



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400100

DfES Number: 536643

INSPECTION DETAILS

Inspection Date	15/07/2004
Inspector Name	Diane Lynn Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Flaxton Children's Nursery
Setting Address	Draft Farm Flaxton York North Yorkshire YO60 7QP

REGISTERED PROVIDER DETAILS

Name	The partnership of Mr and Mrs Corner 400100
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ORGANISATION DETAILS

Name	Mr and Mrs Corner
Address	Draft Farm Flaxton York North Yorkshire YO60 7QP

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

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

How effective is the nursery education?

Flaxton Village Nursery provides a happy and welcoming environment where children make very good progress towards the Early Learning Goals.

Teaching is very good. Staff demonstrate a secure knowledge and understanding of the foundation stage curriculum and how children learn. The accommodation is well organised and a good range of well planned, interesting practical activities is offered both indoors and outside. Staff know the children very well. They set challenges for both the three and four year olds and use effective questioning during activities to develop children's understanding and encourage their thinking. Planning is clear, covers all areas and identifies children's individual learning needs. Staff make careful assessments of children's responses to activities and use them to plan for their future learning. Behaviour is managed very well. The staff's polite and calm manner sets a very good example for the children to follow.

The leadership and management of the nursery is very good. The owner and manager are committed to ensuring children's safety and well being and improving practices. Staff are led effectively, their skills valued and they work well together as a team. They regularly attend staff meetings and are very clear about their roles and responsibilities. There are effective systems to monitor their development and identify any training needs.

The partnership with parents and carers is very good. Parents and staff have a friendly relationship and they are kept well informed about forthcoming events and activities through newsletters, displays and one to one contact with staff as key workers. Parents are encouraged to be involved in their child's learning and are able to use the nursery's book lending scheme to support this at home. Parents speak very highly of the activities and experiences that are provided and are confident that their children are making good progress.

What is being done well?

- Staff give high priority to fostering children's personal, social and emotional development. As a result the children are very confident and receptive learners who demonstrate high levels of independence.
- Staff provide excellent opportunities for the children to make choices, select their own resources and have time to complete and refine their ideas.
- The mark making area is very well resourced and the children demonstrate very good skills when using this.
- Children have very good opportunities to develop their understanding of information technology. A very good range of equipment is provided and they are becoming very skilled in their use of this.

- Very good opportunities are offered to help the children link sounds to letters through both everyday and focused activities.
- Staff effectively help the children become more aware of the environment and the natural world through very good first hand experiences.

What needs to be improved?

- the information for parents regarding the foundation stage curriculum.

What has improved since the last inspection?

At the last inspection the setting was asked to provide more opportunities for the children to select and use craft and construction materials spontaneously for building and design purposes, introduce a wider range of resources to support technology skills, extend planning to show how specific activities for the pre-school group cover the early learning goals and adopt a systematic approach to sharing assessments with parents on a regular basis and encourage their observations of children's learning at home.

Very good progress has been made in implementing the action plan developed in response to the issues raised. The children are now able to independently select resources such as boxes, tape, paper clips and staplers to develop & complete their design ideas and a computer has been purchased with appropriate soft ware which is available at all sessions. Children demonstrate they can use this independently to support their learning. Planning has been reviewed and now clearly shows coverage of the early learning goals through both topic work and ongoing provision. Staff have a much clearer understanding of what children are intended to learn from the activities. Parents are now provided with information about their child's progress through the daily sheet, three monthly evaluations and parents evenings. They have opportunities to contribute their observations to these.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

All children are very keen and motivated to learn. They enthusiastically try out new ideas and experiences and show good levels of concentration in both large and small groups. They confidently choose between activities, select resources for themselves and take care of their personal needs such as washing their hands. Their behaviour is very good. They are learning to negotiate, be polite and considerate to others and be responsible through the happy helper system.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children demonstrate good speaking and listening skills. They initiate conversation, enjoy listening to stories and know that print carries meaning. They confidently name letters and their associated sounds when using the sound basket and correctly identify their names at registration. Most can write their names, forming the letters correctly and there is good support for the younger and less able in this. They confidently use mark making to support their play in the outside area and role play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Both three and the four-year-olds can count reliably to 10 and this is reinforced well during everyday routines such as counting the number present at registration. They demonstrate an understanding of size and positional language and use this in their play, for example when cutting shapes from dough and constructing with bricks. They can sort and match objects correctly and have good opportunities to learn about capacity during water play when they use different sized containers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to learn about the environment and living things. They grow and care for plants in the garden, regularly visit the nearby pond and learn about the habitats of insects. They carefully make models from construction sets and use recycled materials which they join with resources such as staples, glue and tape. They show an excellent understanding of IT and are able to use a range of equipment confidently and independently, including the nursery computer.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
All children move confidently around the premises demonstrating good body control and co-ordination. They demonstrate an awareness of each other's personal space during group activities, can successfully negotiate a pathway when running and chasing each other and show good control when using climbing and balancing equipment. Their fine motor skills are developing very well. They use equipment such as scissors, pencils and paint brushes effectively and with excellent control.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have good opportunities to explore colour, media and materials through the good range of practical activities that are provided. They draw freely and use paint and collage materials in different ways, for example making 3D models of ladybirds. They use their imagination to express and communicate their feelings through role play when they act out going on holiday and have regular opportunities to use musical instruments to explore sounds, including ones they make themselves.	

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 the following:
- improve the system for informing parents of the foundation stage curriculum and the six areas of learning.

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.