



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224208

DfES Number: 518913

INSPECTION DETAILS

Inspection Date	20/01/2004
Inspector Name	Juliette Jennings

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Mount Nursery
Setting Address	Dark Lane Broseley Shropshire TF12 5LW

REGISTERED PROVIDER DETAILS

Name	The Committee of The Mount Nursery
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ORGANISATION DETAILS

Name	The Mount Nursery
Address	Broseley C of E Campus Dark Lane Broseley Shropshire TF12 5LW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Mount Nursery is situated within the grounds of Broseley C of E School in Broseley, Shropshire. The nursery serves the local area.

There are currently 61 children aged from 2 years to under 8 years on roll. This includes 37 funded 3 and 4 year olds. There are currently no children who have special needs or who speak English as an additional language.

The nursery is open from Monday to Friday 48 weeks of the year. Opening times are 08:00 until 18:00 daily and children can attend either morning or afternoon sessions or whole days. A breakfast, afterschool and holiday club is also available.

There are seven members of staff working with the children, five of whom hold suitable Early Years qualifications. The staff access regular training on Early Years issues and receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The Mount Nursery is providing a good quality and standard of care. Children are supported very well by staff to develop and learn in an exciting, motivating, interesting and child-orientated environment.

Children have access to an extensive range of age-appropriate learning opportunities which help them to make progress in all areas of development.

Staff implement the 'Highscope' method of learning through play and provide an extensive range of resources and activities that children can access in a free play environment. Children are independent and confident and focus at length on their chosen activities. Questioning techniques, and a real interest in what children choose to do, ensures that staff are active in extending children's learning whilst encouraging self-esteem and self-confidence. Children are able to explore and reinforce their learning by revisiting activities as often as they like.

Policies and procedures are in place which work in practice and are reviewed regularly, although one or two could benefit from more detail. In addition, the safety of the fluorescent strip lights should be improved.

The group maintain a positive partnership with parents, with verbal feedback given on a daily basis, although more formal arrangements should continue to be developed to ensure that parents are informed about their child's development. Staff are continuing to develop ways of informing parents about the curriculum and encouraging them to become more involved in the group.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the last inspection.

What is being done well?

- Staff support children very well in their play and learning. They interact well with them, asking questions, talking and listening to them and taking an interest in what they have to say and what they choose to do. Staff are good at responding to children's interests and providing exciting activities that challenge them.
- There is an extensive range of interesting resources and activities which children can access in a free play environment. Resources are utilised well by staff who provide versatile activities which, in addition to promoting learning in all areas, effectively focus on and develop children's interests.
- Methods for promoting positive behaviour are used effectively by staff. They are aware of children's individual personalities and stages of development, praising the children constantly whilst they play, which helps to develop their self-esteem. Children are encouraged to solve problems and resolve conflicts in a positive manner.
- Children's individual needs and preferences are accommodated well within the group. They are actively encouraged to make choices about what they want to do, become independent and listen to and respect the views of others.
- Children are provided with a healthy, balanced diet and mealtimes are encouraged to be a social occasion.

An aspect of outstanding practice:

Children are motivated, interested and excited to learn, using the 'Highscope' method of learning through play. They choose activities which they find stimulating and remain focused on these choices for a considerable length of time. Children are able to revisit activities as often as they like, which helps them to reinforce and extend their learning. They are confident, focused, enthusiastic and enjoy their experiences within the setting, developing good relationships with adults and other children.

What needs to be improved?

- the detail within the lost child procedure and nappy changing procedure so that staff know exactly what to do
- the safety of the fluorescent strip lights.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure the nappy changing procedure is comprehensive.
2	Ensure that procedures for lost children are comprehensive.
6	Make sure that the fluorescent strip lights are safe.

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

How effective is the nursery education?

The effectiveness of the education is very good. Children are making very good progress towards the early learning goals, particularly in personal, social and emotional development and in knowledge and understanding of the world. The children participate in a variety of opportunities and activities, supported very well to become independent and confident. A minor point for consideration is to increase the opportunities for children to explore sound patterns and changes in music. There are good arrangements in place for supporting children with special educational needs.

The teaching is very good. Staff access regular training and have an excellent understanding of the Foundation Stage. They develop written plans, which are used effectively and include evaluations. Planning accommodates and uses the ethos of the group, which focuses on child-led free play. The keyworker system enables staff to focus on individual children's needs within planning and they are good at developing children's interests and extending their learning.

