



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 503751

DfES Number: 544250

INSPECTION DETAILS

Inspection Date	21/02/2005
Inspector Name	Janet, Elizabeth Singleton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Offsprings
Setting Address	Railway Street Nelson Lancashire BB9 9AG

REGISTERED PROVIDER DETAILS

Name	The Committee of Offsprings Management
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ORGANISATION DETAILS

Name	Offsprings Management
Address	Railway Street Nelson Lancashire BB9 9AG

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

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

How effective is the nursery education?

Offsprings nursery is of high quality overall which enables children to make very good progress towards the early learning goals. The children are making very good progress in all areas of learning.

The quality of teaching is very good. The staff have a very good understanding of the foundation stage. Children self select from the well planned and organised activities made available. They have a clear observation and assessment procedure, staff identify when an activity needs to be revisited in order to consolidate children's learning. Mathematics is fully promoted in most areas. The staff foster children's self-esteem, through the effective use of praise and encouragement, and have very good relationships with them. They manage the children's behaviour effectively with children following the clear instructions. Children are beginning to take responsibility for their own behaviour and assist in reinforcing the rules. The staff use a range of teaching methods to support children's learning through 1 to 1 interaction, small group and large group work.

Leadership and management is very good. The staff are very clear about their roles and responsibilities, being very well deployed within the setting. Staff work well together as a team. There are regular staff meetings to discuss the children's progress and the setting's provision for nursery education. The staff act on information obtained from evaluations and observations and change planning accordingly to meet children's learning needs.

Partnership with parents is very good. Parents are provided with information on the setting including a brochure and newsletter. They receive a report on their child, linked to the six areas of learning, and are invited into the setting. The parents complete a liaison sheet on their child. There is a lending library to involve parents in their child's learning. Parents feel informed and involved in the setting, commenting on their child's improved overall development.

What is being done well?

- Staff support children in their learning and have very good relationships with them. Children readily seek staff for support and staff are very good at ensuring children are encouraged in their learning by asking appropriate and sensitive questions to make children think i.e. what do you think might happen?
- Children's communication and language skills are very good. They use language for discussion and negotiation, to seek information and to ask questions. They are beginning to link sounds to letters through rhyming songs and repetition. More able children are attempting writing and forming letters generally correct when writing their name on their work. The children readily access the mark making materials to write their notes and list's during

their play.

- Children are confident, motivated and interested to learn. They sit quietly during adult led activities and are eager to participate in all other activities. They sit and concentrate whilst making cards at the creative table. They self select the resources needed and create their own pictures. They enjoy new experiences and readily discuss their news at snack time.
- Children enjoy story time, joining in the story and anticipating what happens next. They readily choose books and enjoy sitting and reading their stories to themselves and to each other.
- Management of children's behaviour is very effective. Staff talk to the children about their behaviour and what is expected from them, i.e. to sit quietly during story time, to wait their turn. Children are well behaved and well mannered. They are taking responsibility for their behaviour and readily correct other children when they do not wait their turn or fail to say please and thank you.

What needs to be improved?
<ul style="list-style-type: none">● the promotion of children's learning in mathematics relating to the use of numbers as labels.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children sit and concentrate during focussed activities and free play for lengthy periods of time. They enjoy selecting resources and confidently move around to take part in a range of both adult led and child led activities. They are developing personal independence when attending to their needs in the bathroom and putting on their coats. They take turns and understand the need to share. They are very well behaved and well mannered, readily following staff instructions, e.g tidy up time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's communication and language skills are good. They use language for discussion, negotiation and engage in meaningful conversation. They ascribe meaning to their marks and use writing for a variety of purposes i.e. making lists, making doctor's appointments. They form recognisable letters with more able children forming letters correctly. They understand text has meaning and is read from left to right during story time and when writing their names on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children count to 10 (more able) with most children counting to 5. They are learning there is a sequence to numbers through counting and number rhymes. They use mathematical language and talk about full and empty when filling containers. They readily discuss and learn the names of shapes during creative and other activities. They know circle, square, rectangle, diamond and triangle competently. Mathematics is fully promoted in most areas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the features of living things by exploring worms, visits from the "owl" people and planned topics. They learn about the cultures of other people through the celebration of festivals and the multicultural community. They differentiate between past and present; they talk about before and after, where they went yesterday, at the weekend. They learn how to operate simple programmes on the computer, with enthusiasm, and have varying degrees of control over the mouse.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and with confidence, they show an awareness of their space and others. They weave their own pathways, negotiating around the other children during their play. They use a range of small tools safely and competently in the creative play, sand and water activity. They enjoy using a range of large equipment when playing outside. They pedal, push and scoot the toys with skill, competence and enjoyment. More able children are competent on the climbing equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination with delight in the role-play and creative activities acting out scenarios from home and the outside world. They enjoy the music and movement tapes, they move their bodies to the music and recreate movements to match the rhythm. They explore colour mixing in the free painting activity and learn how colour changes. They create meaningful cards at the creative table, cutting and gluing, to create their own card for their birthday or as a present for their parents.	

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:

- There are no significant area's for improvement to report but the following point for consideration should be included in the action plan.
- Promote further children's learning in mathematics by improving upon the use of numbers as labels.

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.