



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144329

DfES Number: 537747

INSPECTION DETAILS

Inspection Date 17/11/2004
Inspector Name Anne Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tops Day Nursery
Setting Address 1 Carey Road
Wareham
Dorset
BH20 4AX

REGISTERED PROVIDER DETAILS

Name Tops Day Nursery 144329 04/3166/2

ORGANISATION DETAILS

Name Tops Day Nursery
Address 1 Carey Road
Wareham
Dorset
BH20 4AX

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

Tops Day Nursery is one of a chain of nine, under private ownership. It opened in January 2000 and operates from four rooms in a converted house. It is situated in a residential area in Wareham.

A maximum of 47 children may attend the nursery, at any one time. The nursery is open each weekday from 07:30-18:30 all year round. All share access to a secure enclosed outdoor play. There are currently 78 children aged from 3 months to under 5 on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area.

The nursery currently supports children with special educational needs, and those for whom English is an additional language.

The nursery employs 15 staff, 12 of whom, including the manager, hold appropriate early years qualifications, 3 staff are working towards a qualification.

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

How effective is the nursery education?

Tops Day Nursery provides very good quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a sound knowledge of the early years curriculum. They manage children's behaviour effectively, with a positive approach. Individual play plans clearly identify how children can move onto the next steps, although observations on children are sometimes inconsistent. Children have good opportunities to work independently. Staff interact well with children, with interest and enthusiasm, resulting in children's high motivation to learn. Occasionally, the organisation of some resources limits children's access.

Leadership and management is generally good, with a clear commitment to on-going training. The setting is one of a group of nurseries, and there are good links and communication between management and staff. There are good appointment and induction procedures for new staff, and clear systems in place for staff appraisals. The nursery provides in-house training by key skills assessors and staff work well together as a team.

Partnership with parents is very good. Information about the setting is comprehensive and parents have access to an up to date website. They are provided with regular newsletters. Parents have access to their children's developmental records at any time, and during regular parent evenings. They are kept well informed about their children's progress, and are involved with their child's key worker in the development of individual play plans.

What is being done well?

- Children's personal, social and emotional development is particularly well supported. Children have high self esteem and a clear sense of belonging to the nursery. They help with clearing away, selecting and using the broom and dustpan and brush, and take pride in their work.
- Teaching methods are very good, with staff participating in activities with children enthusiastically, using open ended questions, extending children's vocabulary and interacting with genuine interest. Staff recognise children's individual needs and respond accordingly, giving more able and confident children more independence and challenge, while supporting and encouraging quieter, less able children.
- Discussion with children about people and events that are familiar to them, helps children to develop a strong sense of place and time. They speak clearly and with confidence during circle time, about important events in their life, both past, present and future.

- Children have very good opportunities to write and make marks in a range of meaningful activities in role play and craft activities. They write lists and invitations, and some are beginning to name their own work. Simple text is seen all around the room, and children are becoming aware of the link between sounds and letters.

What needs to be improved?

- the observations on children to ensure a consistent approach
- the organisation of some resources.

What has improved since the last inspection?

The setting have made very good progress since the last inspection.

Plans now successfully tailor activities to challenge older children, and to support younger, or less able children.

Planned, short daily sessions looking at colour, shape, numbers and letter sounds build on children's existing skills.

Weekly plans now ensure a balance between adult and child led activities, and this works well in practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and have high self esteem. They approach staff for support when needed, and are making strong relationships with one another. Their behaviour is very good, and they share well, and are polite and thoughtful. Through displayed work and photographs, the children have a clear sense of belonging within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Posters, photographs and resources are clearly labelled, providing a text rich environment. Resources are also illustrated with visual clues to help and support younger children. There are good opportunities for children to write and make marks through meaningful activities in role play, for example shopping lists and menus. Children listen well and use language to communicate effectively with adults and peers.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count in everyday situations, for example, counting cups at snack time. They count confidently to 10 and beyond. They use mathematical and positional language correctly, and in meaningful situations. Children are developing skills using size and volume. They recognise and can name simple shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their environment and the natural world through well planned projects, such as 'Autumn' and 'Growing'. They are developing a clear sense of time and place, and are able to relate important family events, past and present. Children have daily opportunities to use the computer, and are developing mouse skills through simple programmes. They are learning about their own culture and beliefs, and that of others through festivals, such as Christmas and Chinese New Year.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to use outdoor equipment to climb, balance and pedal. They are developing skills in throwing and catching. Children are very familiar with their environment and negotiate their space, indoors and outdoors, with control and confidence. They have daily opportunities to use tools, such as scissors, rolling pins and cutters, and do so competently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experience a varied range of creative play opportunities, and enjoy exploring colour and texture through craft activities. They use their own ideas to create individual pictures and collage. There is a well resourced role play area, where children use their imagination freely in child led play acting. Regular music sessions allow children to sing and play a range of percussion.

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:

- There are no significant weaknesses to report, but consideration should be given to the following:
- develop the organisation of some resources to ensure they are accessible to children throughout the day
- ensure that observations consistently show children's progress and indicate the next steps.

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.