



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 136057

DfES Number: 581359

INSPECTION DETAILS

Inspection Date	21/05/2004
Inspector Name	Shirley Ann Jackson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Playmates Day Nursery
Setting Address	104 Station Road Yate Bristol BS37 4PQ

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Harrison
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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

Playmates Day Nursery operates from the YMCA building in Yate near Bristol. It provides care for a maximum of 20 children between the ages of 2.5 and 5 years. It can provide care from 8 am to 6 pm , however children can attend any one of the sessions provided: 9 am to 12pm and 1 pm to 4 pm. There are 5 staff employed, all qualified to NVQ level 3. There is a garden available for outside play. Children who have special educational needs and English as an additional language can attend the provision.

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

How effective is the nursery education?

Playmates Day Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Relationships between staff and children are good. Staff are positive role models for children. They have clear and realistic expectations of children's behaviour. Children's behaviour is generally good. Staff promote self confidence and a positive attitude in all children, regardless of ability, disability, gender or special needs. Staff are deployed well, working closely with the children. They use interesting methods to help children to make progress towards the early learning goals. However, the intended learning within an activity is not always clear to all staff. In addition staff use of observation, assessment and evaluation of activities is limited. Therefore some activities do not sufficiently challenge the older/more able children.

Leadership and management are generally good. Staff work well together as a team and promote good relationships. They are clear about their roles and responsibilities. A supportive owner and dedicated staff team are committed to improving the quality of care and education which the nursery provide.

Partnership with parents is generally good. Parents are given good quality information when they first approach the nursery. However, information on the Foundation Stage and how it works within the nursery setting is limited. Parents have opportunities to become involved in their child's learning by sharing books and finding items at home to share with the nursery children.

What is being done well?

- Children form good relationships with staff and other children. They are confident, co-operative, well behaved and independent. They have good relationships with each other and with staff.
- Children's spoken language is developing well. They learn to negotiate, organise and take turns in conversation. They enjoy familiar books and handle books appropriately. Their vocabulary is quite extensive, as they demonstrated during story, remembering chameleon, anteater and dragonfly.
- Children demonstrate an interest in numbers and counting. Children can count to at least six using objects and the corresponding numeral. They enjoy singing number songs using visual props to help with simple calculation.

What needs to be improved?

- linking the use of observation and assessment to future planning

- appropriate challenges for the older/more able children
- information given to parents about the nursery's daily plans and how they implement the Foundation Stage
- making full use of the outdoor play area to develop children's learning and skills
- giving children freedom to be creative without the expectation of an end product

What has improved since the last inspection?

At the last inspection the nursery was asked to:

extend the professional development of the staff by providing opportunities for them to attend relevant training courses in order to develop their own professional skills and to keep them up to date with developments in early years education.

The owner has arranged for staff to attend training. Most of these are related to care, for example first aid, child protection. Training on the Foundation Stage is done in-house by the owner. Staff would benefit from attending further training to extend their skills and knowledge - generally good progress has been made since the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with staff and each other. They are confident, and settled within the nursery environment. Children are developing concentration and perseverance skills and will sit for some time at an activity of their choice. Children have a strong sense of self as part of their family. They talk in great detail about past experiences, for example, recalling that someone had lived in Africa before coming to live in England.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They speak freely at registration and talk about items they've brought from home. Children are developing a love of books. They enjoy listening to familiar stories and handle books appropriately. Through good labels and examples of writing, children are aware that print carries meaning. Children are familiar with their own names, some can write them. Older children are not always sufficiently challenged when writing or recognising names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate an interest in numbers and counting. They confidently say and use numbers up to six when counting spots on the dice. Some children show an understanding of simple calculation, for example when adding on bricks. More able children are not sufficiently challenged in number operation, recognising numerals and solving practical problems. Children are developing an awareness of shape, size and positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and find out about their local environment. They enjoy digging in the flower bed in the garden. Children are developing an awareness of time and can use this to sequence events in their lives, for example "I was in mummy's tummy when I was tiny". Children have the opportunity to explore different cultures and traditions through themed activities. More able children are not always sufficiently challenged, for example at the science table.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and with growing confidence on large equipment. They manage space appropriately and skilfully avoid collision and steer around obstacles. Some children are aware of health issues such as why they put sun cream on before playing outside. However, the outside area is not used to its full advantage to develop children's learning and skills. Staff do not sufficiently develop children understanding of the effects of exercise on their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to explore a wide range of materials and resources such as ice blocks and tea leaves as well as paint. Children have regular access to musical instruments and music and movement sessions. They sing simple songs from memory. Children use first hand experiences during small world and role play, for example, children sending the toys to bed. Children's creativity is sometimes limited by the adult's expectation of a particular end product.	

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

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

- continue to develop staff's use of assessments of where children are in their learning so that when planning activities they can help children move on to the next stage and provide appropriate challenges for the more able children
- provide more information to parents about the nursery's daily plans and how they work within the Foundation Stage.

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.