



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119756

DfES Number: 584279

INSPECTION DETAILS

Inspection Date 10/02/2005
Inspector Name Lilyanne Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Fun to Learn Nursery, Pre-School and Activity Club
Setting Address Kitbridge Road
Newport
Isle of Wight
PO30 5GD

REGISTERED PROVIDER DETAILS

Name Mrs Michele Jones

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

Fun To Learn Nursery, Pre school and Activity Club opened in 1998. It is a privately owned provision which operates from three interlinking mobiles situated within the grounds of Newport Primary School Newport on the Isle of Wight.

At the time of inspection there are 207 children on roll of these 60 are in receipt of government funding for nursery education. Support is able to be provided for children with special needs and who speak English as an additional language. The provision opens five days a week all year round from 07:45 until 17:45. Flexible sessions are available within these times.

The manager employs a total of 22 staff of these 12 regularly work with the children funded for nursery education. Most staff are qualified to NVQ level 3 in childcare. 2 staff are currently attending courses 1 to gain an NVQ 2 and 1 to gain an NVQ 3.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance development worker.

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

How effective is the nursery education?

The nursery education provision at Fun to Learn pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all areas.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the stepping stones. They plan a curriculum which covers all aspects of children's learning and provides a balance of adult led and child initiated activities. Staff provide a welcoming learning environment for children. Resources and equipment are organised to support children to become independent. Staff know the children well. They assess children's progress through observation and use this information to plan for their next steps in learning. The systems for recording children's progress is not yet fully developed. Records do not clearly reflect the knowledge staff have of the children.

Effective systems are in place for supporting children with Special Education Needs.

Staff manage children's behaviour very well. They act as good role models and give children clear explanations and guidance.

The leadership and management is very good. The manager and staff work very well together as a team. The manager is committed to ensuring a high standard of nursery education is provided for all children. She is very supportive of staff and values the work they do.

The partnership with parents is very good. Parents receive and have access to very good information about the provision and the nursery education provided. Staff recognise parents as being the first educators of their children and encourage them to share what they know about their child. They are able to talk to staff about their children's progress daily.

What is being done well?

- The attention staff give to ensuring children's personal, social and emotional development is developed and supported is very good. Staff provide a wide range of activities which encourage all children to socialise, play together and to share and take turns. Children show a good awareness and understanding of the rules of the setting and behaviour expectations they are taught. They confidently point out when these are not adhered to for example during a story session the line in the story states you must never borrow my bucket, children comment that's not a very nice thing to say, you have to share. When it states a child had said thank you they respond by saying that's a nice thing to say. Children's confidence and self- esteem is raised through the praise and encouragement given by staff.

- The leadership and management of the provision is very good. The owner who is also the manager of the provision is very experienced and knowledgeable. She has a clear vision of the standard of education children should receive and has high expectations of all staff. The nursery education provided and the quality of teaching is regularly monitored to ensure a high standard is being maintained and the individual learning and development needs of all children are met and supported.
- Parent's are encouraged to share what they know about their child. Home link books are filled in by staff each session a child attends. These provide parents with information of some of the activities their children have engaged in and any noticeable achievements they have made. Parents are invited to write in these books any progress or interests they have noticed their child make at home. This information is then used alongside the key workers observations to plan for the children's next steps in learning which ensures their existing skills and interests are built on and they are supported to make progress.

What needs to be improved?

- The recording of children's progress.

What has improved since the last inspection?

The progress the pre-school has made since their last inspection in response to key issues raised is very good. This has had a significant impact on the progress children are making in their writing and to the way information is shared about children's attainment and progress at home and in the pre-school. The pre-school were asked to address the following.

To improve children's independent learning in writing through the use of their existing skills as the starting point for their development.

To improve the sharing of information about children's attainment and progress at home and in the pre-school.

Children's existing skills of writing are acknowledged and they are supported to develop them through a wide range of activities. Staff encourage all children to scribe and place their names on their own work. More able children are able to write their own names. Some do this unaided and others copy the letters written by a member of staff.

Systems in place for sharing information about children's attainment and progress at home and in pre-school are very good. Staff know the children very well. Parents are able to discuss with staff daily the attainment and progress their child is making. Home link books are exchanged each day a child attends. In these staff record some of the achievements children have made during activities they have engaged in at pre-school, and parents are able to record any achievements or progress they notice their child has made at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who know them well and are sensitive to their needs. They are encouraged to be independent and to make their own choices. Children are beginning to make friendships. They socialise and play with other children in the group. Children are taught to share and take turns and to be polite, they are taught to have an awareness of the rules of the setting through the clear guidance and explanations of staff. Children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children respond well to simple instructions and listen attentively to stories. They are becoming confident communicators and use talk to recall and relive past experiences. They show an interest in books and the illustrations and print in the environment. Children are beginning to recognise some familiar words they see around them for example their names and the labels on resources. Children are beginning to write some recognisable letters and some children are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from good support to help develop their understanding of all aspects of mathematics. They show an interest in numbers and practice their counting skills through everyday routines and activities. Children compare how many objects they have and are beginning to say what it is they need to do to have the right amount. They use language to compare size for example little, big, tall, and small. Children have opportunities to learn about shapes and to use scales and spoons to measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating. They use a comb and their fingers to spread sand across the top of a light box and comment on the various colours of the lights and patterns they create. Children experiment with various objects to see which float or sink. They use a computer to support their learning and have access to a wide range of programmes. Children grow their own plants and learn how to care for them. They celebrate various festivals for example Chinese New Year and Harvest.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are able to develop their fine and large motor skills through a range of indoor and outdoor activities. They have regular access to climbing and balancing equipment, bikes, scooters, bean bags, balls, push along toys and one handed tools and equipment. Children carefully negotiate an appropriate pathway when playing indoors. They show a good awareness of others and avoid obstacles. Children have an awareness of healthy practices and most are able to manage their own personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are beginning to differentiate colours. They make constructions, collages, paintings and drawings using a wide range of materials and various textures. Children are able to use their imagination to express their own thoughts and ideas and are given time to complete their creations to their own specification. They enjoy joining in with singing and musical activities, they carry out actions to some songs and explore the differing sounds of instruments.

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;
- Continue to develop the systems for recording children's progress. Ensure children's written progress records clearly reflect the knowledge staff have so the progress children are making and the aims and plans for their next steps in learning are available to all staff.

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.