



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206332

DfES Number: 582725

INSPECTION DETAILS

Inspection Date	09/12/2004
Inspector Name	Susan Ann Kirby

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wind-in-the-Willows
Setting Address	59 Glossop Road Gamesley Glossop Derbyshire SK13 6JH

REGISTERED PROVIDER DETAILS

Name	Mrs Lynda Robertshaw
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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

Wind in the Willows private day nursery opened in 1996 and operates from a detached bungalow on a main road on the outskirts of Glossop in Derbyshire. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from 3 months to under 5 years on roll. Of these 9 children receive funding for nursery education. Children come from the local community and surrounding areas. There are no children attending at present with special educational needs or who speak English as an additional language.

The nursery employs five staff. Four of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a early years qualification.

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

How effective is the nursery education?

Wind in the Willows nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their knowledge and understanding of the world is particularly well planned and they are making very good progress in this area.

The quality of teaching is generally good. Staff working with children have a secure knowledge and understanding of the early learning goals. Planning is good, but there is no written evidence in planning for children's individual learning. Staff manage children well and have good relationships with them. They spend time with the children both individually and in group situations and offer a good level of support. Space and resources are used imaginatively to create an interesting learning environment, although some resources are not always used effectively.

The leadership and management of the provision is generally good. Staff are clear in their roles and responsibilities and are deployed effectively. They work well together and communication is good. The provision does not assess, identify or evaluate strengths and weaknesses. Staff do attend training on a regular basis which helps them in their professional development.

The partnership with parents and carers is very good. They are kept well informed of the provision and what their children are learning. Regular information is shared both verbally and written on their children's progress and development. Parents contribute and are involved in their children's learning.

What is being done well?

- Staff provide a warm and welcoming environment for children and parents. There is a good atmosphere which encourages children to settle and enjoy their surroundings.
- Play resources are attractive and capture the imagination of the children as they engage in role play and read books in a comfortable area.
- Staff have clear expectations of working effectively with parents, they provide them with information on their child's progress and development and keep them informed of the provision and forthcoming events. Parents are encouraged to contribute to their children's learning in different ways.
- Children and staff relate well together, staff spend time with children both individually and in group situations and offer a good level of support.

What needs to be improved?

- extending of children's self help skills

- more opportunities for children to learn through story time
- further opportunities for children to access the many resources available for physical and creative development
- evaluation of the setting to identify any strengths and weaknesses and the training needs of the staff.

What has improved since the last inspection?

Progress in improving the provision since the last inspection is very good. Staff have successfully addressed issues concerning planning and assessment documentation and the planning for children who learn at different rates.

Planning and assessment documentation clearly links to the early learning goals in the long, medium and short term planning, which helps promote children's learning in all of the six areas of learning.

Staff now observe and record on individual children so they are aware and plan for children who learn at different rates.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested, excited and motivated to learn through a range of appropriate activities. Children are confident, for example when rehearsing the nativity play, they perform well in front of an audience. Children interact with each other, they show concern, take turns and offer comfort and help to others. They have good independence skills, although opportunities to enhance these at snack time are missed. Good standards of behaviour are maintained.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well, they listen and respond appropriately. Adults continuously challenge through skilled questioning. All children are encouraged to scribe daily, older and more able children are able to write their name independently. Children are able to access books freely and enjoy story time although there is limited extension at story time for the more able children.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to consolidate learning of shape, colour and number and use mathematical language of position, size and quantity in everyday situations such as role play. Children use addition and subtraction during practical activities and snack time. They design their own patterns when making Christmas wrapping paper. Children count confidently up to thirteen, older and more able children developing awareness of larger numbers, but missed opportunities for counting at story time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good sense of time and place. They go on excursions and visit their community. Good range of technological equipment is available and children are encouraged to use it independently. They have access to a range of resources, providing opportunities to learn about their own culture and those of other people. Children use a wide range of materials and tools to build and design.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely showing an awareness of space and others. They enjoy outdoor play, going up the steps on the climbing frame and running around, but are not sufficiently challenged with the physical equipment available. Children handle tools and equipment with co-ordination and skill, younger children given help when cutting with scissors.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are offered a good range of structured activities and materials, but have limited opportunities to express themselves independently. Children sing and move to music, dancing in rhythm and try hard to do actions together when dancing in a group. Children are encouraged to use their imagination in role play for example, the post office where they label and weigh parcels and post their letters.	
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

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- use resources more effectively in creative and physical development
- evaluate the provision to identify any strengths and weaknesses and monitor staff more effectively to identify their training needs

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.