



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 220121

DfES Number:

INSPECTION DETAILS

Inspection Date 06/02/2002
Inspector Name Rachael Ann Mankiewicz

SETTING DETAILS

Setting Name Northampton College Day Nursery
Setting Address College Grounds
Northampton
Northamptonshire
NN3 3RF

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
Northampton College Day Nursery is owned by Northampton College and runs as a non-profit making organisation. It was first registered as a day nursery in 2000, and prior to that ran a sessional group for many years. The nursery offers full day or sessional care for up to 24 children aged between two years nine months and five. It opens from 8.45 am to 5.15 pm each weekday in term time. The nursery occupies specially converted ground floor rooms in the college itself, and has its own separate entrance and parking places for parents. The accommodation consists of a main playroom, fully enclosed outdoor area, kitchen, toilet facilities and office. There are currently 29 children on the roll of whom four are three year olds and four four years olds in receipt of funding. There are no children with identified special needs at present and the nursery caters for children who speak English as an additional language. The nursery primarily provides care for the children of students at the college but also offers places to children from the local community. There are six members of staff, who work with all the children in mixed age groups, three of whom hold appropriate child care qualifications. The nursery maintains close links with the Northamptonshire EYDCP advisory team.

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

How effective is the nursery education?

Northampton College Day Nursery provides a welcoming, friendly and well-organised learning environment, where children feel secure. As a result they make sufficient progress towards the early learning goals. The quality of teaching is generally good. The staff are developing a sound understanding of the early learning goals and the stepping stones. Teaching methods effectively promote the children's confidence and natural enthusiasm for learning. The management of behaviour is particularly good, a calm, purposeful learning environment is consistently maintained. Planning is successful in ensuring a wide range of interesting activities is offered daily, but not so effective in providing sufficiently challenging activities for older and more able children. The assessment process is beginning to have a positive impact on children's progress, particularly in mathematics as the next steps identified for each child's learning are incorporated into the planned activities. The quality of leadership & management is generally good. Roles and responsibilities are clearly defined and understood. Regular meetings are held and a good appreciation of the strengths and weaknesses of the setting has developed. There is a clear action plan in place to address areas identified for improvement and a high level of commitment to providing quality care and education for all children. The partnership with parents and carers is generally good. Parents and carers are told about the educational provision. They bring in resources but otherwise they are not sufficiently encouraged to become involved in their child's learning. The lack of an effective settling in policy sometimes has an adverse effect on the children's feelings of security and does not promote involvement of parents in the setting. There are opportunities for parents to speak to staff and share information informally, but this does not ensure they gain a clear understanding of their child's progress.

What is being done well?

Leadership and management of the nursery is very successful. There is a clear development plan that reflects a positive approach towards raising standards. Children's behaviour is very good. The staff provide very good role models and maintain a consistently calm and purposeful atmosphere. The children are developing positive attitudes to learning. Personal, social and emotional development is fostered very well. The children are confident, self-motivated and have good self-esteem. The children have very good opportunities to use their imaginations during role play. They work very co-operatively in small groups and are sensitively supported by the staff.

What needs to be improved?

Parents and carers involvement and contribution to settling their children in and to the assessment process. The level of challenge for the older or more able children, building on what they already know and can do, especially in mathematics. The

provisions of activities based on the childrens actual experience of real life situations, in order to develop their knowledge and understanding of the world.

What has improved since the last inspection?

Improvements made since the last inspection have been good enough to promote the level of children's progress towards the early learning goals. There is now a clear and comprehensive assessment system in place and observations are beginning to be used to identify useful next steps in each child's learning. Planning has also been successfully developed to cover the whole curriculum more effectively. It now ensures that the activities provided are diverse and interesting, but not that they are sufficiently challenging for older or more able children. The provision of resources to enable children to use technology in support of their learning is now good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Significant Weaknesses
The children are making generally good progress in their social and emotional development. They are happy, well motivated and often show high levels of involvement in their self chosen activities. Relationships are positive and successfully promote children confidence and self esteem.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
Overall the children are making good progress in their communication, language and literacy. They use language confidently for a range of purposes, and successfully extend vocabulary. Good attention is given to developing fine motor skills.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
The children's progress towards the early learning goals in mathematics is generally good. Their natural interest in numbers, counting shape, position and measurement is promoted well through every day activities such as construction, junk modelling and number rhymes. Older children have too little scope to use a variety of methods to solve simple numerical problems.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
The children are making generally good progress in their knowledge and understanding of the world. They successfully talk about significant events in their own lives and are beginning to develop respect for a range of cultures and beliefs. Children are not always able to base their learning on real life situations.	
PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
The children are making generally good progress in their physical development. The good range of small equipment and tools is used well to promote the childrens manipulative skills and they are growing in confidence in their own abilities.	
CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are making generally good progress towards the early learning goals in creative development. Good provision is made for the children to use their imaginations through role play and painting. They explore texture and colour effectively.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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 partnership with parents and carers. Devise and implement a settling in policy for new children. Provide parents with more information about their child's progress and involve them more effectively in the assessment process. Ensure that activities provide a sufficient level of challenge for older or more able children so that they can continue to make progress in all areas of learning, but in mathematics in particular. Provide a wider range of activities based on children's actual experience of real life situations.