



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309308

DfES Number: 510026

INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Janet, Elizabeth Singleton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Flying Start Day Nursery
Setting Address	198 Burnley Road Rossendale Lancashire BB4 8HH

REGISTERED PROVIDER DETAILS

Name	Mrs Dawn Karen Heap
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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

Flying Start Nursery is situated on Burnley Road close to Rawtenstall. The Nursery operates from an adapted detached property. The setting includes a family room, which is predominantly used for children's imaginary, creative play and story time. There is a separate baby unit for children aged under two years which has a separate sleep room adjacent. There is a messy room for paint, sand, water and other craft activities and a room for lunches and table activities. There is a separate office area and facility within an attic conversion to take small groups of pre-school children for individual, small group work and rest.

Externally there is a secure play area to the front of the property and staff and parents parking facilities.

A high proportion of the staff are qualified in Early Years and all hold current First Aid Certificates. The children are organised with individual key workers to ensure continuity of care is provided.

The Nursery is open from 07:30 until 18:00 Monday to Friday, excluding Bank Holidays and one week during Christmas. Children attending age between nought and eight years. The Nursery also provides after-school care if requested. There are currently no children who have special educational needs. The Nursery has funded three and four year olds.

Flying Start Nursery receives support and guidance from the Early Years Development and Childcare Partnership and the Special Needs teacher team.

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

How effective is the nursery education?

The children at Flying Start nursery are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a very good understanding of the early learning goals which leads to a balanced, and well planned curriculum to support children's learning for each age group. There is an effective balance of adult and child led activities for children. The activities provided allow children to experiment and explore thus promoting their overall learning. Staff encourage children by asking sensitive questions and supporting them in their learning. The staff are proactive in managing the children's behaviour with the children being very polite and well mannered. Use of the assessments is constructive and informs future planning. The special educational needs co-ordinator has regard for the code of practice and for the identification and assessment of children with special needs.

Leadership and management is very good. There is strong leadership of the setting, staff are very clear about their roles and responsibilities with training being encouraged for all staff. Staff take part in monitoring their own performance. They work very well together as a team and support each other in their roles. The provision for nursery education is evaluated and there is a firm commitment to continuous improvement and the needs of the children.

Partnership with parents is very good. Parents feel informed and involved in their child's progress. They receive good information regarding the Foundation Stage and early learning goals. Parents take part in their child's learning through notification of the topics and bringing items from home, for topic areas, thus making links between the setting and the child's home.

What is being done well?

- Staff have a clear understanding of the early learning goals which leads to well planned, high quality activities which promote the children's learning in all areas. Staff interaction is positive, sensitive and appropriate and thus fosters the children's self esteem and self-confidence.
- Children are confident, motivated and interested to learn. They sit quietly during focussed activities and are eager to participate in adult led activities. They show excitement when learning new skills.
- 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 and to sound out words. They are confident to try new words with a degree of competence. They enjoy using the Letterland reading programme.

- Staff have high expectations of children's behaviour, applying well-established routines to order their conduct and behaviour for which staff provide good role models. The children are polite and well mannered and follow instructions from staff.
- Children use their imagination in the colour mixing activity. They totally immerse themselves in the work and make competent guesses as to the colour to be produced. They take great pride in using their mixed paint to create wonderful pictures.
- Partnership with parents is very good and parents feel involved and informed in their child's progress and learning.

What needs to be improved?

- the process for seeking information from parents regarding children's learning at home.

What has improved since the last inspection?

Progress since the last inspection is very good. The one point for consideration was to ensure children's work is dated so that the children's progress can be checked.

The staff now date all children's work and assessments to ensure children's progress can be monitored and tracked.

The above action further ensures the children's progress can be tracked accurately and monitored to ensure future planning is appropriate for each child.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children sit and concentrate, showing high levels of involvement, during all activities. They increase their independence skills when selecting resources and attending to their own needs. They form good, supportive relationships with staff and peers and are eager to initiate interactions with adults. Their behaviour is very good and they are well mannered and polite. The children are confident and state their viewpoint to other children during their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy communicating and use a wide range of descriptive vocabulary. They use language for discussion and negotiation engaging in meaningful conversation with adults and peers. They understand text has meaning and is read from left to right, enjoying books and stories. They recognise their name on their name card and practice writing for a variety of purposes forming letters generally correctly. They sound out letters using the letter land programme with confidence and excitement.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count competently to 16 and attach numerals to numbers. They learn about the sequencing of numbers through nursery rhymes such as 1,2,3,4,5. They compare size and use calculations, with confidence, during their play. i.e. I have 3 and I need 2 more, counting chairs. There are resources and regular activities to explore quantity and volume and children's learning is supported through a range of practical and meaningful activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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The children build and construct with a purpose, creating 3 dimensional images out of junk materials to create transport vehicles. They have a sense of place and discuss their families and their friends. They investigate living things with enthusiasm and delight and they differentiate between past and present. They discuss going to school after nursery, they discuss where they have been on holiday and how they travelled. They explore early science through baking, sand and water activities.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and with confidence, they show an awareness of their space and others during the carpet time and out door play. The children are confident with their bodies and manage their own needs, understanding the need to stay safe in the sun. They learn to use a range of small tools competently in the play dough, sand and water activity and use large equipment with confidence and skill. They enjoy playing kicking and catching ball games participating with skill and delight.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
The children enjoy singing activities and sing loudly, with confidence and enthusiasm during singing time and free play. They use their imagination with enthusiasm and delight when painting their picture from the colours they had created. They express themselves and show feelings of great pleasure when making junk models and when colour mixing. They enjoying exploring malleable materials creating shapes with sand, foam and play dough.	
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 weaknesses to report but the following point for consideration should be included in the action plan.
- Continue to build upon the process for seeking information from parents regarding children's learning at home.

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.