



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY267742

DfES Number: 596151

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Janette Elaina Langford

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Community College Childcare
Setting Address Thurrock Adult Community College
Richmond Road
Grays
Essex
RM17 6DN

REGISTERED PROVIDER DETAILS

Name Thurrock Borough Council

ORGANISATION DETAILS

Name Thurrock Borough Council
Address New Road
Grays
Essex
RM17 6SL

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

Thurrock Adult Community College Nursery opened in 2002 and operates from one large and two smaller rooms in a purpose built annexe of the college with a fully enclosed outside play area. A maximum of 40 children may attend the setting at any one time. The group opens from 08:45 until 15:00 on Monday to Friday and between 10:00 and 14:00 on Saturday, for 39 weeks of the year.

There are currently 143 children from birth to under five on roll. Of these 78 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports a number of children with special needs, and also supports a number of children who speak English as an additional language.

The setting employs thirteen staff. Ten of the staff, including the manager hold appropriate early years qualifications. Three staff are currently working towards a qualification.

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 Thurrock Community College Nursery is of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff demonstrate a good understanding of the Foundation Stage and how children learn with planning and teaching in line with the early learning goals. Staff build on what children know and help them progress onto the next step and more able children are challenged in their activities. Progress records contain relevant observations. Staff are enthusiastic and motivated, providing exciting learning opportunities for children. They interact with them effectively and ask challenging questions.

Practice is fully inclusive and the SENCO works with other staff to implement a programme for steady progression towards the early learning goals for children with special needs. Staff use time and resources well and follow a flexible routine to allow for spontaneity.

Leadership and management is very good. The supervisor works closely with the EYDCP and is up to date with practice. She ensures that staff have access to training, supports their professional development and leads by example. The supervisor regularly monitors the planning and delivery of the curriculum and has a high profile in the nursery rooms. The setting is highly committed to improvement of care and education for all children.

Partnership with parents is very good. Parents are provided with ample information. Plans are displayed and parents are aware of the children's routines. Progress records are accessible and taken home by parents, and open days are arranged. Children are given a report when they leave the provision. There are also activity sheets for children to take home to complete with their parent's help.

What is being done well?

- Staff draw on their expertise and skills to teach children and manage learning activities in a well planned and organised manner.
- Staff maximise the learning opportunities for children by extending their learning across the curriculum.
- Staff find out as much as possible about children so that their individual needs can be met and each child is valued as being an important part of the group.
- Practice is fully inclusive and staff are proactive in providing an environment where all children can make good progress.

What needs to be improved?

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| <ul style="list-style-type: none">● opportunities for children to further develop their emergent writing skills. |
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What has improved since the last inspection?

N/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, motivated to learn, able to make decisions about their play and initiate activities. They have confidence and self esteem, understand routines, show trust in staff and make friendships with other children. Behaviour is good and children are aware of simple rules and why they need to behave in a particular manner. Children are actively encouraged to develop independence in daily routines. They are beginning to understand that people have different needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children initiate conversations, ask questions, talk about their homes and listen well. They organise their thoughts into language, recall what they have done and narrate their play. There are some opportunities to link sounds and letters and children are beginning to understand that text has meaning. Children have access to resources for mark making but are not encouraged always to write their names on their work. They enjoy books and these are sometimes included in the other play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There are frequent opportunities for counting, matching, making patterns and using numbers in practical ways including during daily routines. Children have interesting activities to help them understand mathematical concepts and solving simple problems, such as adding one more and taking away. Children are learning about space, shape and measure through a range of practical experiences such as cooking, water play and using shapes to make pictures.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the different features of objects, living things and changes. They ask questions about why things happen and how things work. Children use different techniques and resources to design and construct, sometimes with a purpose in mind. They are becoming increasingly competent on a computer and use it in different ways. Children are developing a sense of time, and experience some aspects of different festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively. They enjoy the sense of space both inside and out and have daily activities in the open air. Children are learning some good practices relating to their health and personal hygiene. There is a balance of large and small equipment which enables children to practise all their skills. Children handle tools, objects, construction and malleable materials with safety and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture, shape and form in two or three dimensions. They enjoy listening to and making music and sing with enthusiasm. Children use their imaginations well in role play and have free access to the home corner and dressing up clothes everyday. They are encouraged to respond to experiences and express and communicate their ideas in art and stories and have opportunities to discover and use their senses.

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, however consideration should be given to improving the following:
- Consider ways that children can further practise their emergent writing.

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.