



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 311248

DfES Number: 524441

INSPECTION DETAILS

Inspection Date 01/03/2003
Inspector Name Helen Shotton

SETTING DETAILS

Setting Name Hollytree Private Day Nursery
Setting Address 53 George St
Dewsbury
West Yorkshire
WF13 3LL

REGISTERED PROVIDER DETAILS

Name Mrs Donna Blakeway

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

Hollytree Private Day Nursery opened in 1989. The nursery is situated on a quiet road off a busy main road in the Ravensthorpe area of Dewsbury. The children are accommodated in three rooms dependent on their age. Children aged under two years are accommodated in one and children aged between two and five years have use of the other two rooms. Adjacent to the playrooms are the kitchen, toilet, cloakroom and outdoor play facilities, including access to well maintained gardens. The nursery serves families in the local and wider community. The nursery is registered for 30 children aged up to five years, six of these aged under two years. There are currently 19 children on roll aged between three and four years, of these; 15 are aged three and four are aged four years. Funding is received for 12 of the three year olds and all the four year olds. There are no children with English as an additional language and one child with special educational needs. The nursery is open Monday to Friday, between 8.00 am and 6.00 pm, offering full day care for up to 52 weeks per year. There are eight members of staff employed at the nursery of whom five have appropriate childcare qualifications. Six of these members of staff work directly with the children aged two years to five years. The nursery receive support from the Early Years and Childcare Partnership, Pre-School Learning Alliance and the National Day Nursery Association.

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

How effective is the nursery education?

Hollytree Private Day Nursery provides a welcoming atmosphere where children are happy, confident, settled and make satisfactory progress towards the early learning goals. The quality of teaching is satisfactory. Staff are involved in children's activities and good relationships are established. They handle children's behaviour very well, providing a positive role model. Staff have a developing knowledge of the foundation stage, enabling them to plan a varied range of interesting activities. However, some staff do not effectively use planning, resulting in some gaps, for example, evaluations and adapting the activity to meet the needs of all children. Staff encourage children's independence, they provide opportunities to select activities and to make their own choices. Staff complete observations and assessments for all children, however, these do not identify the children's progress towards the early learning goals or the next stage of development, the information is not used to inform future planning. Very good support is provided for children with special educational needs. Leadership and management is satisfactory. The manager and staff are committed and enthusiastic to improve the nursery and have identified ways to do this. However, these plans are still in the early stages and not yet rigorous enough resulting in some gaps in the curriculum and teaching. Staff use information gained from training courses and staff meetings to evaluate and improve the nursery education. Partnership with parents is generally good. They are encouraged to share their ideas, thoughts through parents evenings and informal discussions. There is good communication between staff and parents, they regularly share and exchange information regarding their child. Parents are provided with information on the monthly themes. General information on the setting is provided, however information on the curriculum is limited.

What is being done well?

Children's personal, social development is very good. Children are happy, confident, settled and well behaved. They have established good relationships with each other and staff. Staff plan a varied range of activities, which children are highly involved, interested and concentrate well in. They particularly use their imagination well during role play activities. Children's independence skills are good, with staff providing opportunities for them to select activities and make their own choices. Children demonstrate a good understanding of their own personal hygiene. They have good co-ordination, handle small and large equipment with increasing skill, control and confidence. Children are developing their counting and early writing skills, they have good opportunities to make marks and write for a purpose, for example, shopping lists.

What needs to be improved?

the opportunities for more able children to link sounds to letters, recognise numerals

and compare groups of objects and solve simple mathematical problems through practical, everyday activities. the opportunities for children to express themselves and use their imagination through music, dance and stories. the children's assessments and observations to show their progress towards the early learning goals and to identify the next stage of development to inform future planning. the opportunities for more able children to learn about how, why things work and happen, use programmable toys to support their learning and access a variety of resources to enable them to join and assemble materials. the system to assess and identify the strengths and weaknesses of staff and the setting and the information provided to parents on the nursery provision and curriculum.

What has improved since the last inspection?

The setting has made satisfactory progress since the last inspection. Some staff changes have occurred, however, the new staff have begun to extend their knowledge of the early learning goals and stepping stones and this training is ongoing. Planning has been developed and is now based around the areas of learning and early learning goals. However, not all staff are effectively using the planning and they need to consider their role in the activity and look at ways the activity can be adapted to meet the needs of all children, taking into account the different rates in which they learn. There has been little progress on the children's assessment and achievement records. Management and staff have begun to look at ways to record and observe children's progress linking it with the stepping stones, however, this is still in the early stages. Once a system has been identified, assessments and observations on the children should be used to identify their progress towards the early learning goals and the next stage of development, this information should then inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
<p>Children's progress in personal, social and emotional development is very good. Children are happy, very confident and familiar with the routines. They are highly involved and very interested in the activities and concentrate well. Children play very well together and have developed good relationships with each other and adults. They are very independent, for example, they select activities, made their own sandwich. They behave very well and have a good awareness of the boundaries set.</p>	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
<p>Children make generally good progress. They interact well with each other, adults and engage easily in conversation. Children are developing a good understanding of vocabulary and use language well during imaginative play. They listen and respond enthusiastically to stories. Children make marks, some write their name and attempt to write for a variety of purposes, for example making signs, shopping list. There are limited opportunities for more able children to links sounds to letters.</p>	

MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
<p>Children make satisfactory progress. They are developing their counting skills, some children count up to seven. Some children recognise numerals, however, resources to develop this through everyday experiences is limited. Children are beginning to use mathematical language during play, for example, "I've made a long snake". Opportunities for children to compare groups of objects or for the more able to solve simple problems is limited. Children show an interest in playing with shapes.</p>	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
<p>Children make satisfactory progress. They are developing a knowledge of the environment, they explore and investigate features of living things. They have a good understanding of their own culture and an awareness of others. There are limited opportunities for them to learn about how, why things work, use programmable toys, equipment to support their learning. Access to resources to join and assemble materials is limited. Some children are beginning to talk about past, present experiences.</p>	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
<p>Children make generally good progress. They handle a selection of small equipment with increasing skill and confidence. They develop their climbing and balancing skills through use of large equipment. However, opportunities for more able children to develop skills in catching, throwing, kicking is limited. Children move with good control and co-ordination, for example avoiding obstacles. They have a good</p>	

understanding of their own personal hygiene, for example washing hands before meals.
--

CREATIVE DEVELOPMENT

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

Children make generally good progress in creative development. Children use their imagination well, especially in role play situations, for example in the pet shop, magic carpet. However, opportunities for them to express themselves imaginatively through music, dance and stories is limited. Children explore a variety of textures, colour and shape in two and three dimensional form, for example, cornflour. Children enjoy singing, they join in favourite songs and sing to self during play.
--

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

Y

OUTCOME OF THE INSPECTION

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.

WHAT THE SETTING NEEDS TO DO NEXT

develop opportunities for more able children to link sounds to letters, recognise numerals and compare groups of objects and solve simple mathematical problems through practical, everyday activities; extend the opportunities for children to express themselves and use their imagination through music, dance and stories; develop children's assessments and observations records to show their progress towards the early learning goals and to identify the next stage of development. Use the information to inform future planning to ensure children are effectively challenged in their learning; extend the opportunities for more able children to learn about how, why things work and happen, use programmable toys to support their learning and access a variety of resources to enable them to join and assemble materials; develop an effective system to assess and identify the strengths and weaknesses of the setting and staff and develop the information provided to parents on the nursery provision and curriculum.