



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY256796

DfES Number:

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Janet Skippins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Georgina Mouse Day Nursery
Setting Address 72 Royd Street
Milnsbridge
Huddersfield
HD3 4QY

REGISTERED PROVIDER DETAILS

Name Jitterbugs Nurseries Ltd 4867795

ORGANISATION DETAILS

Name Jitterbugs Nurseries Ltd
Address 33 George Street
Wakefield
West Yorkshire
WF1 1LX

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

1. 0-2 yrs baby room, 2. 2-3 yrs playroom, 3. 3-5 yrs playroom, 4. children's toilets/washroom, 5. kitchen, 6. pantry, 7. staff toilet, 8. staff room/kitchen, 9. Office, 10. Entrance Lobby, 3 toilets for children, adult toilet/kitchen/staff room

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

How effective is the nursery education?

Georgina Mouse Day Nursery provides a welcoming atmosphere where children settle well so that overall they make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional and mathematical development.

The quality of teaching is generally good. Staff work well together to provide an interesting curriculum. Planning is good in most areas of learning. Staff are good role models for the children and manage behaviour well. Interaction with the children is good and they are effectively encouraged to be independent and develop their early mathematical skills. Staff organise activities carefully with enthusiasm. However, there are limited opportunities for children to develop their literacy, physical, creative and technological skills. Assessments for all children are regularly completed by staff and are used to inform future planning. There are good systems in place to support children with special needs, though none attend at present.

The leadership and management of the nursery is generally good. Staff are aware of their roles and responsibilities in the running of the nursery. They are successfully encouraged to attend training to familiarise them with the stepping stones towards the early learning goals. The management are able to assess the current strengths and weaknesses of the nursery and are highly committed to its continuous improvement. However, systems are not yet fully in place to monitor the effectiveness of the nursery and evaluate the provision for nursery education.

Partnership with parents is generally good. They have good relationships with the staff. Parents are provided with good information the Foundation stage of their children's learning, though written information about the nursery in general is still being developed.

What is being done well?

- Children's personal, social and emotional development is very good, they are forming very good relationships with staff and other children and are able to participate on their own or as part of a group.
- Staff interact well with, and support children in a way that positively affects their attitude to learning.
- A range of worthwhile activities are rotated to stimulate children and maintain their interest.
- Practical every day activities are used extremely well to help children use their developing knowledge of numbers to solve simple mathematical problems.
- Parents are made to feel welcome and have good relationships with staff and

management.

What needs to be improved?

- the planning of opportunities and provision of resources so that children can learn that writing can be used for a variety of purposes
- the children's access to a wider range of resources for physical play such as large equipment to develop their gross motor skills
- the opportunities and resources for children to develop their technological skills
- the layout of the playroom to encourage children to access resources more readily to enhance their creative development by increasing their involvement in role play activities
- the systems to monitor and evaluate the provision for nursery education.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a positive attitude to learning and display high levels of involvement in the activities. Four year old children are able to maintain attention, concentrate and sit quietly both individually and in group situations. All children respond positively to staff, respect each other and develop very good social skills. They feel secure, happy and well motivated to learn. Children demonstrate their increasing independence, for example, by selecting resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well and they speak with fluency and confidence to peers and adults. They listen well and are able to follow simple instructions such as being asked to tidy up their toys at certain times of the day. They know how to use books for enjoyment and to locate information. Children are encouraged to recognise and write their own names, there are lost opportunities for them to develop early writing skills for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Practical activities encourage children to understand about shape, size and number. Very good use is made of planned and spontaneous events to ensure that children are regularly introduced to early mathematical language. Four year old children confidently demonstrate their understanding of number by counting the number of children in a small group and deciding there are insufficient to play Farmer's in his den. Three year olds show their understanding of shape by correctly identifying circles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop a good understanding of nature and explore the environment by taking part in organised outings. They select and use tools with construction resources independently and can build models well. They learn about their own traditions and those of others, gaining positive attitudes towards other cultures and lifestyles. However, they have limited opportunities to develop their technological skills.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely throughout the environment. However, there limited opportunities for them to fully develop their full range of physical skills. They learn about their own bodies and the importance of staying healthy through interesting well planned activities. Children are developing hand to eye co-ordination skills well by having opportunities to pour drinks at break time and handling small tools with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children eagerly explore colour, texture, shape, form and space using a wide variety of materials. Four year olds can confidently differentiate colour when mixing paint. Children express themselves very enthusiastically through movement and music, for example, by creating their own dances while listening to a music tape. They enjoy singing simple songs from memory. Children have insufficient opportunities to extend their creative development in role play and imaginative play.

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 more resources for physical play so that children can access large equipment to develop their gross motor skills
- provide resources and planned activities for children to develop their technological skills
- develop more opportunities for children to express themselves and use their imagination through role play
- plan and provide regular opportunities and resources for children to attempt writing for different purposes
- develop the system to monitor and evaluate the provision for nursery education to ensure that the children reach their full potential within the early learning goals.

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.