



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN** 400104

**DfES Number:** 513305

### **INSPECTION DETAILS**

Inspection Date      02/02/2005  
Inspector Name      Carol Eaman

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      HGS Nursery  
Setting Address      Arthurs Avenue  
                         Harrogate  
                         North Yorkshire  
                         HG2 0DZ

### **REGISTERED PROVIDER DETAILS**

Name                      The partnership of Susan and Andrew Seeber

### **ORGANISATION DETAILS**

Name                      Susan and Andrew Seeber  
Address                  HGS Nursery LTD  
                         Arthurs Avenue  
                         Harrogate  
                         North Yorkshire  
                         HG2 0DZ

## 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

HGS Nursery opened in 1990. It is a privately owned day nursery operating from six rooms within a single-storey, portable unit which has been recently extended. The nursery is set on the edge of playing fields in the grounds of Harrogate Grammar School. Children attending are mainly from the local community.

A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round except for bank holidays. All children share access to a secure, enclosed outdoor play area.

There are currently 58 children aged from 3 months to under 5 years on roll. Funding for nursery education is received by 14 of these children.

The nursery employs 12 full-time and 3 part-time staff. Of these, 7 staff including the manager hold NVQ level 3. There are 2 staff working towards an appropriate early years qualification.

The nursery receives advisory teacher support from North Yorkshire's Early Years Development and Childcare Partnership (EYDCP). It also belongs to the Harrogate and District Nursery Liaison Group.

HGS Nursery has recently achieved the 'Quality Counts' accreditation, awarded by the National Private Day Nurseries Association.

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

### How effective is the nursery education?

HGS Nursery provision is acceptable and of good quality overall. Children make generally good progress towards the early learning goals, with very good progress in some areas.

The quality of teaching is generally good. Staff have a secure knowledge of the Foundation Stage curriculum and organise the indoor space and resources effectively to promote the children's independence. They plan a range of interesting activities for the children, however insufficient attention is given to mathematics and some activities lack sufficient challenge to maintain the children's interest. This leads to a small number of children becoming noisy and disruptive. For most of the time staff are well deployed and give appropriate levels of support, using effective questioning techniques to develop children's understanding. A variety of teaching methods are used giving the children opportunities to work individually, in small groups or altogether. The children's wishes are also valued and respected through free choice times. Assessments of children's progress are made regularly and this information is shared with parents.

Leadership and management of HGS Nursery are generally good. The manager and staff have well established systems for the smooth running of the nursery and are committed to high standards. They have clear written aims for the provision but these are not always successfully put into practise. They realise that self-evaluation is important and are willing to share ideas, attend training or seek advice from other professionals and support groups in order to improve standards.

The partnership with parents is very good. Parents are made very welcome and are provided with detailed information about the nursery. They find the staff to be friendly and approachable and are well informed of their child's progress through daily discussions and a parent's evening. They have opportunities to be involved in the work of the nursery and they value the dedication of the staff.

### What is being done well?

- The children are making very good progress with early reading and writing skills. They speak confidently and clearly, recognise letters by shape and sound and write with increasing competence. All children enjoy a wide range of books. They seek adults to share them with and listen to stories well.
- The children's knowledge and understanding of the world is strongly promoted. Children are developing enquiring minds through their interest in technology and their eagerness to know how things work. They are becoming aware of the rich cultural diversity of the world as they learn about the traditions of other people.
- Creative activities are presented to the children in many different ways.

Children spontaneously paint, use chalks and respond with excitement when playing with foam or water. They engage in imaginative role-play and enjoy a variety of musical activities.

- Staff build strong links with parents. They welcome them into the nursery and seek their views and opinions respecting them as their child's first educator. Parents have a high opinion of the nursery and value the dedication of the staff.

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

- the attention given to promoting the children's mathematical awareness through planned practical activities and daily routines
- the management of children's behaviour

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

Overall, generally good progress has been made since the last inspection when the nursery had two key issues to address. These required staff to: monitor plans to ensure that all the early learning goals receive sufficient emphasis; review assessment records and share the information with parents.

Generally good progress has been made with the first key issue, with a weakness remaining which will be carried forward following this inspection. Staff have developed a new planning system which offers children a range of activities across six areas of learning and new 'focused activities' have been introduced. Mathematics, however, is not being strongly promoted and this impacts on children's understanding and knowledge in this area of learning.

Very good progress has been made with the second key issue. Staff regularly assess the children's development using profile maps and they encourage parents to tell them about their child's interests and achievements at home. Parents complete an 'All About Me' booklet with their child, talk to staff on a daily basis and have the opportunity to attend a parents evening. As a result of all these measures there is a good two way sharing of information.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident and quickly settle into familiar routines. They manage their personal needs well and are able to select resources independently. They approach each other to play and are generally developing good relationships. Children often show good concentration in their self-chosen activities, however, they occasionally become disinterested. A small minority sometimes behave inappropriately but most children are willing to share, take turns and think of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show obvious enjoyment when listening to stories and rhymes. They frequently learn the meanings of new words and are able to re-call events. They talk readily about their experiences and are keen to share their thoughts and ideas. All children can find and read their name cards and some recognise individual letters by shape and sound. They show interest when attempting to write about pirates and some children are beginning to form letters well when they practise writing their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count with confidence, for instance at register time counting from 1-11. They recognise numerals well on stickers, alarm clocks and mobile phone key pads which they use with interest. All children name mathematical shapes with ease and learn about quantity and measure when baking. Children sing number songs and begin to learn about subtraction but they do not have regular opportunities in planned activities and daily routines to practise addition, subtraction and problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are fascinated with technology. They use the computer with support and are keen to know how cats-eyes and torches light up or spinning tops work. They make observations about the changing seasons and weather and sometimes go on walks to a nearby nature area. Visitors such as dentists and firemen come from the local community to talk to the children and the traditions of distant cultures are promoted. Four year olds use construction equipment imaginatively to design and build.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with increasing skill and control as they ride on bikes, kick footballs and wheel hoops. They negotiate pathways when running and manage the climbing frame independently. Their hand-eye co-ordination is developed well as they connect small and large construction equipment, place small pegs in a board, or hold pencils to draw and write. Indoors the children move imaginatively in response to music and they are regularly encouraged to exercise outdoors. A healthy diet is promoted.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children freely access art and craft materials and have good opportunities to learn about colours and textures as they paint, make collage pictures and 3D lanterns. They are highly imaginative during role-play, driving racing cars to Scotland and performing operations in hospital. Musical instruments are listened to carefully and played with enthusiasm. The children's sensory awareness is developed as they make patterns with soft white foam and have fun squeezing it through their fingers.

**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**

- make greater use of planned practical activities and daily routines to develop the children's mathematical awareness with particular emphasis to early addition, subtraction and problem solving skills
- ensure that positive teaching methods are used to manage the children's behaviour, enabling them to be appropriately supported with and motivated and challenged by the learning activities.

*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.*