



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 218244

DfES Number: 539936

### INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Rosemary Linda Tomkins

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Thomas Nursery
Setting Address	Wade Centre, The Avenue Kidsgrove Stoke-on-Trent Staffordshire ST7 1AG

### REGISTERED PROVIDER DETAILS

Name	The Committee of St Thomas Nursery
------	------------------------------------

### ORGANISATION DETAILS

Name	St Thomas Nursery
Address	c/o 10 Westmorland Avenue Kidsgrove Stoke-on-Trent Staffordshire ST7 1AT

## 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

St Thomas Nursery (1) opened in 1980. It operates from the Wade Centre in Kidsgrove and has access to a large room, toilets and a kitchen. The nursery serves the local area.

There are currently thirteen children from two to four years on roll. This includes four funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The group supports children with Special Needs.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30.

Four staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

The setting receives support from the Early Years Development and Childcare Partnership, the Pre School Learning Alliance and the area Special Educational Needs Co-ordinator.

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

### How effective is the nursery education?

St Thomas Nursery (1) offers good quality provision overall which helps children make generally good progress towards the early learning goals. Provision for developing their mathematical and creative skills is particularly well planned and they make very good progress in these areas.

Teaching is generally good. The key strengths in all six areas of learning are due to the skilful interactions of the staff in engaging children in conversations. The newly formed staff team's developing knowledge of the foundation stage enables them to organise activities that are suited to the children's stage of development and progress. However, the methods and challenges do not always encourage the older children to progress. Currently there are no children with special needs attending but there are procedures in place to ensure they are included in activities and provided with effective support.

Children are encouraged to express their ideas and thoughts verbally. However, older children do not always have opportunity to further develop their initiative and manage tasks during daily routines, particularly at snack time.

The assessment and planning of children's learning is generally good. It matches the stepping stones and informs the long, medium and short-term plans. Children behave well in response to the high expectations and support of the staff team. The nursery has a very good range of equipment to cover all areas of learning.

Leadership and management is generally good. The success of the setting is due to reorganised competent leadership and a well-structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development.

The partnership with parents is very good. Parents are well informed about their children's progress and operation of the nursery. Information is exchanged on a daily basis and parents are encouraged to be involved in their children's learning.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their gentle caring manner sets a good example for children.
- Staff use daily routines to reinforce the children's mathematical understanding. They consistently use opportunities and resources to allow children to practise counting and use appropriate mathematical language.
- Children benefit from effective teaching to help them develop their

imagination and sense of humour by encouraging them to take part in small dramas to bring their stories to life.

- Parents are kept very well informed of their child's progress. There is an effective system in place to ensure parents have access to their child's records and parents are encouraged to be involved in their children's learning and day to day operation of the nursery.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the planning of activities for older children to ensure they are challenged and continue to progress</li><li>● the organisation and grouping of older children at snack time to enable them to initiate and manage their own tasks to develop personal independence.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are interested, excited and motivated to learn. They willingly try new activities and work well together. Children behave well and have good relationships with staff and each other. Children are developing a sense of independence when selecting resources and a level of confidence with their personal independence. However, older children are not always extending their ability to initiate and manage their own tasks at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children interact, listen and enthusiastically respond to each other and staff. They are developing a keen sense of humour and use descriptive language to express feelings and discuss elements of stories. They listen to stories, enjoy books and enact story details. Children respond to sound prompts to identify words and recognise their own names. They are progressing towards identifying other children's names and resources. They are beginning to make marks on paper and link sounds.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are progressing towards using and understanding numbers up to 10 and beyond. They use appropriate language to compare numbers. Children use resources to develop their understanding of matching shapes. Children use descriptive language to describe size and quantity. They are showing an understanding of addition and subtraction during daily routines, for example counting the children at the snack table.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children use all senses to explore. They ask questions about how things work and why things happen, for example when looking at the Giant African snail's tank. Children talk about their environment and features of the natural world. They are beginning to learn about various cultures and beliefs and take an active part in discovering different tastes. Children build and construct a wide range of objects and natural materials. They enjoy mechanical toys and freely chosen activities to progress.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children move confidently with control and co-ordination. They have a sense of space and enjoy using bikes and scooters. They are aware of their own physical needs and understand how and why to wash hands and discuss germs. Children are increasing in confidence when using a range of small and large equipment and progressing towards handling tools and malleable materials with increasing control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children excitedly explore different textures, shape and form. Children are involved with their role play and organise their own games. They used their imagination and sense of drama when acting as animals during the story. Children sing songs and say rhymes from memory. Children respond well to rhythm and recognise tunes. The children freely express and communicate ideas using body language and gestures.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
-------------------------------------------------------------------------------------------------

### 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

- Key Issues:
- Evaluate and review methods of teaching of older children during large group sessions to ensure they are challenged and continue to progress.
- Increase opportunities for older children to develop their personal independence by initiating and managing their own tasks.

*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.*