



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 253207

DfES Number: 544708

### INSPECTION DETAILS

Inspection Date 24/02/2005  
Inspector Name Susan Riley

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lowater Street Play & Pre-School  
Setting Address Lowater Street  
Carlton  
Nottingham  
Nottinghamshire  
NG4 1JJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Lowater Street Play & Pre-School

### ORGANISATION DETAILS

Name Lowater Street Play & Pre-School  
Address Lowater Street  
Carlton  
Nottingham  
Nottinghamshire  
NG4 1JJ

## 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

Lowater Street Play and Pre-school opened in 1987. It operates from the Carlton Community Church Hall in Carlton, and serves the surrounding area. A maximum of 26 children may attend the setting at any one time.

The setting is open each weekday from 09:15 to 11:45 and on Monday, Tuesday and Wednesday 12:45 to 15:15 during school term times.

There are 50 children from 2 ½ to under 5 years on roll. Of these 37 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special educational needs.

The setting employs five staff. Three of the staff, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification. The setting is a member of the Pre-School Learning Alliance and receives support from the Nottinghamshire Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Lowater Street Play and Pre-School provides nursery education that is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. All staff have a very good knowledge and understanding of the early learning goals and how children learn through play. There is effective planning in place. Staff demonstrate a good knowledge of children's individual abilities and stages of development and set appropriate challenges for the children. They use the space and the range of resources and equipment to extend children's learning and maintain their interest. Relationships between staff and children are very good. Staff have high expectations of behaviour and encourage this positively through praise and encouragement. Assessments systems are in place and these are used effectively to inform the planning of future activities.

The leadership and management of the setting are very good. Leadership of the setting is well established and has a positive impact on children's progress. The setting is able to assess its own strengths and weaknesses and staff have acted upon their findings to make improvements. The whole staff team are very committed to the improvement of the care and education for all children.

The partnership with parents and carers is very good. Parents are provided with good quality information about the setting and its provision, through displays around the setting, notice boards, welcome package and regular newsletters. Staff provide a welcoming atmosphere for parents and good relationships are in place. There are informal and formal channels of communication to discuss children's achievements and progress, which keeps parents fully informed. Parents are encouraged to be involved with their child's learning.

### What is being done well?

- Children's personal, social and emotional development is excellent and a great strength of the setting. Children are happy and confident within the group and are motivated to learn.
- Children's development of the linking of sounds and letters is very good; staff reinforce the sounds that build up the words. Children's writing skills are also good, most children write recognisable letters and some children are beginning to write simple regular words.
- Children's mathematical skills are very good; they are provided with regular opportunities for counting and simple calculation.
- Staff have a clear understanding of the importance of the partnership with parents and carers, which has a positive impact on children's development

and learning.

- Staff have a clear understanding of the early learning goals and consequently plan activities which engage and maintain children's interest, using space and resources effectively.
- Staff recognise that self-evaluation is the key to continuous improvement and they regularly monitor and assess their provision, practice and children's development. The leader gives good direction for the care and education of children.

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

- the setting to review the effectiveness of what the staff do
- the current good practice.

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

Very good progress has been made since the last inspection in 2001. The staff now split the children into three groups for story time. Older children are now given time to think and discuss the story line and how it relates to their own experiences. Children also use books alongside role-play to help and sustain their interest. Staff ensure that the role-play area is available daily for children to access, which encourages children to explore imaginary experiences and ideas, and for them to act out their own scenarios. This enhances children's social, communication and concentration skills. Children now have more opportunities to be creative, and select their own resources from a wide range and to use their own initiative and pursue their own avenues of enquiry. They are given a extensive range of college materials to freely choose from and the opportunity to be creative for themselves and use their own imagination. Staff have increased the range of construction materials, which enable children to develop both their creative and technological abilities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They are confident to try new activities and speak in familiar groups. Children respond to significant experiences, showing a range of feelings. They demonstrate care and concern for themselves and others. Children are well behaved, good mannered and are forming good relationships with peers and adults. They work as part of small groups. They select and use activities and resources independently and demonstrate good levels of concentration.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language, they freely engage in conversations with peers and adults, and make good use of discussion times. They listen and respond with enjoyment and attention to stories, songs and rhymes. Linking of sounds to letters is developing well. Older children demonstrate an understanding of the elements of stories. Children use books correctly and handle them with care, and they understand that print carries meaning and can recognise their own name. Their writing skills are very good.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident with numbers, they are able to recognise the numeral and its placement. They count reliably with objects, to ten and beyond. Children confidently use numbers and mathematical language within their play, demonstrating their understanding. They are developing mathematical ideas to solve practical problems. Children demonstrate understanding of addition and subtraction through practical activities. They enjoy number rhymes and songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to develop an understanding of their own culture and beliefs and those of other people. They comment on and ask questions about where they live and the natural world. Children demonstrate a sense of time and place through practical activities and discussion about their lives. They use information technology to support their learning. Children use simple tools and techniques competently, to assemble and join materials. They ask questions about why things happen.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children handle tools, objects, construction and malleable materials safely and with increasing control. They move confidently with control, co-ordination and in safety around the setting. Children demonstrate an awareness of personal space for themselves and others. They use a range of small and large equipment, which develops their small and large muscles. Children are aware of the importance of keeping healthy and demonstrate an understanding of good practices with regard to personal hygiene.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore colour, texture, shape, form and space in two & three dimensions through the practical activities. Three-year-old talks about his personal intentions, describing what they are trying to do. Children use their imagination in their art and design work and role-play situations. They respond in a variety of ways to what they see, hear, touch and feel. Children competently sing songs and rhymes from memory and recognise simple sound patterns.

**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 consideration should be given to improving the following:
- to continue with the development of the formal staff appraisal system
- to continue with the current good practice.

*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.*