The staff are actively committed to providing the children with an extensive range of exciting learning opportunities and children are motivated, focused, excited and stimulated by the opportunities available.

The leadership and management of the setting is very good. Staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Committee and staff meetings are held regularly and policies and procedures are reviewed to ensure that they work in practice.

The partnership with parents is very good. The setting provides the parents with good information about their child's progress on a regular basis. Information is obtained from parents prior to children starting and details about the nursery and early years issues are regularly available. A minor point for improvement is to continue to develop ways for parents to be more involved in their child's learning.

What is being done well?

- The teaching is very good. Staff work directly with children, question them to extend and reinforce their learning and listen to what they have to say. They respond to children's interests, adapting planned activities and providing resources to develop their interest to its full extent.
- A stimulating and interesting environment is provided, with an extensive range of resources that children can access freely. Children are supported very well to become independent and they are confident, focused, excited and motivated to learn and explore. Children's individual stages of development are accommodated within child-led free play activities, with excellent support from staff who interact with the children and set appropriate

challenges.

- Three and four year olds are making very good progress towards the early learning goals, particularly in personal, social and emotional development and knowledge and understanding of the world. They access an extensive range of free play opportunities which promote learning, stimulate and interest them.
- The partnership with parents is very good, with regular information being given to parents about what the children are doing whilst at the group. Staff encourage a friendly, informal relationship with parents, supporting them to share what they know about their child.
- The leadership and management is very good. There is a clear management structure, with staff and committee being aware of their roles and responsibilities. Staff work well together as a team and are committed to the care and education of the children.

What needs to be improved?

- continue to improve ways of encouraging parents to become more involved in their child's learning, achievements and progress
- extend opportunities for children to explore music more fully, particularly sound patterns and changes.

What has improved since the last inspection?

There were three key issues raised at the previous education inspection. The setting was asked to focus in more detail on personal and social development, language and literacy and mathematics when planning activities for the children. Staff have improved their procedures for planning, using a written format to ensure that activities are provided which help children progress towards all of the early learning goals. In addition, it has been highlighted at this inspection that children are making very good progress towards the early learning goals, particularly personal, social and emotional development.

Secondly, the setting was asked to provide more opportunities for children to recognise and recreate mathematical patterns. The staff have purchased new equipment, including computer programmes and equipment to better resource a designated mathematical area. Staff have also attended training to develop their knowledge of how to promote mathematical development. There were no issues highlighted at this inspection, with children making very good progress in mathematical development.

The final key issue was to provide more opportunities for the children to associate sounds with patterns in rhymes, with syllables and with words and letters. The designated area within the nursery for language and literacy has been further developed to include resources which encourage word building activities. The book area has been further resourced and the children use this area frequently now.

Planned activities accommodate opportunities to associate sounds with patterns, new computer software has been purchased and staff have accessed training so that they have more knowledge in how to support children to develop in this area. Again no issues have been highlighted at this inspection with regard to children's development in language and literacy.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children aged three and four are confident and interested to learn, accessing a variety of opportunities provided by staff. They are developing self-confidence and self-esteem very well, with children becoming increasingly independent and able to make choices. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak confidently, listen and respond in a range of circumstance and situations. They play imaginatively, expressing their thoughts and feelings in role play. Children aged three are beginning to recognise familiar letters within simple words or sentences and most four year olds can write their own names. They access writing for a variety of purposes within free play activities and enjoy using the reading area.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children aged three and four can count confidently to ten, with more able children beginning to count beyond. The children are accessing activities where they can learn about space, shape and measure and are beginning to understand the concept of more or less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Three and four year olds use the wide range of equipment and resources within free play. They explore, find out about and experiment within their play. They use construction toys with meaning, selecting equipment and tools. Children have opportunities to use everyday technology in free play activities. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and with control and can run, walk and use a variety of equipment that helps them develop their physical skills. They frequently access activities which help them to develop climbing and balancing skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their imagination within a wide variety of free choice activities. They enjoy role play, dance and music, using resources to extend their play and learning. As a minor point, opportunities for children to explore music more fully, particularly sound patterns and changes, could be further developed. Children have access to an extensive range of materials so that they can explore texture, form and shape, use their senses and communicate their ideas and thoughts.	

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 key issues, but minor points for consideration are as follows;
- Continue to develop ways of encouraging parents to be involved in their child's learning and informed of their progress and achievements.
- Increase the opportunities for children to explore music, particularly sound patterns and changes.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.