



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 314744

DfES Number: 525702

### INSPECTION DETAILS

Inspection Date 14/03/2005  
Inspector Name Lindsay Helen Dobson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name The Step Up Group  
Setting Address Hook C of E Primary School  
Garth Lane, Hook  
Goole  
North Humberside  
DN14 5NW

### REGISTERED PROVIDER DETAILS

Name The Committee of The Step Up Group

### ORGANISATION DETAILS

Name The Step Up Group  
Address Hook C of E Primary School  
Garth Lane, Hook  
Goole  
North Humberside  
DN14 5NW

## 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

The Step Up Group opened in September 1994 and is located in the residential area of Hook near Goole. It operates from 4 rooms within a bungalow situated in the grounds of Hook Church of England Primary School. The group serves the local area.

They are registered to receive 14 children from 3 to under 5 years and currently have 23 children on roll of which 21 are in receipt of nursery education funding. Children attend for a variety of sessions. The group opens five days a week term time only and sessions are from 09:00 to 11:30 and 13:00 to 15:30. One part time and three full time staff work with the children. The majority of staff hold a relevant childcare qualification and one staff member is working towards gaining a recognised qualification. The setting receives support from the Local Authority.

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

### How effective is the nursery education?

The Step Up Group provides a happy and welcoming environment where, children make generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development, mathematical development, knowledge and understanding of the world, physical and creative development. In their communication, language and literacy they make generally good progress.

The quality of teaching is generally good. Staff demonstrate a sound knowledge and understanding of the foundation stage curriculum and provide a good range of activities to help children learn. However, they do not routinely integrate some areas of learning into other everyday play situations and the planning of focused activities does not detail how these will be extended for the more able children.

Staff work well alongside the children and have high expectations of their behaviour. This has a positive impact on the relationships in the group.

The leadership and management of the group is generally good. The committee, School and Education Support team, supports the manager and staff in ensuring children's learning opportunities and well being are met.

Staff work well as a team and support each other effectively. The manager is able to recognise the setting's strengths and weaknesses and is taking steps to ensure plans for development are on going.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship. Information that parents receive is of good quality and varied. This is evident through both the setting prospectus, newsletters and one to one contact with staff as key workers. Parents are encouraged to be actively involved in their children's learning, through participation in group events and contributing to planned activities and themes.

### What is being done well?

- Staff give high priority to children's personal, social and communication skills. As a result relationships are very good. Children settle well, initiate conversations and concentrate well during focused activities. They are confident, sociable and have caring relationships with staff.
- Children's behaviour is good. Staff have high expectations of all children. They provide very good opportunities for children to take responsibility and develop their self esteem, for example at tidy up time and during cloakroom routines. The children are able to share, take turns and show concern for each other.

- Staff maintain records of progress for all children. All areas of learning are covered and good use is made of photographs to support staff's observations and children's achievements.
- The partnership with parents and carers is very good. Parents are able to discuss all aspects of their child's development and are encouraged by staff to be actively involved in their child's learning.
- Good quality information is available about the group and what it provides.
- Notice boards in particular are well presented and inform parents about all aspects of their child's care and education.
- Parents are kept well informed of their child's progress and achievements through daily contact with staff and the records of achievement.

#### **What needs to be improved?**

- the opportunities for children to use mark making resources for a purpose in other areas of play, where they can label objects or write lists
- the systems used in the planning and evaluation of focused activities to show how these will be extended to meet the needs of the more able children.

#### **What has improved since the last inspection?**

At the last inspection the group was asked to give consideration and improve opportunities for children to access and recognise familiar words and their names to encourage writing.

Very good progress has been made and familiar words are displayed around the setting, which staff use when talking to children. Children regularly select and use their own name cards throughout the session, for example, at self registration and when moving to a different room.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very settled and secure. They are confident to speak in a group and interact well with each other. Independence skills are developing well and children show increasing confidence in carrying out their own tasks and choosing from a range of activities. Children's behaviour is good, they show care and concern for each other and relate well to adults. They show good self control, during group activities and quieter times of the day.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident at communicating and can explore real and imagined experiences well. They are able to freely select from a good range of books, which are both stories and informative. Children have an understanding that print carries meaning and are able to recognise familiar letters and their own names. Opportunities to use mark making resources in other play areas, where they can label objects, or write lists are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Plenty of opportunities have been created during the day for children to develop their counting skills. Most children can count confidently from one to ten and are able to recognise numerals up to ten. They are able to describe concepts of shape and position well, think for themselves and solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a sense of time. They have very good opportunities to learn about living things such as growing sunflowers and salad vegetables, and through the topic for the term "In my garden". Children are developing a good awareness of information technology for example computer, stereo, karaoke machine. They are provided with good opportunities to learn about and value other customs and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the provision demonstrating a good awareness of space and others. They are given good opportunities to move to music and express themselves during P.E. sessions. Children have good opportunities to use large motor skills in the outdoor area and fine motor skills are developing well. They use a range of small equipment confidently and effectively, for example scissors, dough tools and pencils.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children can sing a number of songs from memory and particularly enjoy taking part in action rhymes. They are developing a good awareness of music and movement through group activities. They have good opportunities to use their imaginations in the role play area, for example acting out roles in the florist shop. Children can differentiate a wide range of colours and shapes.

**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**

- provide opportunities for children to use mark making resources for a purpose in all areas of play, where they can label objects or write lists
- develop the systems used in the planning and evaluation of focused activities to show how these will be extended to meet the needs of the more able children.

*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.*