



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 957307

DfES Number:

INSPECTION DETAILS

Inspection Date 24/02/2003
Inspector Name Cynthia Walker

SETTING DETAILS

Setting Name Nursery Rhymes
Setting Address 2 Bolton Road
Bradford
West Yorkshire
LS29 0NR

REGISTERED PROVIDER DETAILS

Name The partnership of Nursery Rhymes

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

Nursery Rhymes Nursery opened in 2001, and is a private day nursery. It operates from an end terrace property in the centre of the village. The nursery operates on two floors; the under 2s on the ground floor and the older children on the first floor. There is access to outside play to the rear of the premises. The nursery serves the local area and wider community. There are currently 65 children from 0 to 4 years on the register. This includes 8 funded 3 year olds and 5 funded 4 year olds. Children attend for a variety of sessions. One child has special needs and there are no children who speak English as an additional language. The nursery opens 5 days a week all the year round. Sessions are from 7/30am until 6/30 pm. 1 part time and 10 full time staff work with the children. 9 have early years qualifications. 2 staff are currently on training programmes. The setting receives the support 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?

Nursery Rhymes Day Nursery provides a welcoming atmosphere where children settle well and make generally good progress to the early learning goals. They make very good progress in communication, language and literacy. They make generally good progress in personal social and emotional development, communication language and literacy, knowledge and understanding of the world, physical development and creative development. There are significant weaknesses in mathematical development. The quality of teaching is generally good. Children have developed good relationships with other children and adults and are effectively encouraged to be independent and develop their early reading skills. However there is less challenge and motivation in freely chosen activities for the older and more able children to consolidate their learning especially in mathematics. Staff provide good role models to follow and manage behaviour well. Staff's knowledge of the foundation stage enables them to plan an appropriate range of activities which includes the effective use of good resources and accommodation to support children's learning. Assessments are linked to the stepping stones and inform future planning. There is an effective system in place to support a child with special needs which includes sensitive organisation of activities and support from other agencies. Leadership and management are generally good. Through a well structured management system managers are committed to the development and training of an effective staff team. The quality of their provision is assessed and staff are given support and guidance on their roles but have yet to complete an evaluation of present practice, including areas of development. Partnership with parents is very good. Parents are well informed about the nursery and its activities and benefit from a welcoming environment. They receive ongoing information on their child's progress and are actively involved in their assessments.

What is being done well?

Children are confident, sensitive to others needs and have good relationships with each other and adults. Children are developing personal independence and respond to the high expectations of behaviour from staff. Staff provide effective opportunities and excellent resources for children to develop their early reading and writing skills. There is an effective system in place for the continued support for a child with special needs. Parents are well informed about the nursery and their children's progress and encouraged to be involved in their children's learning

What needs to be improved?

The challenge extended to the older and more able children so that they learn about simple addition and subtraction and consolidate their counting skills. Staff to regularly motivate and excite children's interest in daily activities including opportunities to explore their imagination particularly in role play Daily routines to

include opportunities to access technology and music and movement.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Children are forming good relationships with children and adults and are sensitive to other children's needs. They have developed personal independence and understand the behaviour codes within the nursery. There are missed opportunities to develop children's interest in activities and extend their learning.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children make very good progress in communication, language and literacy. Children develop their early reading skills as they confidently handle books and see familiar words around the room. Opportunities to experiment with writing are provided.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children's progress in mathematical development has significant weaknesses. Children learn about shape and size through planned and daily activities and resources within the nursery. They do not often develop or consolidate their mathematical learning through other activities	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Through a range of daily and planned activities and materials children are given time to investigate and opportunities to question and seek explanations, Resources and activities are allowing the children to begin to show an awareness of cultures and beliefs. Although resources are available children do not have opportunity to access technology on a regular basis.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in physical development is generally good. They have an awareness of space and can negotiate its use successfully. Equipment provides sufficient challenge and stimulates children to try out new skills but there are insufficient opportunities to experience movement in planned activities within the nursery environment	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in creative development is generally good. A range of activities	

which include colour, texture and 3 dimensional work enables the children to express themselves individually. Daily routines give insufficient opportunities for children to explore their imagination

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

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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

complete assessment on staff to ensure their development includes ways to extend the learning and motivation of the older and more able children especially in early maths and imaginative play