



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 219230

DfES Number: 537028

INSPECTION DETAILS

Inspection Date 04/02/2005
Inspector Name Julie Youngman (TCCI)

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Aristo-Tots Nursery
Setting Address 57 Goldington Road
Bedford
Bedfordshire
MK40 3LH

REGISTERED PROVIDER DETAILS

Name Aristo-Tots Nursery 3980301

ORGANISATION DETAILS

Name Aristo-Tots Nursery
Address 57 Goldington Road
Bedford
Bedfordshire
MK40 3LH

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

Aristo-Tots Nursery opened in January 2001. It operates from a Victorian three storey building situated close to the town centre, on the edge of the Goldington area of Bedford. It serves Bedford and the wider neighbouring areas.

There are currently 76 children aged from six weeks to five years on roll. Four children attend the out-of school club. At present 18 three-year-olds and two four-year-olds receive government funding for nursery education. There are no children with special educational needs or children who speak English as an additional language. Children attend for a variety of sessions.

The nursery opens five days a week all year round. Nursery opening times are from 07:30 to 19:30. The setting offers before and after school care for five to eight year olds and these sessions are from 07:30 to 09:00 and 15:30 to 19:30. There is also a holiday club for this age group which is open daily from 07:30 to 19:30 during each school break.

Fifteen full-time staff and one part-time member of staff work with the children. All full-time staff have early years qualifications to NVQ level 3. The part-time staff member is currently working towards NVQ Level 3.

The setting receives support from the Early Years and Childcare Partnership. The nursery promotes a Montessori influence within their educational ethos.

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

How effective is the nursery education?

The provision of nursery education at Aristo Tots Nursery is acceptable and of good quality. Children are making very good progress in personal, social and emotional development and generally good progress towards the early learning goals in all other areas of learning.

The quality of teaching is generally good. There is a strong emphasis on practical activities and staff work well as a team towards providing an appropriate level of challenge to children. They question children well and introduce them to new vocabulary. Staff regularly observe children and clear assessment records are kept in Development Folders. The manager and staff plan together; long and medium-term planning is balanced and well organised, short term plans are detailed, but assessments are not always used effectively to help staff move children on to what they need to learn next. Restricted use of accommodation, namely the literacy and numeracy room results in many resources not being effectively used by the children to further their learning.

The leadership and management are generally good. Staff show a commitment to improving the care and education that they provide for children. The manager acts on advice and has drawn up a development plan aimed at supporting this improvement. Staff wish to develop their knowledge and skills but opportunities to attend courses about the Foundation Stage have been limited.

The partnership with parents is generally good. Parents appreciate the staff's warm and approachable manner and the caring and stimulating environment they provide. Some parents communicate verbally with staff on a regular informal basis whilst working parents are kept informed by a message book. Copies of weekly plans and suggestions for home activities have recently been made available to parents. At present, there is no system in place for parents to share their observations of their child's learning and development with staff.

What is being done well?

- A happy and purposeful atmosphere is created for the children. The staff's enthusiasm and commitment has a significant impact on the ethos of the setting. Staff have warm relaxed relationships with children and their calm and polite manner sets a very good example for children.
- The children's imaginative play and role play is well supported with a good selection of props and resources and an extensive range of themes.
- Children have many opportunities to discover and explore materials using their senses. They use tools with skill and purpose.
- Staff work well together and plan stimulating activities that motivate and interest children. They interact with the children as they play and question

them effectively.

What needs to be improved?

- the staff's knowledge and understanding of the Foundation Stage and the early learning goals
- the effective use of assessments to help staff plan what children need to be doing next
- the amount and quality of information given to parents about the Foundation Stage
- the effective use of resources accommodated in the literacy and numeracy room
- the storage and display of books in the library room.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships between staff and children are relaxed and warm. Staff model polite kind behaviour and use praise and encouragement to promote children's self-esteem. Children are happy and confident. They are developing independence and are learning to have sensitivity to each other and their pets. They share resources take turns and understand the routines of the nursery.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff readily engage children in conversation, encouraging them to listen and talk in a group, individually, with each other and with adults. Well labelled displays help children recognise words linked to their activities but some of these are positioned too high to be of benefit. Children enjoy listening to stories and anticipating events in well known tales. An overcrowded display of books in the library discourages children from selecting and enjoying books and handling them with care.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Number rhymes, such as 5 Currants Buns, help children understand addition and subtraction. The role play bakery helps children learn about size and quantity. Staff encourage children to think about pattern and shape as they toast sandwiches then cut them to eat and play with large soft mats to form different shapes. Further progress is hindered as children do not have full access to the good range of resources in the literacy and numeracy room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

An interesting range of topics such as Traditional Tales, The Weather and Transport is provided. Children are learning about living things; they observe cress seeds and a ginger root growing and know about the needs of their pet animals. They are encouraged to talk about their experiences. A good range of technological resources are available to the children but use of computers is unnecessarily limited. Children are discovering ways to join and construct using a variety of material and tools.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Good use is made of the outdoor area to support children's physical development and role play. It is not used effectively to promote children's learning in other areas of the curriculum. Children are skilled at using such equipment as bikes, the climbing frame and swing. Staff play alongside children and offer appropriate challenges and support. Children competently use tools and materials during practical activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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A good balance of planned activities allow children to create interesting pictures by exploring different techniques, materials and tools. Plenty of opportunities and stimulating resources are provided to foster children's imagination and role play. Children are familiar with many songs which they enjoy singing together. They have good opportunities to respond to experiences related to their senses, feeling, smelling and tasting food and describing the feel of their pet animals' fur.

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

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: THE KEY ISSUES

- improve staff's knowledge and understanding of the Foundation Stage
- develop the use of assessments to help staff plan what children need to learn next
- review the deployment of staff to ensure better use of the resources in the literacy and numeracy room
- provide parents with further information about the Foundation Stage.

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.