



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 512403

DfES Number: 523593

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Valerie Craven

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Langbar Early Years Centre & OOS Club
Setting Address Langbar Road
Swarcliffe
Leeds
West Yorkshire
LS14 5ER

REGISTERED PROVIDER DETAILS

Name Leeds City Council

ORGANISATION DETAILS

Name Leeds City Council
Address Leeds City Council: Department of Learning and Leisure
Early Years Service, Merrion House, 110 Merrion Centre
Leeds
West Yorkshire
LS2 8DT

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

Langbar Nursery first opened in 1993 and provides full day care for the locality and nearby areas. It is located in Swarcliffe, on the outskirts of Leeds, in West Yorkshire. The nursery forms part of an overall integrated provision provided by the local authority, and is managed on a day-to-day basis by the manager. Care takes place in a purpose built building, referred to as the Langbar Early Years Centre. An out of school club provision is also available in the centre. The funded children have access to a spacious open-plan room, situated in the central part of the building. They have supervised access to a very secure outdoor play area, an adjoining room used for meal times, and the nursery toilet facilities.

The nursery has 53 children on roll, consisting of children from three months up to five years old. This includes 18 three-year-olds in receipt of funding. None of the funded children are learning English as an additional language. Staff are very experienced at supporting children with identified special educational needs. The nursery provides full-time and part-time places, and is open throughout the year, closing only for Bank Holidays, and during staff training days. Daily sessions start at 8.00 and finish at 18.00.

There are five members of staff who work with the funded children. This includes two who are full-time, two who job share, and one who is considered as an additional member of staff when required. All of the staff hold recognised qualifications in childcare and early years education. Staff receive support from the local Early Years Development and Childcare Partnership, including support from a visiting advisory teacher, and opportunities to attend locally organised training courses. They have access to a very good level of support from qualified staff who work for the local authority.

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

How effective is the nursery education?

Langbar Nursery forms part of an overall integrated provision provided by the local authority that serves the locality and nearby areas. It creates a very stimulating environment for children to settle and learn. Children who are three-years-old are making very good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Quality of teaching is very good. Staff set a high level of challenge for all children, such as the use of regular and effective questioning throughout the sessions, well featured in all of the different activity areas. This includes the 'question of the day', clearly enhancing children's learning and interest. Staff are very experienced at supporting children with identified special educational needs, including the implementation of individual educational plans to meet children's individual needs.

Leadership and management is very good. A clear vision and direction has been maintained, as reflected in present and future plans for the overall nursery provision. There is a firm commitment to improve the care and education for all children, illustrated well through the commitment to extend staff's knowledge, understanding and skills, particularly through training opportunities, and 'in-house' sharing of good practice.

Partnership with parents and carers is very good. They are well informed about their child's achievements and progress, supported by the use of a 'key worker' system, having regular access to their child's 'profiles', and the organisation of open evenings. Parents are given a good range of quality information about the nursery and its provision, are encouraged to be involved in their child's learning, and are encouraged to share what they know about their child.

What is being done well?

- Staff's high level of challenge set for all children, such as the use of regular and effective questioning throughout the sessions, well featured in all of the different activity areas. This includes the 'question of the day', clearly enhancing children's learning and interest.
- The clear vision and direction that has been maintained by the leadership and management of the setting, as reflected in present and future plans for the overall nursery provision.
- Children's level of self-confidence, and the development of their self-esteem, often through 'celebrating' many of their achievements and progress.

- Children's ability to speak clearly and to show an awareness of the listener. This is shown well during meal times, encouraging all of the children to take 'part in conversation', and when listening to stories that are presented in a captivating way.
- Children's skill at recognising numerals 1-9, fostered well through the use of high quality resources, such as number 'washing lines'. This includes opportunities to practice their skill in all of the carefully organised indoor activity areas, with additional opportunities during purposeful outdoor activities.
- Parent's knowledge of their child's achievements and progress, supported by the use of a 'key worker' system, having regular access to their child's 'profiles', and the organisation of open evenings.

What needs to be improved?

- Establishing a range of ways to ensure the continued high quality of the overall provision provided.

What has improved since the last inspection?

Langbar Nursery staff have made very good progress since the last inspection, and this has had a positive impact on children's learning. There are two main improvements linked to the previous two points to consider:

The programme for knowledge and understanding of the world has been extended, ensuring that children are provided with additional opportunities to question how things work, and to operate technology items to help support their learning.

Small group work activities are organised to further enhance the development of children's speaking skills, and their concentration levels.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are self-confident, and are developing their self-esteem, often through 'celebrating' many of their achievements and progress. They have formed good relationships with each other and the staff, shown well when working as part of a small group, taking turns and sharing the resources fairly, and are able to select from a wide range of accessible resources, make decisions, and to work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to speak clearly and to show an awareness of the listener. This is shown well during meal times, encouraging all of the children to take 'part in conversation', and when listening to stories that are presented in a captivating way. They are developing their early reading skills, supported by a focus on a 'book of the week', and are encouraged to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are skilful at recognising numerals 1-9, fostered well through the use of high quality resources, such as number 'washing lines'. This includes opportunities to practice their skill in all of the carefully organised indoor activity areas, with additional opportunities during purposeful outdoor activities. They are encouraged to use mathematical language, particularly to describe and compare various two dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their ability to operate a range of technology items to help support their learning, including the opportunity to handle a 'mouse' during computer based activities, and when placing headphones on as they spend some time in the quiet 'listening centre'. They are encouraged to explore and investigate, such as observing features of living things, and are skilful at designing and making models.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their small muscles through handling a varied range of accessible tools, objects, construction and malleable materials, including art and craft tools, mark-making and writing implements. They are skilful at using tools when making three dimensional models with playdough, and are able to show an awareness of space, such as when they operate large equipment during outdoor activities, including wheeled vehicles.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to use their imagination through role play activities, particularly when spending time in the well resourced main indoor role play area, including 'getting ready for a party'. They can respond in a variety of ways using their senses, such as their sense of touch, when handling and describing objects placed in a 'feely bag', and are encouraged to taste many foods around the world, including honey from Greece.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Staff should address the following point for consideration in their action plan:
- Develop a range of ways to ensure the continued high quality of the overall provision provided.

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.