



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 321520

DfES Number: 511341

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Diane Lynn Turner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Theresa's Nursery School
Setting Address	The Pavilion Calf Close, Haxby York North Yorkshire YO32 2NX

REGISTERED PROVIDER DETAILS

Name	Mrs. Theresa Roberts-Hardy
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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

Theresa's Nursery School was established in 1987 and has been registered at the current premises since 1992. It operates from the sports pavilion sited on the playing field in Haxby, a village situated on the outskirts of the City of York. It is a privately owned provision and is a member of the Pre School Learning Alliance (PLA). The nursery is based on the first floor of the building and has the use of three areas. Toilet and kitchen facilities are available on the ground floor and they have use of the playing field for outdoor play.

The nursery is registered for a maximum of 16 at each session and takes children from two and a half to five years. Session times are currently between 09.00 and 11.45 Monday to Friday and on Monday, Tuesday and Wednesday children can bring a packed lunch and stay until 12.45. These times are operated during term time and in addition the nursery also opens for two weeks in August when children up to eight years may attend. It serves the local community and the surrounding area and has links with the three local primary schools. There are currently 23 children on roll including 16 who are in receipt of nursery education funding. Children with special educational needs and those with English as an additional language are welcome to attend.

The manager has a relevant level 3 childcare qualification and 50% of other staff hold a relevant qualification or are working towards this. They receive support from the development workers at the Early Years and Childcare Partnership (EYDCP), the PLA and the North Yorkshire Childcare Brokerage.

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

How effective is the nursery education?

Theresa's Nursery provides good quality nursery education which enables children to make generally good progress towards the early learning goals. Provision for the development of their communication, language and literacy, physical, creative and mathematical development is particularly well planned, and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage children's behaviour well and have very good relationships with them. A varied curriculum clearly differentiates between the learning needs of the three and four-year-olds, effective questioning is used during activities to develop children's understanding and help them achieve the intended learning outcome. Focused activities are well presented, but children are expected to sit for long periods of time during whole group activities which results in them being unable to sustain their concentration. Toys and resources are made easily accessible which encourages children's independence, but some are poorly maintained and they are not offered a full range of materials for design and making to ensure their learning is effectively supported and extended. Assessments of children's progress are made and staff use this information to plan what children should do next. Clear records are kept of the children's progress to share with parents.

Leadership and management of the group is generally good. Staff are committed to ensuring the children's safety and well being and work well together as a team. They have a clear understanding of their role and responsibilities and show a commitment to training. However, the organisation of some aspects of the sessions need to be improved to ensure the programme is effectively delivered in all areas.

The partnership with parents and carers is very good with friendly relationships and good communication evident. Parents are kept well informed about all aspects of the provision and they speak very highly of the nursery.

What is being done well?

- The provision for children's mathematical development is excellent. Very good practical experiences are provided, particularly in helping the children develop their counting skills and understanding of simple calculation. As a result they readily use these number operations to support their play in a meaningful way.
- Very good opportunities are provided for the children to use mark making to support their play in other areas, particularly during role play.
- The children's behaviour is managed very well. Staff demonstrate a caring, consistent approach and their polite calm manner is a very good example for the children to follow.

- Very good opportunities are provided for the children to use their independent creativity. They are able to independently select their own craft resources and use these to explore, develop and refine their ideas.
- High priority is given to the partnership with parents. Good communication is evident and they are kept well informed of forthcoming events and the activities provided.
- Children have good opportunities to develop their independence. During the sessions they are able to make choices, access their own resources, direct their own play and develop confidence in their self care.

What needs to be improved?

- the planning and organisation of whole group activities
- the maintenance of some resources to ensure the children are able to use these effectively to support their play
- the resources to support children's design and making skills.

What has improved since the last inspection?

Very good progress has been made in implementing the action plan drawn up in response to the last inspection. The staff have introduced a number of effective measures to improve the assessment system and encourage the parents to share their observations of their child's learning and development.

A termly overview sheet has been introduced that is used to monitor the children's progress towards the early learning goals. This enables staff to effectively track the children's progress over time and identify areas where they may need either additional support or challenge to help them move on.

Information sheets are given to parents detailing the topic being followed with ideas to extend the children's learning at home. Parents are now encouraged to add their observations of their child's progress to the sheet and return this to the staff. Their comments are valued and added to the child's record of progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are happy, confident and settled. They have very good relationships with the staff and each other and are keen and motivated learn. They eagerly take part in activities and show good levels of independence as they confidently make choices and direct their own play. Their behaviour is very good and they are learning to negotiate and be polite and considerate to others. They concentrate well during focused activities but are not always able to sustain this during whole group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have very good speaking and listening skills. They initiate conversation and enjoy listening to stories when they confidently predict what might happen next. They have a very good understanding that print carries meaning. They confidently find their name card on arrival and are beginning to recognise some letters and sounds of the alphabet. They make very good attempts to write their names correctly and readily and confidently use mark making to support their play in other areas.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have very good counting skills. They demonstrate these well during everyday routines such as counting the number present at snack time. They confidently recognise a good number of numerals and readily use number operations in their play such as using coins to pay for goods in their shop. They show a good understanding of simple calculation as they correctly add and take away objects. They use positional and size language with good understanding and can sort and match objects correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to learn about living things. They confidently use magnifiers to look at insects and readily describe the differences they observe. They learn about the wider world as they celebrate various festivals and show an understanding of technology as they use telephones and tills during role play. They learn about magnets and successfully use construction sets to make models and train tracks but do not use other resources such as tape and string to join materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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All children move confidently around the premises demonstrating good body control and co-ordination. They use the stairs to access the playroom safely, can successfully negotiate a pathway when running and chasing each other and show good control when using wheeled toys. They demonstrate good throwing and catching skills and can move imaginatively, for example when pretending to be ants. They use equipment such as scissors, pencils and paint brushes confidently and very effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are developing very good creative skills. They independently access craft resources and use these to create their own representative pictures. They draw and paint freely and use their imagination very well to express and communicate their ideas through role play such as serving customers in their shop. They enjoy learning new songs and readily access and use musical instruments during their play. They enjoy listening to music and show this as they request this is played before snack.

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

- improve the planning and organisation of the latter part of the sessions to ensure the children are not sat for long periods of time and are able to sustain their concentration.
- provide a wider range of resources to join materials enabling the children to extend their design and making skills.

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.