



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 223226

DfES Number: 539412

### INSPECTION DETAILS

Inspection Date	20/01/2003
Inspector Name	Elaine Wright

### SETTING DETAILS

Setting Name	Kingscliffe Day Nursery
Setting Address	127 Ashby Road Loughborough Leicestershire LE11 3AB

### REGISTERED PROVIDER DETAILS

Name

### 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
Kingscliffe Day Nursery opened in March 1999 in the market town of Loughborough in Leicestershire. It is registered as a private day nursery and offers care all year round from 7.30 am to 6.00 pm, Monday to Friday, providing both full and part-time sessions for a maximum of 32 children aged nought to five years of age. Overnight care is not included. The nursery is in a converted house with a large rear outdoor area that is currently being redesigned to provide additional apparatus for physical play. Rooms in the house are specially designed to meet the needs of children of different ages, with the children between three and five having the use of the pre-school and messy playrooms on the first floor. At present 65 children attend the nursery over the week, including 11 funded three- year- olds and 4 funded four-year-olds. None of the children have recognised special educational needs or English as a second language, although systems are in place for this eventuality. Children come from both Loughborough and surrounding villages, they are mainly children of working parents and culturally they reflect the mixed ethnic population of the area. Two full time members of staff, both of whom have a recognised childcare qualification, and a university student, for two days a week, work with the pre-school children. The nursery has the support of a teacher from the Leicestershire 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?

Kingscliffe Day Nursery provides nursery education that is acceptable but has some significant areas for improvement. Children's progress towards the Early Learning Goals is limited by some significant weaknesses. Teaching has some significant weaknesses. There is a wide range of equipment, furniture, resources and materials for both indoor and outdoor play available to cover all areas of learning. There is inefficient use of the resources and time within the structure of the daily routine. Insufficient planning related to the stepping stones of the Early Learning Goals and evaluation of activities is carried out. Children are not given sufficient opportunities to freely access resources. There are good relationships between staff and children and their peers. There are no children attending who have special educational needs, though systems are in place for this eventuality. Leadership and management has some significant weaknesses. The management and staff have a commitment to attend training to improve their knowledge and understanding in order to improve the care and education of the children. There is ineffective monitoring and evaluation of the provision for nursery education Partnership with parents has some significant weaknesses. There is general information about the nursery for parents and social events as well as parents evenings. There are good relationships with parents, who are encouraged to contribute to topics. Parents are not provided with information about the stepping stones of the Early Learning Goals. The children's development profiles are not shared with parents who also do not have the opportunity to contribute to them.

### What is being done well?

Children's personal, social and emotional development is generally good. They are sociable, confident and have good relationships with adults and their peers. The nursery has increased its range of toys and equipment and is improving the outdoor facilities.

### What needs to be improved?

planning and evaluation to cover all the six areas of learning. recording accurately children's progress to inform planning. opportunities for children to select and choose toys and resources on a daily basis. sharing of information and records between staff and parents.

### What has improved since the last inspection?

The nursery has made poor progress since the last inspection and there are significant weaknesses in five of the six areas of stepping stones to the Early Learning Goals as well as in teaching and learning, partnerships with parents, leadership and management. All the staff who work directly with the funded children

have changed and although some have attended training, and more is planned, they lack understanding of how to plan and teach a suitable programme to support children's learning. New equipment and resources have been purchased to provide a greater variety of activities, both indoors and out. A second room has been created for messy activities, though this is not yet used to its full potential. Children have limited opportunities to choose resources for themselves, explore, design and make things that are not adult-initiated. There is not yet sufficient information provided to parents about the educational provision.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children are well behaved, good mannered and are forming good relationships with adults and peers. They are able to concentrate at an activity, for example, listen to a story within a group. They are confident and show respect for one another, take turns and share. Four children carried a box together across the room demonstrating co-operation, ability and negotiation.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Significant Weaknesses
Children understand print carries meaning and are able to handle and use books for their correct purpose. Children are beginning to recognise and write their names, as one child did after completing a set activity. Children are not always gaining relevant opportunities to write and make marks in everyday play activities. Their language development is not always extended sufficiently when participating in activities.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children can count and recognise numbers up to ten and some count beyond as when linking the small cubes to make bracelets. Children counted sets of wheels in the construction set and compared sizes though this was not developed by the introduction of new mathematical vocabulary. Children can discriminate reality from fiction as when discussing size and colour of elephants.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Significant Weaknesses
Children learn about their environment, past and present through discussion and related activities, for example, the weather yesterday, today and tomorrow. Children build, construct and use tools with a range of resources, though children's opportunities to investigate, design and make things throughout the day are restricted as they are not directly available. Some children are able to ask questions and seek information .	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children move confidently and safely around the nursery, showing an awareness of space, themselves and others. Children are learning control of small tools and manipulating small objects. They are able to negotiate and use large equipment. Children are able to run and climb when space and equipment are available.	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children use their imagination in role play as they act out real and pretend	

experiences, for example, building dragons out of the construction set and talking in dragon voices. Children understand rhythm when listening to stories and music. Children are occasionally able to express their own ideas and thoughts in craft and design.

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.
<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Ensure that planning and evaluation are related to the six areas of learning. Children's progress is recorded accurately and is used to inform planning. Provide opportunities for children to freely select and choose toys and resources. Develop systems to ensure that staff and parents exchange information and records of children's development.