



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 250129

DfES Number:

### INSPECTION DETAILS

Inspection Date 09/03/2005  
Inspector Name Janet Ann Keeling

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Techno Tots (Birmingham) Ltd  
Setting Address City Technology College  
PO Box 1017, Cooks Lane, Kingshurst  
Birmingham  
B37 6NZ

### REGISTERED PROVIDER DETAILS

Name Techno Tots (Holdings) Ltd

### ORGANISATION DETAILS

Name Techno Tots (Holdings) Ltd  
Address The City Technology Office  
PO Box 1017, Kingshurst  
Birmingham  
West Midlands  
B37 6NZ

## 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

Technotots Day Nursery opened in 1991. It operates from purpose built premises, located on the campus at the City Technology College, Solihull. The nursery provides places for students attending the college and also serves the local community.

There are currently 165 children from birth to five years on roll. This includes 24 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions.

The nursery opens five days a week all year round, except for public bank holidays. Sessions are from 07:45hrs until 17:45hrs.

There are 25 staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Technotots Day Nursery provides good quality nursery education, which enables children to make generally good progress towards the early learning goals in communication, language and literacy, and very good progress towards the early learning goals in the other five areas of learning.

The quality of teaching is generally good and staff have a growing understanding of the foundation stage curriculum. Staff plan a wide range of interesting and worthwhile activities which actively engage children in a range of both adult led and child initiated play. Although, attention is needed to strengthen the programme for communication, language and literacy and review the structure and management of group time. Staff are enthusiastic, patient and provide very good role models, staff actively praise and encourage good behaviour. The accommodation is bright, welcoming and provides an extensive range of toys and resources, which children can access independently. Staff complete detailed assessments, although information gained is not yet fully linked to future planning.

Leadership and management of the nursery is very good. Staff work effectively as a team and are clear about their roles and responsibilities, there is a strong team spirit. Managers are highly motivated and organised, they are fully committed to improving the quality of the educational programme and to provide on-going training and development for all staff. Systems are in place to monitor the quality of teaching and planning, with support and advice accessed through a teacher mentor.

Partnership with parents is very good. Good quality information is available for all parents about the setting, and its provision for nursery education. Effective arrangements are in place to inform parents about their child's progress, through daily discussion with staff and the opportunity to see and discuss children's assessment records. Parents speak positively about the setting, they find staff approachable and helpful.

### What is being done well?

- The learning environment is bright and welcoming, with good quality accessible resources.
- Staff work confidently together to provide a wide range of interesting and worthwhile activities which enable children to make good progress towards the early learning goals.
- Children's personal, social and emotional development is very good, children are happy, confident and have formed positive relationships with their peers and adults. Children are able to express their feelings and ideas, and manage their self care needs well.

- There are good opportunities for children to learn through play, be creative and imaginative and to use all their senses.
- Staff are calm, patient and provide very good role models. Staff use praise well to reward both effort and achievement and children's self esteem is carefully fostered.
- Strong leadership provides effective support for all staff, who are committed to improving the quality of the educational programme, and the quality of teaching.
- The partnership with parents and carers is very good and is effective in supporting children's individual needs.

#### **What needs to be improved?**

- the structure and management of group time
- the assessment procedures
- the programme for communication, language and literacy.

#### **What has improved since the last inspection?**

Since the last inspection in March 2001, the nursery have moved into purpose built accommodation, this therefore, is the first inspection at the new premises.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, eager to learn and show initiative when selecting an activity, they are enthusiastic and settle quickly to a task. Children have developed excellent relationships with adults and their peers, and are sensitive to the needs of other children when playing together. Children work co-operatively as a group and learn to take turns, as they played with the 'parachute' and whilst engaged in 'wellie' printing. Children express their feelings and manage their self-care needs well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with each other and adults, they participate enthusiastically during group discussion time, however, children's learning is limited due to the size and management of the group. Children are beginning to learn how print carries meaning as some children recognise their own name, however, children are not always encouraged to develop their early 'mark making' / 'writing skills' as they play. Children are shown how to handle books and use them appropriately.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a real interest in numbers and counting, through the use of action rhymes and songs and are beginning to solve number problems with interest, as they recalled the 'date' and completed a 'number matching game'. Most three and four year old children can count confidently up to five and more able children count to ten and beyond. Children talk about big, little, under, over and can sort, compare and match. Children can confidently name shapes, such as squares, triangles and circles.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their natural environment and are developing an understanding of living things, as they grow seeds, make regular visits to the country park and observe and record the weather changes each day. Children build and construct with a wide range of objects and have access to a computer to support their learning. Children are developing a sense of time and place and are learning about their own and other cultures, as they celebrate, Diwali, Christmas and Chinese New Year.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children show good control and co-ordination as they move confidently around the pre-school rooms, they use space sensibly and are aware of others as they participate in outdoor play. Children show increasing skill and control as they confidently negotiate the climbing frame and manoeuvre wheeled toys. Children confidently handle a range of tools, such as scissors, paint brushes and pencils. Children are developing an awareness of personal hygiene through well established daily routines.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children learn about texture, shape and colour through a good range of planned activities, such as, sand, dough and painting. Children enjoy music and explore sound effectively, as they play musical instruments, guess animal sounds and sing songs. Children enjoy imaginative play, they like to dress-up and act out different roles and stories, and, are able to express and communicate their ideas, thoughts and feelings very positively. Children have good opportunities to use all their senses.

**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**

- Review the structure and management of 'group time', to ensure staff time is used effectively and children's learning is maximised, also, continue to develop the newly implemented assessment procedures to ensure information gained is used effectively to inform planning and guide teaching.
- Strengthen the programme for communication, language and literacy by extending the resources in the writing area and ensure children are encouraged to develop their early 'mark-making' and 'writing skills' as they play.

*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.*