



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311241

DfES Number: 582237

INSPECTION DETAILS

Inspection Date 15/01/2003
Inspector Name Julie Ann Hemsley

SETTING DETAILS

Setting Name Eversleigh Private Day Nursery
Setting Address Eversleigh
Dewsbury
West Yorkshire
WF13 4LE

REGISTERED PROVIDER DETAILS

Name Mrs Anne Bowman

ORGANISATION DETAILS

Name
Address

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
Eversleigh Private Day Nursery is situated in a large Victorian house, in a residential area of Dewsbury. The building is also the home of the owner and children over two years are accommodated in two ground floor rooms with kitchen and toilets adjacent to the play areas. There is a fully enclosed outdoor play area accessed directly from either of the rooms. The nursery is open weekdays from 7am to 6pm, 51 weeks a year except for Bank Holidays and can accommodate up to 12 children aged between two and five years. There is a separate room providing for a maximum 6 children under two years of age. There are seven funded three year olds and two four year olds currently attending. None of the funded children have special educational needs. There is one child attending who has English as an additional language. There are three regular staff working with the funded children who have the appropriate level of childcare qualifications or are working towards. The nursery receives advisory teacher support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Eversleigh nursery provides a happy environment where children make very good progress in knowledge and understanding of the world and generally good progress in the five other areas of learning. Staff have improved their knowledge and understanding of the foundation stage and planning and assessments are more effective. Children learn through a range of planned activities, however there is insufficient long term planning or monitoring of the free play areas. The challenges set for younger children are satisfactory, but are not always sufficiently challenging for older or more able children. Children's assessments are good but are not always used to identify the next stages in learning by informing the planning nor are they carried out with sufficient regularity. Staff work directly with the children to support their learning in planned activities but do not always extend or reinforce the learning during free play. Leadership and management are generally good and the manager has worked hard to maintain continuity for the children despite several staff changes. Appraisal systems identify staff strengths and weaknesses, however there are no formal systems in place to monitor the effectiveness of the setting overall. Partnership with parents is generally good. They receive information about the setting and newsletters and a notice board provide ongoing information. Parents questionnaires are responded to and as a result an open evening was very successful. Parents have good access to their children's assessment files which they regularly view.

What is being done well?

Children enjoy learning through a range of well planned activities Children enjoy group activities and story times Children's progress in knowledge and understanding of the world is very good and they learn to develop a positive respect for the natural and wider world and other cultures and lifestyles Staff work directly with the children and establish good relationships with them Children enjoy regular access to outdoor play

What needs to be improved?

The planning, presentation and effectiveness of free play including outdoors, and the children's ability to concentrate and persevere during free play Staff's ability to question and challenge the children's thinking and understanding during free play activities The opportunities for children to develop their emergent writing skills independently and including the opportunities to write for a purpose, and children's opportunities to regularly count, combine and compare groups of numbers The frequency of children's assessments and to use this information to plan the next stages in learning The challenges set for older and more able children

What has improved since the last inspection?

The setting has made generally good progress since the last inspection although some key issues remain outstanding. The most significant impact in progress has been the staffs understanding of the elg's and more effective planning and assessment systems are in place. The planning covers all 6 learning areas and shows what children are to learn and identifies how activities are to be made simpler or more challenging. However the challenges set for the older children are not always sufficient. Children's assessments are good but are not carried out regularly enough. Younger children's progress in communication language and literacy and mathematical development has improved and children's physical development has also improved although there is only occasional planning for the outdoor area. Children concentrate and persevere with adult support during planned activities and group times but this remains an issue during independent free play. Children can make independent choices but free play is not sufficiently planned for in the long term or monitored for effectiveness. Information for parents about the educational provision has improved. There is an information leaflet for new parents and the current topic and planning are displayed on the notice board.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Staff establish good relationships with the children fostering their security and confidence and children enjoy new activities. Children confidently express themselves and relate well to each other. They concentrate at group times and with adult support. They select their own activities during free play but do not always persevere or complete the task independently. Behaviour is generally good.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Children's language is developing well and they enjoy listening to stories and looking at books. They enjoy group times and speak out confidently. Some children can recognise letters and link sounds to letters. Children attempt writing during planned activities with adult support but do not regularly show an interest in writing independently. There are limited opportunities to encourage writing for a purpose.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in mathematical development. Some children use number names as they count and can count reliably up to 6 and some count beyond, but most need adult support to order numbers. Children regularly use measure to make graphs and charts and learn about shape and patterns through planned activities. Children do not regularly count, combine or compare groups of objects leading to a basic understanding of simple addition and subtraction	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children make very good progress in knowledge and understanding of the world. They explore and investigate through planned activities and learn about many features of the natural world. They build and construct and use a range of resources to fasten and join materials together. They use the computer confidently and enjoy appropriate programmes to support their learning. Children develop a sense of time and place and develop a positive respect for their own and other cultures	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. They move confidently and safely indoors but do not always move as safely or show spatial awareness outdoors. Children use large physical skills to move like aeroplanes, pedal bikes, or play hopscotch but do not regularly practice skills such as balancing, jumping, throwing, and catching. Children show bodily awareness, for example when they are thirsty, hot or cold and handle tools, and equipment safely and with	

increasing control

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They explore colour shape and texture through a range of planned activities but do not always choose creative activities during free play. They enjoy music and movement and explore sounds with unusual instruments and can sing simple songs from memory. Children enjoy dressing up but do not always follow through with the role play situation unless part of a planned activity.	

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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
Improve the planning, monitoring and effectiveness of free play, including outdoors, and the children's ability to concentrate and persevere during free play Improve staffs ability to question and challenge the children's thinking and understanding during free play activities Increase the opportunities for children's independent emergent writing skills and writing for a purpose, and children's opportunities to regularly count, combine and compare groups of numbers Increase the frequency of children's assessments and observations and use this information to plan the next stages in children's learning by informing the planning Improve the challenges set for older and more able children