



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 503017

DfES Number: 535558

### INSPECTION DETAILS

Inspection Date 16/02/2004  
Inspector Name Hilary Murden

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name St Georges Nursery  
Setting Address St. Georges Centre  
Broadway  
Wakefield  
West Yorkshire  
WF2 8AA

### REGISTERED PROVIDER DETAILS

Name Lupset Community Centre Association 3848228 1094331

### ORGANISATION DETAILS

Name Lupset Community Centre Association  
Address St. Georges Centre  
Broadway  
Wakefield  
West Yorkshire  
WF2 8AA

## 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

St Georges Nursery was established in 2000 by a charity organisation to meet the needs of families in the local community of Lupset in Wakefield.

The nursery operates as a full daycare setting within a community centre. Registered for 33 children aged between 3 months to 5 years of age, there are presently 12 funded three-year-olds and 2 funded four-year-olds attending. There are no children at present attending with English as an additional language or with special educational needs.

The nursery opens from 08:00 to 18:00 hours each weekday except for bank holidays and three training days each year. Seven members of staff, work with the three and four-year-olds, five of the staff have appropriate qualifications. The nursery has teacher involvement from the Local Authority.

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

### How effective is the nursery education?

Children attending St George's Nursery are making generally good progress overall in working towards the early learning goals.

The quality of teaching is generally good with some very good aspects. Most staff have sound understanding of the early learning goals and plan a wide variety of stimulating activities for all the children. On the whole staff provide sufficient challenges across the areas of provision for three and four-year-olds, although there are occasions when staff are unsure about how to extend activities for the more able children. Staff manage children's behaviour very well with some good quality interaction and grouping of children for some activities. Staff know the children well, although the assessment system lacks consistently recorded observations of children's responses to learning to enable staff to plan for the next stages of learning.

Leadership and management is generally good. The nursery manager is strong and leads by example with good support from the room leader who is efficient and provides a good role model. Despite recent changes within the organisation which have led to movement of staff, there is good teamwork and a commitment to improving and developing the education provision. Staff are beginning to evaluate and monitor the provision, although a clear system has not yet been established.

Partnership with parents is generally good, the nursery has very good relationships with families and provides a valuable community service. Parents are given useful information about the nursery and the education provision. They are also encouraged to be involved with learning. Staff are friendly and approachable which enables parents to feel comfortable about having discussions. However, there is not a systematic approach to sharing information about children's progress towards the early learning goals.

### What is being done well?

- Children are confident, independent, and enthusiastic about learning. They behave well and learn how to share, take turns and work co-operatively.
- There are good opportunities for children to link letters to sounds and to use writing for different purposes. Four-year olds and some three-year-olds write with very good letter formation.
- Children count and recognise numbers in a wide variety of activities and routines.
- Children use their senses very effectively to express creativity through art, design and music.
- Staff have high expectations of behaviour. They interact well with children

and group them appropriately for some activities.

**What needs to be improved?**

- Staff's awareness of how to extend the learning of the older and more able children in structured and free choice activities, particularly to provide more mathematical challenges.
- The consistency of recorded observations of children's responses to learning in the six areas.
- The quality of information shared with parents about children's progress.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, independent and enthusiastic about learning. Four year olds, in particular have high levels of concentration, for example, when they work in the construction area, or draw a picture. From an early age children learn the importance of sharing and working co-operatively. They have good relationships with each other and with staff. Children are able to express their own feelings and they learn to show respect for other people who may have different needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk willingly and confidently in group situations. They enjoy listening to and participating in stories. Children use their imagination in role play and through use of resources such as the 'wild animals' to develop their own stories. Children are beginning to recognise names and letter sounds and four year olds are able to recognise some familiar words. They enjoy writing for different purposes and the older children write names and other words with very good letter formation.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Emphasis is placed on encouraging children to count and recognise numbers in practical activities and routines. Children use mathematical language to describe and compare, for example, talking about the 'fullest' water container and ordering objects into 'biggest and smallest'. They learn about size, shape and position and have good understanding about pattern. However, the more able children are not being challenged sufficiently to solve harder problems or to use numbers to add and subtract.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about features of the environment through topic activities, exploration and visits from people with community roles. They show good awareness of why things happen. Children learn about the natural world as they explore the many 'small world' resources. Children enjoy building in the construction area and show good use of imagination as they design, for example, a 'barn' for the 'animals'. There are too few resources to enable children to use technology to support learning.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children use the outdoor area with good awareness of space and others around them. They have good control of movement, outdoors and indoors. Children ride wheeled toys with increasing skill. Due to limited space children do not have many opportunities during the winter months to develop confidence in climbing. They use small pieces of equipment such as pencils, brushes and scissors with very good hand eye co-ordination. Children are well aware of the importance of exercise and healthy eating.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children use all their senses to express their creativity through a wide range of resources. They paint, draw and design freely and enjoy singing and using musical instruments. They are able to respond to different styles of music, for example, painting as they listen to 'rain forest' music. Role play situations encourage children to express their ideas and thoughts and they also use their imagination in activities such as water, sand play and 'small world' exploration.

**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**

- develop staff's understanding of how to extend the learning of the older and more able children, particularly to provide more mathematical challenges in structured and free choice activities.
- adopt a clearer system of assessment to include consistently recorded observations of children's responses to learning in the six areas which should then be used as a guide to future planning and to share with parents.

*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.*