



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206256

DfES Number: 510140

INSPECTION DETAILS

Inspection Date 09/12/2002
Inspector Name Sharon Dickinson

SETTING DETAILS

Setting Name Grange PDN (The)
Setting Address Marshall Street
Alfreton
Derbyshire
DE55 7BW

REGISTERED PROVIDER DETAILS

Name Mrs Sharon Reynolds

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

The Grange Day Nursery is a well established nursery and pre-school centre situated in the centre of Alfreton. The property is a large detached building with a separate pre-school centre. The nursery opens from 8am-6pm Monday to Friday all year, except Bank Holidays and the period between Christmas and New Year. The nursery is registered to care for 49 children aged three-months to eight-years of whom no more than nine may be under 12-months. Within these numbers the Pre-school Centre is registered for a maximum of 20 children, there are currently 31 children who attend the pre-school centre throughout the week including 13 four-year-olds and 13 three-year-olds whom receive funding. All children speak English as their first language and there are no children with special educational needs. The nursery also offers out of school care. There are currently fifteen members of staff employed to work within the nursery, four of these staff members work within the pre-school centre, 3 hold relevant childcare qualifications and a part-time assistant is employed who is working towards her NVQ Level 3. Additional support staff are employed for cleaning and cooking. The nursery has regular support from a teacher advisor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

The Grange Nursery and Pre-school Centre offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in knowledge & understanding of the world. Teaching is generally good with some very good aspects. Staff have a good understanding of the early learning goals which enables them to create a well organised stimulating & supportive environment. Planning of the educational programme is detailed & the topics are structured well. Children's learning & independence skills are fostered throughout the day, however children's personal independence is not always fostered during routines such as mealtimes. Staff involve themselves well in children's work & play and their questioning and explanations are appropriate to the age & stage of children attending. However, large group sessions are not appropriate for the age & ability of all children currently attending. The assessment of children's learning is being developed & improvements made, observations on children's progress are used to inform planning. The nursery has a good range of equipment to cover all areas of learning. Although there are currently no children with special educational needs, there is an effective system in place to provide good support. Partnership with parents and carers is generally good. Parents are well informed about the nursery, its routines and activities provided e.g. information pack gives full details about the provision and the early learning goals. However, staff should provide more opportunities for parents and carers to share their child's progress and assessments on a regular basis. Leadership and management is very good. The setting benefits from strong leadership & a well-structured management system. These ensure a shared understanding of good early years practice and a commitment

What is being done well?

Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. Children are confident, sociable and have caring relationships with each other and staff. Children have opportunities to initiate their own activities. Children's progress in knowledge and understanding of the world is very good. Children are developing a sense of the world around them through a variety of practical activities. Strong leadership ensures a shared understanding of good early years practice and a commitment to on-going staff training and development. Staff create a stimulating and supportive environment they have a good understanding of the early learning goals.

What needs to be improved?

the use of daily routines to extend children's learning, particularly in personal, social and emotional development and mathematics. the organisation of the home corner

area to enable children to develop role-play and imagination through everyday home-life experiences. the organisation of story time to provide age appropriate activities in more manageable groups. the provision of information to parents and carers on children's learning and progress.

What has improved since the last inspection?

The setting has made very good improvement since the last inspection. Planning and resources have been developed to support children's development in mathematics by enabling them to begin to solve problems. More opportunities have been introduced for children to use their imagination creatively in selecting, exploring and using materials e.g. mark-making table. Staff continue to develop and evaluate planning and assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Children are confident, happy and secure. They are interested and involved in activities provided and have opportunities to initiate their own activities i.e. mark-making table and free choice sessions. Children form good relationships with peers and adults, expressing needs and feelings in appropriate ways. They are able to work as part of a group, taking turns and sharing fairly.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Children's spoken language is developing well. Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. There are good opportunities to develop early reading and writing skills e.g. welcoming book corner, story sacks, alphabet books, computer programmes, mark-making table.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Children learn how to use numbers in everyday situations and show that they can understand size and shape through practical activities e.g. water play. They have limited opportunities to develop or consolidate mathematical learning during everyday routines.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. Children are able to use various technological items such as a computer on a regular basis. They have opportunities to investigate objects and materials and question why things happen and how things work. Children discuss past events relevant to their lives and those of their families. They are developing a sense of the world about them through topics the roles that people play, and by learning about other cultures.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. Children have regular opportunities to use a range of small and large equipment to develop their hand-eye coordination, large and small motor skills e.g. music and movement, climbing, balancing, drawing, mouse control, use of scissors.	

CREATIVE DEVELOPMENT	
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Judgement:	Generally Good
<p>Children make generally good progress in creative development. Children are able to explore colour, texture and shape in 2 and 3 dimension and express their ideas freely through a good range of activities such as role-play, painting, collage and movement. The balance and structure of role-play experiences do not offer sufficient opportunities for children to encounter everyday home life experiences.</p>	
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

Key issues: Use daily routines to develop and consolidate children's independence and self-help skills and understanding of mathematics. Review the use of the role-play area to provide sufficient opportunities for children to develop their imagination using everyday home-life experiences.