different cultures and festivals through planned activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Large apparatus is used to enable children to practice skills in climbing, balancing and moving their body through and around. They are able to manoeuvre sit and ride toys around obstacles and each other gaining control over their movements and learning spatial awareness through music and movement tapes. They develop their fine motor skills using scissors, drawing, peg puzzles and manipulating the dough.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children enjoy exploring the sound musical instruments make and how each instrument is played. They listen to tunes and beat out a rhythm clapping their hands, following the adults lead. They enjoy role play situations, such as the 'office' and home corner and act out familiar roles from their own experiences. They use their imagination adapting equipment to represent a story and use a variety of resources to create and end product with paint, collage and papier mache.

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 an effective method of observation and assessment. Use these to inform the planning to plan children's next steps in their development. Ensure parents are kept informed and have the opportunity to contribute to their child's assessment records
- expand the plans to ensure the long, medium and short term plans interlink and provide a broad curriculum, using new experiences and continuous basic provision, detailing the adults role and how the activity will be differentiated to extend for the more able child.

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.