



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 149788

DfES Number: 511672

INSPECTION DETAILS

Inspection Date 02/03/2004
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Furzehill Childcare Centre
Setting Address Albert Road
 Shanklin
 Isle of Wight
 PO37 7LY

REGISTERED PROVIDER DETAILS

Name Mrs Jill Wade-Smith

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

Furzehill Childcare Centre opened under the present management in 2001.

It is a privately owned Centre and operates from purpose built premises, which are attached to Shanklin, C of E Primary School on the Isle of Wight. The Centre have sole use of their own fully enclosed out door play area.

Children are able to attend from all areas of the Island.

Furzehill Childcare Centre provides full day care and children may attend a variety of sessions.

The Nursery, and Out of School clubs operate at the following times Monday to Friday.

Breakfast club, 08:00 to 08:45. pre-school sessions are, 08:45 to 11:30 and 12:30 to 15:00. Lunch care is provided from 11:30 to 12:30 and the after school club runs from 15:00 to 17:30.

The toddler and baby room operate a morning session from 08:00 to 13:00 and an afternoon session from 13:00 to 17:30.

A holiday club operates from 08:00 to 17:30 Monday to Friday during school holidays, and children may attend all or part of the day.

Furzehill Childcare Centre does not open on bank holidays or for two weeks over the Christmas holiday period.

Furzehill Childcare Centre provides care for children with special needs and would support children who speak English as an additional language. They are eligible to accept nursery educationally funded three and four year olds.

There, are 15 staff in total who work with the children across all areas of the provision. 10 of which regularly work with the nursery educationally funded children. Most staff have a relevant early years qualification and are experienced. All members of staff regularly attend training programmes to further develop their

knowledge in childcare.

At the time of inspection there are 154 children on the registers, of these 44 are nursery educationally funded, 29 are 3 years old and 15 are 4 years old.

Furzehill Childcare Centre work closely with the reception class Teacher of Shanklin C of E Primary School. The Centre received an accreditation of quality award in December 2001.

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 Furzehill Childcare Centre is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas of their development.

The overall quality of teaching is very good. Staff have a very sound knowledge and understanding of the stepping stones and the early learning goals. They are aware of how individual children learn and use this knowledge when planning activities for children. The written daily plans for activities only detail the area of learning being covered.

The children's learning, knowledge and understanding in all areas of their development is supported and developed by staff through a wide range of resources, practical and routine activities and discussion.

Staff assess children's progress through observation. These assessments are used to draw up Possible Lines of Direction sheets which identify the children's interests and learning styles. Staff plan the children's next steps in learning in response to these individual needs,

The leadership and management of the Centre is very good. All staff work well together as a team, which results in the children's learning and development needs being met in all areas.

They are able to assess their own strengths and weaknesses and take appropriate action to further develop and enhance the Centre. The reviewing and monitoring of the nursery education is carried out on a regular basis to ensure it remains effective and meets and supports the needs of all children.

The partnership with parents is very good. The Centre encourages parents to share what they know about their child, which ensures their existing skills are built upon and information regarding their progress is shared. They receive good information regarding their child's nursery education.

What is being done well?

- Children's progress in all areas of their development is very good. The wide range of exciting, stimulating and interesting resources and play materials available for children motivates them to learn and sustains their interests.
- Staff recognise the individual learning needs of all children, they observe the children and plan or provide activities which supports their individual interests and learning styles. This ensures all children are set achievable challenges, are supported and helped to make progress in all areas of their development.

- Staff's management of children's behaviour is very good. They set clear boundaries, act as good role models, and encourage children to have an awareness of their own behaviour. They praise and encourage the children. Children's behaviour is good.
- Parents are encouraged to be involved in their children's learning and development. They receive a parents guide to the Foundation Stage which details the stepping stones of their children's learning, and provides information and ideas for activities they may like to do with their children at home to support their children's learning and development in all areas.
- The leadership and management of the provision is very good. The manager and staff work well together as a team, they regularly monitor the effectiveness of the provision which ensures all children's learning and development needs are supported.

What needs to be improved?

- The written daily plans of activities to identify the intended learning outcome for all children.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming independent, they are able to self select the activities they wish to be involved in and they display high levels of involvement and persist for extended periods of time at an activity of their choosing. Most children separate from their main carer with confidence and children feel safe, secure and demonstrate a sense of trust. They seek out others to share experiences and they relate and make attachments to members of their group and staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident communicators and listeners. They respond to simple instructions. Children are beginning to hear and say the initial sound in words and know which letters represent some of the sounds. They are beginning to recognise some words, for example the labels on resources and their own names. They listen to and join in with stories in small groups. Some children are beginning to form recognisable letters and are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, and use mathematical language in their play, for example counting bricks and the wheels on a train. They match and make comparisons for example pairing up shoes and playing shape matching game. Children are beginning to use size language such as 'big' and 'little' and they are developing their learning and understanding of weights and measures, for example during bread making children weigh flour and measure salt and water with spoons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world in which they live and explore living things to find out more about them. They grow and look after their own vegetables and flowers, and when they were studying France they explored the earth to find snails and tracked their trails on black paper. Children talk about what is seen and what is happening and show an awareness of change for example during bread making they see how dough changes into bread when cooked and then enjoy eating it for a snack.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate increasing skill and control in their use of mark-making implements and construction sets. They are able to use both large and small equipment and have an understanding that equipment and tools have to be used safely for example when gardening and using scissors. They explore malleable materials to achieve a planned effect. They move freely with pleasure and confidence from one activity to another both indoors and outdoors, negotiating space successfully.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are beginning to differentiate colours and have opportunities to explore what happens when they mix colours. They experiment to create different textures for example mixing shaving foam and paint and corn flour with water. They enjoy joining in with dancing, and move rhythmically during musical movement sessions. They explore the different sounds of instruments and sing simple familiar songs. Children engage in imaginative and role play based on their own first-hand experiences.

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 improving the following:
- Further develop the daily written plans for activities, to identify the stepping stones of children's learning being aimed for.

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.