



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309853

DfES Number: 513808

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Learning Tree Childcare Centre
Setting Address Fulwood Campus
Fulwood
Preston
Lancashire
PR2 8UR

REGISTERED PROVIDER DETAILS

Name Preston College

ORGANISATION DETAILS

Name Preston College
Address Fulwood Campus
Fulwood
Preston
Lancashire
PR2 8UR

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 facility operates out of a purpose built building with a number of base rooms. It is registered to provide a service for a maximum of 106 children of which no more than 24 can be under two years old, no more than 48 can be two years old, and no more than 35 can be aged five to seven years. The facility is open from 7:30 am to 6:00 pm offering a variety of different care scenarios. There is a large secure outside play area.

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

How effective is the nursery education?

The provision for nursery education at the Learning Tree Childcare Centre, is generally good. Children make very good progress in their personal, social and emotional development. They also make very good progress in their mathematical development, their knowledge and understanding of the world and in their physical development. They make generally good progress in all other areas of learning.

Teaching is generally good. Teachers have established very good relationships with children. They show patience, kindness and understanding towards them. Children respond well and behaviour is very good. Teachers have very good assessment procedures that enable them to monitor and record children's progress and to identify what they need to learn next. Well-crafted questions encourage children to listen carefully and to make sensible responses. Teachers' knowledge and understanding of the curriculum is secure leading to generally good planning. Many activities such as mixing and making play-doh are exciting and capture children's imagination and interest. However, in some activities teachers do not provide sufficient resources for children to extend and practise mark-making or to fully develop their imaginations through creative play.

Leadership and management are generally good. The manager and deputy manager provide effective overall management and smooth daily running of the nursery. All staff have job descriptions and feel a useful part of the team. All are committed to improving standards. Professional development is promoted. Staff regularly attend courses and later share information with colleagues.

Partnership with parents is very good. Information to parents about the setting and about children's progress is regular and informative. Parents attend workshops to learn how children are taught. They very much appreciate all the setting has to offer including its open-door policy.

What is being done well?

- Relationships are very good throughout the setting and this leads to children's good attitudes and good behaviour.
- Children's very good knowledge and understanding of the world is extended through a very good curriculum enhancement programme that provides children with many first hand learning experiences.
- The partnership between the parents and the setting is very good. Parents are very pleased with the level of provision, the availability of the staff and the quality of information they receive about both the setting and their children.
- The good quality of curriculum enhancement enabling children to learn from first hand experiences.

What needs to be improved?

- the better provision of resources and opportunities to enable children to independently develop mark-making
- the better provision of resources to enable children to further develop their imaginations in creative play.

What has improved since the last inspection?

The setting has made very good progress and successfully addressed the points for consideration identified at the last inspection. A clear and detailed plan of action was written and has been implemented. Role play provision has been extended and is changed on a monthly basis. Teachers invite children to observe them writing and encourage children's participation when possible. Games and other opportunities are introduced so that children may work collaboratively. Children benefit well from these improvements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident. They show high levels of interest in their work and are pleased to talk about their achievements. Very good relationships with teachers and other children significantly contribute to very good behaviour. Children are independent like to do things for themselves, but they also collaborate well with others. They enjoy helping the teacher at snacktime and dinnertime and are very helpful when asked to tidy-up. They form good friendships and share things well when playing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's speaking and listening skills are very good. They enable children to answer questions confidently and converse clearly with others in activities or play. Children enjoy looking at books and listening to stories. They follow the plot and relate to characters, such as Peter Owl. All are beginning to recognise and relate initial letter sounds. Older children enjoy mark making, but generally children do not practise mark-making independently or when playing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have acquired very good counting skills. They count heads during registration and are able to match numbers to objects. In play they often make good use of their extensive comparative vocabulary, such as bigger, smaller etc. Using apparatus, such as buttons, children apply their knowledge to solve simple practical problems. Most recognise and name a good range of regular 2-D shapes, such as square and triangle, but some have difficulty identifying a half circle in a matching game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children gain a good first hand knowledge of animals, the seaside and farms through visits. They find it exciting to make play-doh and watch the ingredients change. Children use many types of construction kits effectively and sometimes modify their designs. They also show good mouse control on the computer. They demonstrate their good knowledge of time by explaining family order, and talking about weekdays and old things. Children also have a good knowledge of festivals, celebrations and customs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make good use of space when moving about and observe safety instructions well. They make controlled movements in dance as they stretch, bend and move rhythmically to music. They push, pull and manoeuvre wheeled toys without crashing. They have good hand-to-eye co-ordination and demonstrate this when they use small tools, such as scissors, cutters, stickers and rollers. Children know that they require sleep and should eat healthy foods in order to grow properly.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy themselves when using paint to create effective prints and interesting colour blends. They select from a range of materials to make colourful collages. They know a wide range of songs that they sing tunefully and enthusiastically. Independently they explore percussion instruments knowing that some are shakers and others need beaters. They are creative in play, but do not always fully extend their imaginations because some resources, such as dressing up clothes, are limited.

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

- increase opportunities and resources to enable children to independently develop and practise their mark-making skills
- provide resources to increase children's development in imaginative and creative play.

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.